



## State Records Act 1997

# Operational Records Disposal Schedule

**Department for Education and Child  
Development (DECD) - State Office (and  
predecessor agencies)**

**RDS 2014/01 Version 1**

Effective Date: 14 October 2014 to 30 June 2019

Approved Date: 14 October 2014

Approved by SRC



Department for Education and Child Development (DECD) - State Office (and predecessor agencies)

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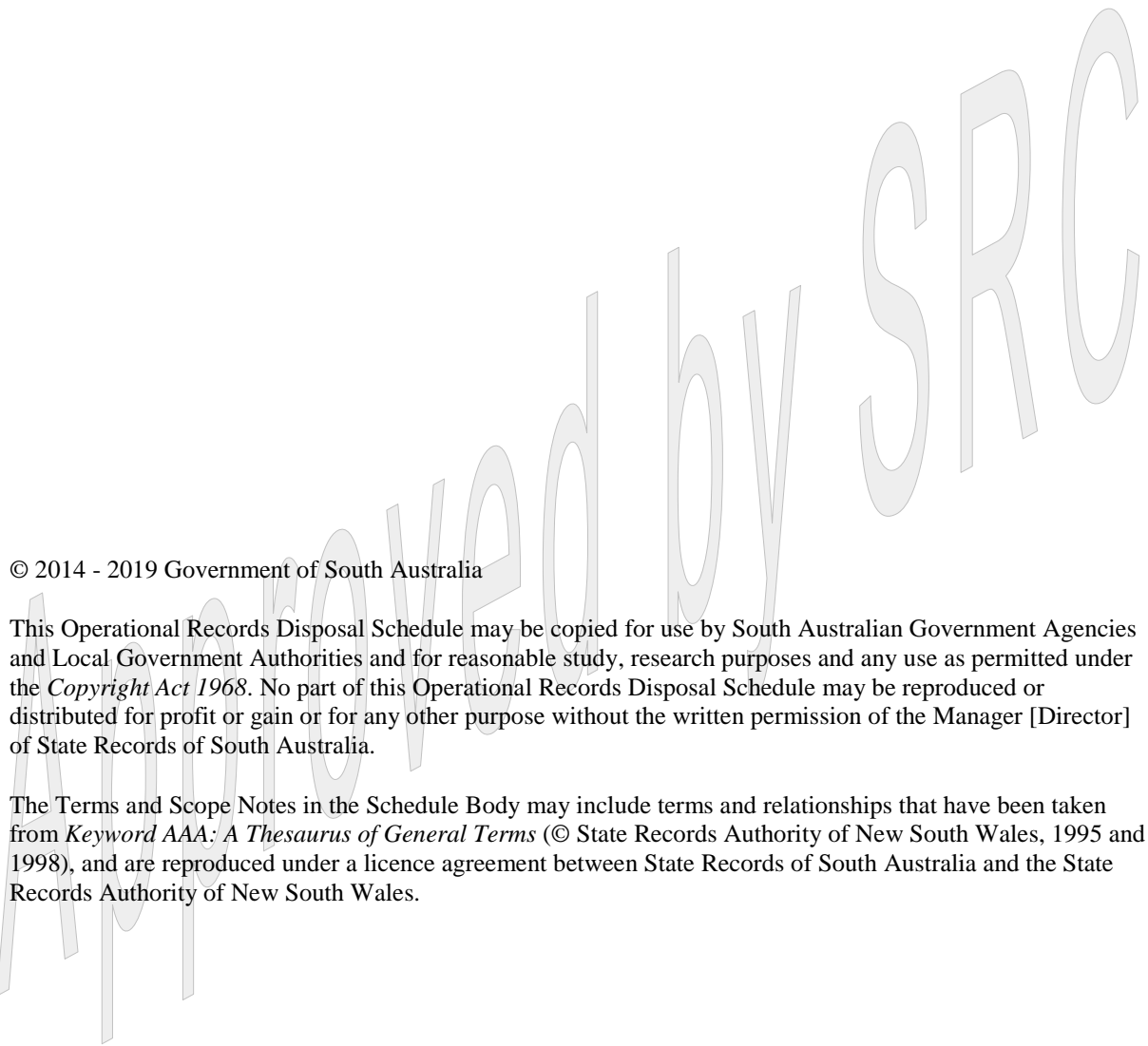
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**Department for Education and Child Development (DECD) - State Office (and predecessor agencies)**

**Preamble**

**Purpose of the Schedule**

This Operational Records Disposal Schedule (RDS) authorises arrangements for the retention or destruction of records in accordance with Section 23(2) of the *State Records Act 1997*.

**Application of the Schedule**

**Department for Education and Child Development (DECD) - State Office (and predecessor agencies)**

**Approved Date: 14 October 2014**

**Effective Date: 14 October 2014 to 30 June 2019**

**Authorisation by State Records**

This authorisation applies only to the disposal of the records described in the Schedule.

**State Records' Contact Information**

**State Records of South Australia**

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**Chair, State Records Council**

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**A/Director, State Records**



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## Disposal of Official Records

### Legislation

Section 23(1) of the *State Records Act 1997* states that an agency must not dispose of official records except in accordance with a determination made by the Manager [Director] of State Records with the approval of the State Records Council.

Section 23(2) states:

‘If an agency requests the Manager to make a determination as to the disposal of official records, the Manager must, as soon as practicable:

- (a) with the approval of the [State Records] Council, make a determination requiring or authorising disposal of the records in a specified manner; or
- (b) make a determination requiring delivery of the records into the custody of State Records or retention of the records and later delivery into the custody of State Records.’

The contents of an RDS, once the approval process is complete, constitute a determination within the meaning of the *State Records Act 1997*.

### Functions of the Schedule

An RDS plans the life of these records from the time of their creation to their disposal. It describes the records created and/or controlled by DECD - State Office, the disposal sentence specifying whether they are to be retained as archives or destroyed, and when this should occur.

This Operational Records Disposal Schedule has been prepared in conjunction with staff from DECD - State Office to determine the records which need to be kept because of their long term value and to enable the disposal of records once they are no longer needed for administrative purposes. The assessment of the records takes into account their administrative, legal, evidential, financial, informational and historical values. The appraisal of the records is in accordance with the State Records’ policy as documented in *Appraisal of Official Records – Policy and Objectives* - available from State Records’ website ([www.archives.sa.gov.au](http://www.archives.sa.gov.au)).

The Schedule complements the General Disposal Schedules (GDS) that are issued by State Records to cover housekeeping and other administrative records common to most State Government agencies.



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## Using the Schedule

The Schedule applies only to the records described within it.

### Layout

The Schedule is laid out as follows:

- Item Number:** Numbering in the Schedule is multi level:
- Functions have single numbers (*e.g.* 1.)
  - Activities and/or processes have two-level numbers (*e.g.* 1.1)
  - Disposal classes have three-level numbers (*e.g.* 1.1.1)
- Function:** The general functions are shown in 12 point bold Arial upper case at the start of each section. ( *e.g.* **EDUCATION & LEARNING DEVELOPMENT**)
- Activity/Process:** The activities and processes relating to each function are shown in 12 point bold Arial sentence case (*e.g.* **Curriculum Development**).
- Description:** Descriptions are in three levels ranging from broad functions to specific disposal classes:
- definitions of functions are shown at the start of each section in bold (*eg* **The function of developing education directions and policy, engaging with families and communities, and delivering outcomes that align with core strategic purposes so that children reach their potential.**)
  - definitions of activities are located adjacent to the activity title in italics (*eg* *The activities involved in developing curriculum including learning frameworks contributing to national developments, evaluation, consultation and reports, and specific curricula eg. child protection.*)
  - descriptions of each disposal class are arranged in sequence under the activity definitions.
- Disposal Action:** Disposal actions relate to the disposal classes arranged under the activity descriptions. The status of the class is either PERMANENT or TEMPORARY with a disposal trigger and retention period given for all temporary records.



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### Retention Period of the Record

The Schedule is used to sentence records. Sentencing involves applying the record retention periods within the RDS to the records of DECD - State Office. Decisions are made using the Schedule about whether records are to be retained and, if so, for how long, or when they are to be destroyed.

Retention periods set down in the Schedule are minimum ones and DECD - State Office may extend the retention period of the record if it considers there is an administrative need to do so. Where DECD - State Office wishes to retain records for substantially longer periods it should request that the Schedule be amended to reflect this requirement.

### Custody and Transfer of the Record

#### Permanent Records

Section 19 of the *State Records Act 1997* includes provisions for the transfer of custody of an official record:

- a) when the agency ceases to require access to the record for current administrative purposes or
- b) during the year occurring 15 years after the record came into existence - whichever first occurs

Official records that have been sentenced as permanent, in accordance with an approved disposal schedule, are required to be transferred to State Records.

Agencies with valid reasons to retain permanent records for longer than 15 years should apply in writing to Director [Manager], State Records requesting either a postponement or an exemption from section 19.

It should be noted that postponement or exemption are only granted in exceptional circumstances.

#### Temporary Records

The custody of official records that have been sentenced as temporary is the responsibility of agencies. A policy and standards framework for the management and storage of temporary value official records has been established by State Records as documented in *Records of Temporary Value: Management and Storage: Standard and Guidelines (May 2002)*. DECD - State Office needs to comply with these policy documents - available from State Records' website ([www.archives.sa.gov.au](http://www.archives.sa.gov.au)).

The custody of official records on networks or hard drives is also the responsibility of agencies. DECD - State Office needs to ensure that records in electronic format remain





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accessible to authorised users for the duration of the designated retention period. State Records is, however, currently examining options for the transfer of permanent value electronic records in digital form to its custody.

### Destruction of Records

Prior to destruction, the following General Disposal Schedules (GDS) need to be consulted:

- ***GDS 16 Impact of Native Title Claims on Disposal of Records*** to ensure records which are relevant to native title claims in South Australia are identified and preserved
- ***GDS 27 for Records Required for Legal Proceedings or Ex Gratia Applications Relating to Alleged Abuse of Former Children Whilst in State Care*** to ensure the preservation of official records that may relate to the rights and entitlements of the individuals who present a court claim or apply for an ex gratia payment and of the State Government in defending or processing those claims and applications
- ***GDS32 for Records of Relevance to the Royal Commission into Institutional Responses to Child Sexual Abuse*** to ensure the retention of records that may be required by any Notice to Produce the Commission may send to any educational site or service under the jurisdiction of the Minister.

When official records, in DECD - State Office's custody or housed in secondary storage, are due to be destroyed in accordance with the provisions of this or other disposal determinations, State Records is required to be notified via an Intention to Destroy Records Report. This form is available on the State Records' website ([www.archives.sa.gov.au](http://www.archives.sa.gov.au)).

DECD - State Office must ensure that all destruction is secure and confidential and that a certificate confirming destruction is provided by private contractors.

Standard methods for destruction of paper are shredding, pulping or other means that are environmentally friendly.

Records in electronic format must only be destroyed by reformatting or rewriting to ensure that the data and any "pointers" in the system are destroyed. "Delete" instructions do not offer adequate security as data may be restored or recovered.

DECD - State Office should keep their own record of all records destroyed, noting the relevant disposal authority. Proof of destruction may be required for legal purposes, or in response to FOI applications. When records are destroyed systems that control them should also be updated by inputting destruction dates and relevant disposal authorities.



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**Review**

State Records' disposal schedules apply for a period of ten years. Either DECD - State Office or State Records may propose a review of the Schedule at an earlier time, in the event of changes to functions or procedures that affect the value of the records covered by the disposal authority. Reviews are especially necessary if there is vast administrative change that affects the currency and use of the records and/or the records are dispersed to other agencies.

The State Records Council needs to approve all amendments to the Schedule. Officers using the Schedule should advise State Records of any necessary changes.

Approved by SRC



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## **Context Statement**

### **Context of the Agency Covered by the Schedule**

#### **DECD - State Office History and Background**

In the first couple of decades of the South Australian colony, several private schools were established by individuals and religious denominations, but there was no appropriation of public funds until 1846 when grants were made to encourage private schools. An Education Board was appointed in 1849 comprising members Sir Charles Cooper, Rev T.Q. Stow, Mr Smillie, Mr Farrell and Dr Duncan. Many of the early schools were denominational and this led to an opinion that such grants were an aid to sectarian teaching; accordingly, the Education Act passed by the Legislative Council in 1851 placed on the State Government the responsibility of providing a State-based system of education<sup>1</sup>.

#### **Early days of Government responsibility for education**

State aid to religious denominations was thus abolished and a Central Board of Education was established to assist secular education. It could subsidise vested schools, licence teachers, authorise district councils to visit and inspect schools, and assist in the training of teachers.<sup>2</sup>

Dr William Wyatt was appointed Chief Inspector of Schools and worked with difficulties - lack of money and trained teachers, power, transport and communications. Some communities used churches and local halls; many could not provide a school at all and children were denied access to any education. By 1875, of the 290 teachers under the board, only 135 were certificated. Licensed schools in Adelaide had been falling and were fewer than 20 and numbers of enrolled children fell accordingly.<sup>3</sup> During the 1870s the South Australian economy improved - areas were opened up in the north, trade increased with bumper wheat crops, and income from customs duties and the sale of Crown Lands rose sharply. Premier Boucaut extended more vigour into financing public projects.

In June 1875, the Minister of Agriculture and Education introduced a bill to provide for public education in South Australia. This Bill extended the responsibilities of the government to the building of schoolhouses, elevating the status of teachers, their qualifications and stipends and required compulsory attendance of children. Debate ensued over the inclusion of biblical studies, domestic studies for girls, care for aged and infirm

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<sup>1</sup> Geoffrey H. Manning's *A Colonial Experience* - extracted from The Manning Index, <http://www.slsa.sa.gov.au/manning/sa/edu/comments.htm>

<sup>2</sup> Thiele, Colin: *Grains of Mustard Seed* p.1. Research by Ron Gibbs. Education Department SA, 1975. Griffin Press, Netley.

<sup>3</sup> *Ibid*, p.2



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teachers and funding. The Act received royal assent in October 1875.<sup>4</sup> The Central Board of Education was abolished, and John Hartley was appointed President of the Council of Education which met weekly in the government building in Flinders Street.<sup>5</sup> Pressing matters at that time included specifications for the design of school buildings, improving teachers' salaries, the appointment of more school inspectors and developing regulations. The early regulations dealt with teacher qualifications and training, courses of instruction, appointments, dismissal, classifications of schools and teachers and examinations.<sup>6</sup> Teachers came under the direct control of the council.

### An Education Department

The Act was amended in 1878 and abolished the Council of Education, and created the position of Inspector-General as permanent head of an Education Department, directly responsible to a Minister. John Hartley was appointed Inspector-General with inspectors, based in districts. The curriculum was set out clearly although the narrowness and severity of the compulsory standard – reading, writing and arithmetic - was gradually offset by other subjects such as history, geography, singing and needlework.<sup>7</sup>

During the late 1870s and into the next decade, the Education Department built 77 schools, owned 194 school buildings, had approximately 35,000 enrolments in public and provisional schools, and was costing over £150,000 per annum.<sup>8</sup> Compulsory attendance at school had been proclaimed in 23 districts. A uniform system of fees was supplemented by the government to ensure destitute children could have access to basic education, and the department employed 788 teachers.

The control which inspectors held, their power to affect promotion, teaching reputation, even salary through the inducements of examination results strained relations between teachers and inspectors, and an inquiry – which became a Royal Commission<sup>9</sup> in 1883 – investigated the implementation of the Education Act.

In the mid-1880s, the South Australian economy plunged into depression and the land was ravaged by drought. Exports fell, and income from the sale of land reduced. The government cut expenditure in public works and civil services. Increasing agitation for the abolition of all school fees and the introduction of a wholly free, secular, government system of education was granted by referendum in 1896.<sup>10</sup>

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<sup>4</sup> Ibid, p.15

<sup>5</sup> Ibid, p.20

<sup>6</sup> Ibid, p.21

<sup>7</sup> Ibid, p.27

<sup>8</sup> Ibid, p.22-23

<sup>9</sup> The Commission on the Working of the Education Acts 1881 – 1882 (Annual Report 1883)

<sup>10</sup> Theile, Colin op cit, p.50



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In 1885, Hartley founded the *Education Gazette* which he edited. The Gazette was used not only as an administrative vehicle, but also as a method of disseminating new educational ideas and techniques.<sup>11</sup> (DECD State Office holds a complete set of *The Education Gazette* in addition to the set in the custody of State Records.)

In 1879 the South Australian Government established the Advanced School for Girls in Franklin Street Adelaide. The establishment of the school was seen as an acknowledgement of the changing role of women and the need for well-educated teachers. This was five years after the founding of the University of Adelaide, which from inception, planned to admit women to degrees. During its lifetime the Advanced School for Girls provided almost two thirds of the earliest women graduates of the University of Adelaide. In 1892 the school moved to Grote Street and in 1908 it became a part of the new Adelaide High School.

Following Hartley's death, the government in 1896 established a Board of Inspectors collectively responsible for managing the department. Correspondence, requests, reports, decisions, regulations all were to go to, and from, the Board. Despite slow decision making and weak delegating, in its first year the board appointed the first female inspector.<sup>12</sup> The work of the board was made more difficult by the rapidly increasing department: there were nearly 1200 teachers and more than 600 schools across the colony to inspect bi-annually. Nearing the turn of the century, the economic situation was again desperate. Salaries of teachers and heads were cut, inspectors districts were re-arranged to reduce the costs of travel, and agriculture classes were discontinued. The Board of Inspectors was abolished on June 30 that year, and one Inspector General, William Stanton was appointed.

With the department remaining in the economic doldrums, came a fundamental change in the preparation and training of teachers. Through the beneficence of Sir Thomas Elder, and the goodwill of Professors William Bragg and William Mitchell, the University of Adelaide offered to take over the education of all student teachers at no cost to the department. When the responsibility of the education of student teachers transferred the records were also transferred. This RDS does therefore not cover the former teachers training colleges.

### The early 1900s

In 1906, Tom Price became South Australia's first Labor Party premier. Price took over the Education portfolio and made several changes. The position of Inspector-General was abolished and a Director of Education was appointed instead.<sup>13</sup> 'Notes from the Director' in the *Education Gazette*, were issued immediately by the first director Alfred Williams. Amongst the massive changes Williams brought, were new Education Regulations in 1908, which established a high school in Adelaide and allowed for the establishment of high

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<sup>11</sup> Ibid, p.50

<sup>12</sup> Ibid, p.61

<sup>13</sup> Ibid, p.76



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schools in the districts.<sup>14</sup> By 1911, South Australia had 19 high schools and 80 secondary teachers (of whom 27 were at Adelaide High School).

In 1916 there were 52 Lutheran schools in South Australia; their lessons were conducted almost exclusively in the German language. The *Education Act 1915* mandated that lessons would be delivered in the English language for at least four hours of the school day. The *Education Act Amendment Act 1916* provided for English to be the only language at school, and for the Department of Education to take over all Lutheran schools which occurred in June 1917. Some Lutheran Schools were closed and absorbed into local schools, whilst other Lutheran schools continued with English-speaking teachers.<sup>15</sup>

William McCoy, the Director of Education from 1919 found a department in malaise: low teacher morale because of salary dissatisfaction, lack of a superintendent of secondary education, run down and inadequate buildings, outdated furniture, curricula that needed reform and a complete reorganisation of teacher training.<sup>16</sup> The next year saw many reforms and new regulations reported to the Minister and to Parliament. Included in these was the appointment of a Superintendent of Secondary Schools (W.J. Adey), the establishment of the Correspondence School, separate Infant Departments in large primary schools, and the separation from the University, of the Teachers College. Other reforms in the 1920s included new buildings and enlarged subsidies to school committees, health specialists, dentists, a disinfecting officer and the appointment of the first psychologist in the department.<sup>17</sup>

The *Education Act 1946* raised the school leaving age from 14 to 15 years although at the time there were insufficient teachers and classrooms to accommodate more school children. A position of Deputy-Director was created in 1947 to share the director's workload. In 1949, a Building Division was established in the department with the express purpose of manufacturing prefabricated portable classrooms to accommodate the rapidly increasing number of student enrolments. By 1956, 431 prefabricated classrooms had been produced at the Finsbury plant.<sup>18</sup>

In 1965, school enrolments exceeded 200,000, stretching teacher supply. Between 1960 and 1970, the number of teachers employed by the department increased from 6,000 to 11,000 with a sharp increase in the number of female teachers, which in 1960 was already 60% of the workforce.<sup>19</sup> The Education Department had become a huge enterprise and the complexities of communication in the hierarchical structure, and the relationship between the Flinders Street central office and the teaching force in the schools was becoming more apparent. In 1965, the Labor Party was elected to govern after some 30 years of Liberal and Country League governments. A separate 'Secretariat for the Minister of Education' was

<sup>14</sup> Ibid, p.84

<sup>15</sup> Official Yearbook of the Commonwealth of Australia, Issue 27, 1934 p.792

<sup>16</sup> Thiele, op cit p.142

<sup>17</sup> Ibid, p.168

<sup>18</sup> Ibid, p.211

<sup>19</sup> Ibid, p.216



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created immediately, to provide research and advisory services for the Minister, independent of the department's officers.<sup>20</sup>

### Control by Heads of Schools

The Director of Education in August 1970 issued a memorandum that came to be known as the Freedom and Authority Document. This placed the heads of schools in control, with no restriction on teachers making public statements on education, or seeking to promote their ideas for improvement or innovation. A Research and Planning Branch was created to provide a stimulus for experimentation and innovation in schools. The Central Office was to provide overall coordination and supply.<sup>21</sup> Other developments affecting the decentralisation of the department included the establishment of regional offices at Whyalla, Mt Gambier and, by 1974, Clare, Murray Bridge and Elizabeth. Inspectors were now known as Principal Education Officers, softening the perceived image.<sup>22</sup>

Soon after the Freedom and Authority Document, the department witnessed the tabling of the *Report of the Karmel Committee on Education* in the House of Assembly. Peter Karmel's Committee of Inquiry's recommendations included the assumption by the government of full responsibility for the education of children with disabilities and the establishment of a Department of Further Education to incorporate the existing Technical Division. A Board of Advanced Education and a Director of Further Education were appointed by 1972.<sup>23</sup>

The *Education Act 1972* nominated the Institute of Teachers as the only negotiating body for teachers on salary matters and for the appointment of teacher representatives to boards and statutory organisations. It also gave more responsibility and flexibility to school councils and to schools, and empowered more delegated authority by the Minister and the Director-General.<sup>24</sup> Funds from the federal government's Schools Commission in 1974 provided for the upgrading of school buildings and facilities. These funds also enhanced teacher development, aid to disadvantaged schools and special education services.

### Reorganisation and resources

The Education Department in the mid-1970s continued a thrust of community involvement in education through supporting school councils, and by establishing a school-based community centre at Angle Park, community schools and school libraries as community library centres. The department under Director-General Alby Jones substantially reorganised along functional lines and integrated administrative services into a Management Services Branch comprising automated data processing, personnel management and investigating accountants. Structural reorganisation more broadly resulted in the complete regionalisation of the

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<sup>20</sup> Ibid, p.222

<sup>21</sup> Annual Report of the Minister of Education, 1970

<sup>22</sup> Theile, op cit, p.228

<sup>23</sup> Annual Report of the Director-General of Education, 1972

<sup>24</sup> Ibid p.6



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Riverland as a sub-region of the Lower Murray Region and adding three metropolitan regions to the existing five regions.<sup>25</sup>

The increased use of computers and visual display equipment demanded new budget lines. Terminals and printers were provided for more of the 612 staff in Central Office and the Regional Offices and flexible working hours were introduced in selected sections.

The centenary of State education in South Australia in 1975 saw Dr Don Hopgood become the Minister. The Department relocated to its new Education Centre on the corner of Gawler Place and Flinders Street in Adelaide in the following year.

The reorganisation of the department approved by the Public Service Board allowed for two additional directorates – Resources, and Schools. Four other directorates continued alongside these – Administration and Finance, Education Services, Educational Facilities, and Research and Planning. A Director-General presided over each. The Schools Directorate incorporated the curriculum and personnel functions, special education, early childhood education and Aboriginal education<sup>26</sup>. In 1977 however, the Schools Directorate was split into curriculum, and personnel; the latter absorbed the Directorate of Education Services.

In 1977 the Adelaide Botanic Gardens and Herbarium, and the South Australian Museum were transferred to the Department. A new position of Deputy Director General was created for Dr. W. Grant Inglis to facilitate this transfer, although reports continued to be submitted to Parliament through the respective organisation's boards.<sup>27</sup> Both the Adelaide Botanic Gardens and Herbarium and the South Australian Museum were transferred from the Department to the Department of Community Development in 1979.

### Regionalisation and reorganisation

The full implementation of regionalisation for operational and administrative purposes for the State was completed, paralleling the work of the Interdepartmental Committee on Uniform Regional Boundaries. The committee's report was adopted by the government in 1977 and a timetable was set for the adoption of these boundaries by government departments. Early in 1978 the last of the regions was established, the regional titles had been adopted and the transfer responsibility for schools had taken place. There were now ten Education regions, each in the care of a Regional Director.<sup>28</sup>

<sup>25</sup> Annual Report of the Director-General of Education, 1975

<sup>26</sup> Annual Report of the Director-General of Education, 1976

<sup>27</sup> Annual Report of the Director-General of Education, 1977

<sup>28</sup> Ibid, p.15





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The department published its first public statement of aims and priorities in 1979, in preparation for another review of its operations. The establishment of the Curriculum Directorate with responsibility for all curriculum used in schools and supported by a Curriculum Coordinating Committee had completed the structural reorganisation of the Central (now State) Office.<sup>29</sup>

Responsibility for selection procedures for trainee teachers was transferred by the department to the newly formed independent South Australian Tertiary Admissions Centre.

In the late 1980s the business unit “Information Systems Unit” was created to manage the development of the departments Management Information System (EDMIS) which was developed jointly with the Department of Further Education. Computers were used primarily for information and payroll services, with visual display units for accessing data. A computerised archival file recording system was installed in 1980 for retrieving the entire central records system.<sup>30</sup> In 1984 an Information Technology Branch was established at State Office to implement the Computer Strategy Plan and to ensure the availability of computer technology for administrative needs and an integrated network for data processing and word processing.

To achieve multicultural aims in school practice, the Multicultural Education Coordinating Committee was established in 1979. Through the committee, the Director-General was advised on the best means of fostering education for a multicultural society through the administration of funds made available by the Schools Commission.<sup>31</sup> It adapted curriculum materials reflective of a multicultural society, including the production of materials in Serbo-Croatian, Polish, Vietnamese and Indonesian.

The Office of the Ministry of Education (OME) was established in 1981. OME’s Executive Director was charged with the provision and coordination of advice in matters involving more than one organisation in the education sector, forward planning for education and monitoring federal education policies and programs. For administrative purposes however, it formed part of the Education Department.

### Equal Opportunity

The need to broaden choice in curriculum for girls and boys contributed to the appointment in 1977 of Denise Bradley as the department’s first Women’s Advisor. Her main role was to advise on curriculum, the status of women teachers and to encourage awareness of the changing role of women in society among parents, teachers and students.

<sup>29</sup> Annual Report of the Director-General of Education, 1978

<sup>30</sup> Annual Report of the Director-General of Education, 1980

<sup>31</sup> Annual Report of the Director-General of Education, 1981



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In 1985 the first Aboriginal person was appointed to the position of a Deputy Director. As the Coordinator of Aboriginal Education he/she initiated changes. Aboriginal Education teams were established to maximise the skills and cooperation of Aboriginal education workers and resource teachers. The initial focus was to increase curriculum attainments of Aboriginal students and researching areas of deficiency.<sup>32</sup>

South Australia's *Equal Opportunity Act 1984* commenced 1 March 1986. The Equal Opportunity Unit conducted in-service programs for personnel working in Aboriginal education, the education of girls, multicultural education and special education.<sup>33</sup> Student numbers were nearing 200,000 across the State. In the early 1990s, the department worked hard to develop policies in these areas and to align practices both with this Act and the *Disability Services Act*. At this time, it launched its Social Justice Plan, established a Legal Risk Management Branch and adopted the requirements of the *Freedom of Information Act* in the Administrative Services Branch.

In late 2007, DECS II launched *On the Same Basis: Implementing the Disability Discrimination Act Education Standards*, which provided guidelines for preschools and schools on the implementation of the Education Standards which flowed from the *Disability Discrimination Act 1992*. It was a supporting document for the Disability Action Plan for preschools and schools.

### Restructuring

The Children's Service Office of the Education Department was established on 1 July 1985 to provide a statewide service encompassing child care centres, kindergartens, family day care and other related services such as toy libraries, playgroups, after school hours and vacation care programmes.

The Office took over the functions previously performed by the Kindergarten Union of S.A. Inc. and the Early Childhood Educational Advisory Committee. In 2011 it ceased to be a separate office and was again managed by DECD State Office.

The department worked closely with the non-government schools sector and the Senior Secondary Assessment Board of SA in developing the structure and the curriculum for the South Australian Certificate of Education, introduced in 1992.

As part of another restructuring of the State's public sector, the Department of Education Employment and Training (DEET) was created on 22 April 1993. It incorporated the Education Department, the Department of Technical and Further Education, the Vocational Education Employment and Training Authority, the Children's Services Office and State Youth Affairs. The Department of Education and Children's Services (DECS) was

<sup>32</sup> Annual Report of the Director-General of Education, 1986

<sup>33</sup> Ibid, p.54



## Department for Education and Child Development (DECD) - State Office (and predecessor agencies)

established on 16 December 1993 after a year of structural and administrative change. The Education Department and Children's Services sectors retained their previous functional identities while other sections of the DEET portfolio were incorporated in a Department of Employment Training and Further Education.<sup>34</sup>

### EDSAS

Cabinet approval for the School Administrative Computing System (EDSAS) was received in 1992, and the system and related communication network was trialled in schools in 1993. Full-scale implementation of the EDSAS technology (and basic familiarisation of staff) began in term 4 of 1994, with additional software modules such as financial, timetabling and student achievement, being progressively introduced in 1995. The technology was designed to free school service officers' time and to improve the ability of staff to access student data, as well as permitting the collection of statewide data in common reporting formats. EDSAS remains the primary tool across the department, with each school managing a separate instance of the tool. The Centralised EDSAS Database System (CEDS) in State Office manages data across the EDSAS instances.

### Machinery of government change

DECS became the Department of Education, Training and Employment (DETE) on 23 October 1997.<sup>35</sup> By 1998 DETE covered five broad areas - children's services, schools, vocational education and training (VET), youth affairs and employment. The Office of Employment and Youth was established in May 1999.<sup>36</sup> DETE established a new Education Development Centre in Milner Street, Hindmarsh - a state-of-the-art facility which incorporated training and professional development facilities for department employees and professional associations providing complementary services. The Technology School of the Future was co-located on the premises, and provided information and communication technology programs for government and non-government personnel and students.<sup>37</sup>

Following the election of the Labor Party to government on 6 March 2002, structural changes were made across the public service sector. In July 2002 the Office of Vocational Education and Training, TAFEbiz, the employment functions of the Office of Employment and Youth Affairs, 'Education Adelaide' and the Investigator Science and Technology Centre were transferred to a Department of Employment, Further Education, Science and Small Business.<sup>38</sup>

The Department of Education and Children's Services (DECS II) which was formed under the previous government was reconfigured as the Department for Education, Training and Employment (DETE). Responsibility for employment, training and youth were transferred to

<sup>34</sup> Annual Report of the Director-General of Education, 1993

<sup>35</sup> DETE Annual Report 1997

<sup>36</sup> DETE Annual Report 1999

<sup>37</sup> DETE Annual Report 2000

<sup>38</sup> SA Government Gazette, No.69 June 13 2002 p.2117



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other government agencies. Training and employment services became the responsibility of a Department of Further Education, Employment, Science and Technology (DFEEST) and youth services became the responsibility of the Department of Human Services (DHS).

### Curriculum Development and National Partnerships

From 2009 DECS II ceased curriculum development. This work has since been undertaken by the Australian Curriculum Assessment and Research Authority, an independent organisation that takes a national approach to education. Another major policy change at that time also saw DECS II commence the implementation of national partnership agreements for early childhood and schooling as agreed to by the Council of Australian Governments including:

- Building the Education Revolution
- Digital Education Revolution
- Early Childhood Education (Universal Access)
- National Quality Agenda for Early Childhood Education and Care
- Indigenous Early Childhood Development
- Literacy and Numeracy
- Trade Training Centres
- Youth Attainment and Transitions.

### Funding and Grants

The Dame Roma Mitchell Scholarship was instituted in 1993 to provide financial support for two Aboriginal students undertaking studies in years 11 and 12 to complete the South Australian Certificate of Education (SACE). The then Governor of South Australia, the late Dame Roma Mitchell, AC, QVE, CVO, QC, who had a long association with Reconciliation issues and Aboriginal communities, agreed the scholarships bear her name.

DECD State Office manages the secretariat for this scholarship and several Grant Advisory Boards, including the Dame Roma Mitchell Trust Fund for Children and Young People who have been under the guardianship of the Minister, and the Trust Fund for People with a Disability. These secretariat responsibilities, currently with State Office have previously been placed with several other agencies including Families and Communities, Children, Youth & Family Services, Department of Social Justice, Department of Human Services, Family & Youth Services, Department of Family and Community Services, and Department of Community Welfare).



## Department for Education and Child Development (DECD) - State Office (and predecessor agencies)

### Child Protection

During 2003, DECS II participated in the whole-of-government response to the report by Robyn Layton QC into child protection, *Our best investment - A state plan to protect and advance the interests of children*. DECS II led one of eighteen interagency task groups that analysed and responded to the report. DECS collaborated with other departments to establish a child protection reform agenda for South Australia. *Keeping them safe* was launched in September 2003 and reflects many of the recommendations from the Layton report.

Also in 2003, information, training, research, pathways planning and hospital education services were brought together under the umbrella of Hospital Education Services (HES). Under HES, interagency partnerships established education and care pathways for children and students with physical and psychological health care needs. Families and health services worked with education and childcare staff to support students with health care needs and to ensure health services would be involved if a student's needs fell outside the role of education and childcare workers.

The needs of children with disabilities, Aboriginal students and the early childhood years led DECS II, Catholic Education South Australia and the Association of Independent Schools of South Australia to establish a committee in 2003 to jointly steer child protection initiatives.

Child protection initiatives developed during 2004 including the establishment of standards for the delivery of mandatory notification training responding to allegations made against employees and volunteers.<sup>39</sup>

The renamed Department for Education and Child Development (DECD) was created in October 2011 to integrate services for families, children and young people. Families SA had been situated within the former Department for Families and Communities, but now moved to the new DECD, retaining its core function of the protection of children. From then, South Australia's care and protection services for vulnerable and at-risk children including children under guardianship of the Minister were maintained by DECD. This provided the opportunity to reform the way that services were designed and delivered for the benefit of children, young people and families in South Australia. It also provided an unprecedented opportunity for stronger integration of education and care, child health and protection services as well as strengthening partnerships across government and community.

The Office for Child Safety incorporating Families SA was established in March 2013. Families SA, which is not in scope for coverage by this RDS is responsible for the following:

- case management of children that are at risk of harm, are unsafe, neglected or abused
- supporting families to keep their children safe
- out of home care for children and young people at risk

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<sup>39</sup> DECS Annual Report, 2003



### Department for Education and Child Development (DECD) - State Office (and predecessor agencies)

- case management and support for children and young people under the guardianship of the minister
- supporting the reuniting of children with their families where it is safe to do so
- supporting the transition of young people from out of home care towards independence and adulthood
- managing adopting processes
- caring for refugee children at risk
- financial support services for clients involved in care and protection and post-guardianship services
- delivery of education programs in conjunction with DCSI and DECD at the Adelaide Youth Training Centre.

### Inquiries and Royal Commissions

In 2004, the Honourable Ted Mullighan QC was appointed to conduct the first of two inquiries - one into past abuses of children in State care and another into vulnerable children in remote communities.

Since the Layton and Mullighan Reports, there have been a number of changes to improve child protection including:

- a requirement for teachers to undergo a police check every three years. Funding was provided to back-check the State's then 30,000 teachers, some of whom may have never been checked before
- establishing information sharing guidelines to ensure government and non-government agencies are confident in sharing information to prevent the risk of abuse to children
- introducing criminal history screening for people who work with children
- requiring all organisations working with children to have policies and procedures in place to protect children.

In November 2012, following a series of critical incidents involving the sexual abuse of children, the Honourable Bruce DeBelle AO QC was appointed to undertake an independent inquiry with Royal Commission powers to investigate the matters. Recommendations 8 – 10 of the DeBelle Report are particularly relevant to the work commenced in 2014 by the Office for Resources Operations and Assurance which includes both the *Incident Management Division*, and the *Records Management Unit*. Recommendations 8-10 require predominantly:

- a central file for each matter dealing with an allegation of sexual misconduct, to include all correspondence and emails
- procedures to ensure the accurate recording of information by Departmental officers
- systems which ensure that the flow of information occurs in an accurate and timely manner.



## **Department for Education and Child Development (DECD) - State Office (and predecessor agencies)**

On August 15 2014 the government announced the appointment of former Supreme Court Justice Margaret Nyland as Royal Commissioner to examine the assessment of those who work with children under care, the supervision of them, the reporting of and investigation of complaints concerning children in care, and the adequacy of existing practices and procedures adopted by Families SA and other relevant agencies in implementing the state's child protection system. Whilst the Royal Commission is likely to affect DECD, it is focussed more upon Families SA.

### **DECD Publishing**

DECD Publishing is a business unit of DECD and is managed by State Office. Its core focus is professional development programs for teachers and for the local, national and international education community. The unit operates in an outsource model with capacity through contracting to run programs and sell course materials.

Publishing activities for the agency, currently performed by DECD Publishing, have been performed by various predecessor business units from the early 1960s including Publications Branch, Audio Visual Education Centre, Education Technology Centre, Darlington Materials Development Centre, Angle Park Computing Centre, Technology Education Centre, Education Production Services, Tape Services, Wattle Park Teachers Centre Resources Centre, and Education Video Unit. These units maintained association with the Curriculum Directorate, although funding determined that only the commercially viable operations had continuity through time.

A new model of commercial operation was developed by the end of the 1990s which enabled DECD Publishing to become self-funding while returning revenue to the government. It remodelled selected agency intellectual property into programs for the delivery of professional development for teachers, created 'specialist' publishing, sought commercial opportunities and published for the agency on a fee-for-service basis, while observing competitive neutrality.

Since 2004 DECD Publishing has funded its requirements for infrastructure, salaries and the maintenance of its operations, with any surplus revenue being transferred to the State's Treasury.

### **South Australian Aboriginal Sports Training Academy (SAASTA)**

SAASTA is a sporting and education program developed to provide Aboriginal students with support and assistance to achieve the SACE. It is delivered in government schools and targets senior secondary students in Years 10 – 12 by utilising sport as an engagement tool.



## Department for Education and Child Development (DECD) - State Office (and predecessor agencies)

### DECD - State Office Role and Function

The Department's role is to work with families and communities to lead and deliver quality public education, as the key contributor to developing a democratic, equitable, prosperous and cohesive society for South Australia. Key objectives are:

- to ensure every child achieves their potential
- to deliver excellence in education and care
- to connect with communities
- to develop a successful and sustainable organisation.<sup>40</sup>

DECD key functions are to:

- to oversee early childhood care and services
- to work with all families, to support parents and to ensure the individual needs of each child are met
- to provide services that benefit children and families
- to oversee the provision of local family day care, preschool education, children's centres, out of school hours care programs and health and wellbeing services for families
- to lead and manage South Australia's education and public education system.

DECD State Office has the major responsibility for interactions with the Government of South Australia, the Australian Government, peak stakeholder groups, industrial parties, other organisations and authorities, national and international education and children's services agencies and early childhood service providers.

State Office also provides services to early childhood service providers, preschools, schools and regions for various coordinating functions, such as research, reporting, recruitment, workforce development, legal services and auditing.

The personnel in State Office are responsible for leading and developing policy, designing programs and allocating resources. State Office also provides services to sites and regional partnerships for those functions which are more effectively undertaken at an aggregated level, such as recruitment, staffing, legal services and auditing.

The Office for Child Safety incorporating Families SA was established in March 2013. Families SA is not in scope for coverage by this RDS.

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<sup>40</sup> DECD: The Strategic Plan 2012 – 2016 for SA Public Education and Care





## Department for Education and Child Development (DECD) - State Office (and predecessor agencies)

DECD Publishing is a business unit of the Department for Education and Child Development, situated at Milner Street, Hindmarsh. Its core focus is professional development programs for teachers, for the local, national and international education community. The unit operates in an outsource model with capacity through contracting to run programs and sell course materials through its website, [www.unlockingtheworld.com](http://www.unlockingtheworld.com).

### DECD - State Office Structure Description

State Office has been organised to reflect its core business – to manage the education of children from pre-birth to 18 years, and the care and protection of children and their families.

The Senior Executive Group, headed by Chief Executive Tony Harrison, comprises the heads of the five major Directorates: The Office for Education, the Office for Children and Young People, the Office for Strategy and Performance, the Office for Resources, Operations and Assurance and the Office for Child Safety.

Within these five major Directorates functional Divisions are organised to execute the core business of the Agency. Please refer to the attached Organisation Chart (Appendix C).

The Office for Education, managed by the Chief Education Officer is responsible for teaching and learning services, implementing curriculum, numeracy and literacy strategies, statewide services for sport swimming, aquatics and music, SAASTA, preschool and school improvement and programs and regional management. It also manages improvement and accountability for schools and pre-schools.

The Office for Children and Young People, managed by an Executive Director is responsible for early childhood services, student aboriginal and family services, community planning and service development, services for aboriginal children and families and those with disabilities, early learning partnerships and child and family health services.

The Office for Strategy and Performance managed by an Executive Director is responsible for strategic policy and external relations, legislative reform and governance, intergovernmental relations, research and evaluation, business intelligence and communications.

The Office for Resources, Operations and Assurance managed by an Executive Director is responsible for human resources, financial management, legal services, and the incident management division.

The Incident Management Division was established on July 1 2013, bringing together five functions previously dispersed within DECD: the Investigations Unit, Human Resources Support (Misconduct), School Care, Parent Complaint Unit and the Legislation and Legal



### Department for Education and Child Development (DECD) - State Office (and predecessor agencies)

Services Unit. The creation of this Division was referred to in paragraph 485 of the Report of the Independent Education Inquiry<sup>41</sup> and was a direct response to recommendations 8 and 10.

The Incident Management Division's procedures encompass a number of DeBelle Inquiry Report recommendations:

- reporting allegations of sexual misconduct at DECD sites to the Chief and to the Minister
- case management
- a single case file for incidents
- liaison with SAPOL.

Two independent sub-groups within the Office for Resources Operations and Assurance report directly to the Deputy Chief Executive. *Audit and Risk* ensures effective use of public resources in accordance with legislation and government policy. The *Care Concern Investigations Unit* investigates allegations of abuse and neglect of children and young people in foster care and those in residential and secure care facilities.

The Office for Child Safety (Families SA) managed by the Deputy Chief Executive is responsible for case management of children that are at risk of harm, are unsafe, neglected or abused, supporting families to keep their children safe, out of home care for children and young people at risk, case management and support for children and young people under the guardianship of the Minister, supporting the reuniting of children with their families where it is safe to do so, supporting the transition of young people from out of home care towards independence and adulthood, managing adopting processes, caring for refugee children at risk, financial support services for clients involved in care and protection and post-guardianship services.

The Office for Child Safety (Families SA) is not in scope for this RDS.

#### **Predecessor Agencies**

- GRG 18 / GA 300: Department of Education (1878 – 1994)
- GA 604: Department for Education and Children's Services (1994 – 1997)
- GA 814: Department of Education, Training and Employment (1997 – 2002)
- GA 1282: Department of Education and Children's Services II (DECS II) 2002 - 2011

#### **Successor Agencies**

There are no successor agencies.

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<sup>41</sup>DeBelle, B: SA Royal Commission 2012-2013 Report of Independent Education Inquiry, page 157



**Department for Education and Child Development (DECD) - State Office (and predecessor agencies)**

**Legislation, Regulations and Standards**

The Minister for Education and Child Development holds responsibility for the following Acts and Regulations made under them:

- *Adoption Act 1988*
- *Adoption Regulations 2004*
- *Child Protection Review (Powers and Immunities) Act 2002*
- *Children's Protection Act 1993*
- *Children's Protection Regulations 2010*
- *Children's Services Act 1985*
- *Commission of Inquiry (Children in State Care and Children on APY Lands) Act 2004*
- *Education Act 1972*
- *Education and Early Childhood Services (Registration and Standards) Act 2011*
- *Family and Community Services Act 1972*
- *Family and Community Services Regulations 2009*
- *SACE Board of South Australia Act 1983*
- *Senior Secondary Board of South Australia Act 1983*
- *Teachers Registration and Standards Act 2004*

The Department for Education and Child Development, is affected by the following Acts, Regulations and Standards:

- *Code of Ethics for the Institute of Internal Auditors (Institute of Internal Auditors Australia)*
- *Code of Ethics for the South Australian Public Sector (Commissioner for Public Sector Employment)*
- *Controlled Substances Act SA 1984*
- *Education and Care Services National Law Aust. 2010 and Regulations 2011*
- *Equal Opportunity Act 1984*
- *Fair Work Act SA 1994*
- *Guidelines for Promoting the Safety and Wellbeing of Children, Young People and their Families (South Australia Inter-Agency Government Committee, led by DECD)*
- *Independent Commissioner Against Corruption Act 2012*
- *Interagency Code of Practice - Investigation of Suspected Child Abuse or Neglect (Developed by DECD, Catholic Sector and Independent Schools)*
- *International Standards for the Professional Practice of Internal Auditing*
- *Keeping Them Safe SA Government's Child Protection Reform Program (Families SA, 2013)*
- *National Framework for Protecting Australia's Children (Australian Government Department of Social Services, 2009)*



## Department for Education and Child Development (DECD) - State Office (and predecessor agencies)

- *National Safe Schools Framework (Australian Government Department of Education, 2014)*
- *Passenger Transport Act 1994*
- *Public Finance and Audit Act 1987*
- *Public Sector Act 2009*
- *Public Sector Honesty and Accountability Act 1995*
- *Public Sector Honesty and Accountability Regulations 1995*
- *Quality Standard for Early Childhood Education and Care and School Age Care*
- *Real Property Act SA 1886*
- *Safe Drinking Water Act SA 2011*
- *State Procurement Act SA 2004*
- *The Education Services for Overseas Students (ESOS) Act 2000*
- *The Education Services for Overseas Students (ESOS) Regulations 2001*
- *United Nations Convention on the Rights of the Child (UNHCR, 1990)*
- *Whistleblowers Protection Act 1993*
- *Work Health Safety Act SA 2012*
- *Workers Rehabilitation and Compensation Act SA 1986*

## Context of the Records Covered by the Schedule

### Coverage of RDS 2014/01

This RDS covers closed and ongoing records of the Department for Education and Child Development - State Office and its predecessors, including records from the commencement of the agency. It includes paper-based files, digital records on shared drives, and purpose-specific databases.

The RDS covers records for Reception to Year 12 international students. Tertiary international students, however, are not covered by this RDS but by RDS 2013/15 Version 1 for Education Adelaide.

Whilst “State Office” implies the office building at 31 Flinders Street, Adelaide, coverage is provided for all administrative and managerial tasks executed at State Office and external offices, which support all DECD services and sites. This includes child protection investigations that might have happened at any DECD school or education site, the South Australian Aboriginal Sports Training Academy (SAASTA) whose activities are external to State Office building, and DECD Publishing whose activities operate from Hindmarsh. All, however, have managerial structures at State Office.

DECD employees **are** covered by GDS 15: 12 PERSONNEL with the exception of 12:33 Discipline – “This section **excludes** records relating to staff employed under the *Education Act 1972* and the *Police Act 1998*.” Therefore, records relating to the discipline of staff employed under the Education Act (as amended) are included in this RDS.



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The function and activity *CHILD & STUDENT WELLBEING – Incident Management*, documents several groups of records critical to a continuous chain of evidence for current and previous records. This includes incident reporting and investigations for child abuse and neglect, whether the perpetrator is a teacher, a student or another person connected to a DECD site. In determining disposal actions for these records, consultation extended across Families SA, SAPOL, Early Childhood Services Registration and Standards Board and the Teachers Registration Board.

This RDS is also cognisant of the need to retain permanently, records which identify Aboriginal people, families and communities, in accordance with Recommendation 21 of the “Bringing them Home” report. Separate disposal classes have been created specifically for records of Aboriginal involvement or specific programs for Aboriginal people.

A list of consignments in the custody of State Records that are included in this RDS are attached as Appendix D.

This RDS does **not** provide coverage for the records created and managed by schools, Regional Offices (Partnerships), early childhood services including Family Day Care, Out of School Hours and Vacation Care. These will have separate coverage in RDS and GDS – see Complementary Schedules below.

This RDS also does **not** provide coverage for the Office for Child Safety, whose operations are undertaken by Families SA.

RDS 2014/01 does **not** cover records already in the custody of State Records as part of Government Record Group/s GRG 18 / GA 300: Department of Education (1878-1994). These records have been deemed permanent in accordance with a disposal determination made for all GRGs by the Manager [Director] of State Records and approved by the State Records Council on 9 November 1999.

### Related Series Affected by RDS 2014/01

In July 2002, DETE split into two Departments – the Department of Further Education, Employment, Science and Technology (DFEEST), and the Department of Education and Children’s Services II (DECS II). CARMS continued as the departmental recordkeeping system of DECS II. The two Agencies agreed that hard-copy files registered in CARMS up to 1997 would remain the responsibility of DFEEST (GRS 849), and files from 1998 onward would be the responsibility of DECS II.<sup>42</sup>

### Complementary Schedules to RDS 2014/01

- GDS 22 v3: DECD - Public and Primary Secondary Schools (12 November 2013 – 30 June 2020)

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<sup>42</sup> SRSA: GRS 14277 – Corporate ‘CARMS’ files, annual single number series – DETE and successor agencies.



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- GDS 27 v1: Records Required for Legal Proceedings Relating to Alleged Abuse of Former Children Whilst in State Care 1<sup>st</sup> ed. (qualified by a freeze on destruction until December 31, 2020)
- GDS 31 v2: DECD – Early Childhood Services (and predecessors) (12 November 2013 – 30 June 2023)
- GDS 32 v2: Records of Relevance to the Royal Commission into Institutional Responses to Child Sexual Abuse - Effective from 18 February 2014 to 31 December 2023 Version 2
- RDS 2002/03: Department of Education and Children’s Services – Accountability and Strategic Futures (ASF) (10 February 2004)
- RDS 2006/01: District Office (13 February 2007)

### Existing Disposal Schedules Superseded by RDS 2014/01

There are no existing disposal schedules superseded by this RDS.

### Records Structure within DECD - State Office

DECD – State Office has a dedicated Records Management Unit (RMU) located within the Business Services business unit. The RMU is responsible for creating, storing, retrieving and “archiving” official paper based files. Officers requiring new files request them through RMU, who registers official files in the corporate records indexing system CARMS (Computer Aided Records Management System). This centralised arrangement is relevant to approximately 80% of the paper based files in the State Office. The remaining 20% of paper-based files are ad-hoc or highly sensitive records created and kept by several business units, many of whom have applied some control mechanisms. These records are kept in folders, sleeves and other containers and are most often listed in spreadsheets kept on the shared drives.

Every business unit stores records in shared drives and emails in MS:Outlook. The methods of describing, naming and protecting digital records on the shared drives differ from unit to unit and this disparity will be addressed during the implementation of the electronic document and records management system (EDRMS) in the foreseeable future.

There is also a significant quantity of records kept in independent databases. These databases are referenced in various disposal classes in this RDS. Some of these databases are unsupported eg. FileMaker.pro; many others eg. MS: Access are not documented. However, the current investment in compliant recordkeeping – the rollout of an EDRMS is likely to address this situation. The administrative dependence upon the current systems is well recognised and cautiously managed for the time being.

### Broad Description and Purpose of the Records

The records of the four Directorates of State Office (in scope) reflect the educative and protective nature of the activities they document. This includes databases and complex series



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of records which have national importance and historical significance. The records supporting these are more Corporate in nature and include simple series eg. facilitative arrangements for meetings, managed in administrative files.

Since 1997, the Agency has utilised CARMS which has been used as a corporate electronic index to hard copy files. Some common administrative records which have disposal coverage in the *GDS 15 (as amended)* for State Government Agencies, are managed in CARMS. Conversely, most operational and many common administrative records are kept in a myriad of purpose-designed databases - including FileMaker.pro and MicroSoft Access - shared and non-shared drives, and secondary storage devices in the field including iPads and laptops. These devices are not managed according to any consistent procedures.

Some larger databases satisfy external standards and requirements for education and learning data such as Education Department School Administration System (EDSAS); however these may not satisfy recordkeeping requirements under the *State Records Act 1997*. Others are spreadsheets with macros which have external access links to Commonwealth agencies for National Partnership reporting and accountability.

More recently in 2014, significant investment in recordkeeping following the DeBelle and other Inquiries, has meant the acquisition of corporate recordkeeping systems for administrative and child protection activities. This includes the acquisition process for an EDRMS and a case management system for the *Incident Management Division*. DECD is progressing with the implementation of these in during 2015.

### Functions and Activities Documented by the Records

The functions and activities of DECD – State Office were derived from researching Annual Reports from their complete collection, strategy and other documents on the DECD intranet, and meetings with over 200 personnel, with whom some 170 business processes were mapped. The purpose of these maps was twofold: (a) to identify the transaction points which made or used records, and (b) to understand the natural language of the agency. The outputs of the process mapping provided clear direction in distilling three primary education and child development functions – *Child & Student Wellbeing*, *Education & Learning Development*, and *International Education Services*; it also revealed three ancillary or supportive functions not adequately covered by GDS 15 – *Publication*, *Site Support and Workforce Development*. In all other areas of work eg. *Workplace Health and Safety*, GDS 15 (as amended) adequately reflected the functions.

These specific functions and component activities of DECD – State Office which form the structure of this RDS are as follows:

#### Child & Student Wellbeing

- Audit
- Children, Students & Families (case files)
- Grant Funding
- Incident Management



**Department for Education and Child Development (DECD) - State Office (and predecessor agencies)**

- Operational Policy & Procedures
- Projects & Programs

**Education & Learning Development**

- Audit
- Children, Students & Families (case files)
- Curriculum Development
- Curriculum Implementation
- Early Childhood Services
- Inclusive Education Services
- Operational Policy & Procedures
- Projects & Programs
- Research & Evaluation
- Resource Development
- Standards & Assessment
- Supported Education Services

**International Education Services**

- Accreditation
- Audit
- Compliance
- Operational Policy & Procedures
- Projects & Programs
- Student Placement & Wellbeing

**Publishing**

- Audit
- Contracting-out
- Operational Policy & Procedures
- Production

**Site Support**

- Audit
- Capital Works Management
- Funding
- Incident Management
- Operational Policy & Procedures
- School Closures & Amalgamations

**Workforce Management**

- Audit
- Disciplinary Action
- Operational Policy & Procedures
- Professional Practice Development.

**Arrangement of the Records**

In the early years of recordkeeping prior to 1960, an annual single number system was used for the arrangement of files. In January 1960, the Education Department adopted a three-tier classification system for its general correspondence files. The format was as follows:





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19/5/408, where the category 19 represented a subject or function,  
5 is a subject component or activity, and  
408 the next consecutive file number in the category.

Some subjects were duplicated in the Regional Offices, each of which maintained its own multiple number general correspondence system.

The categories were revised in 1987 and the revised handbook “File Classification System and Alphabetical Thesaurus”<sup>43</sup> lists the previous subject numbers against the new categories. It also contains a numerical schools list, which is used to identify files about specific schools. Each school was allocated a number which forms the first tier of the file number. This series ceased at the beginning of 1997 when this system of arrangement was discontinued by the introduction of CARMS.

As previously mentioned, in July 2002, DETE split into two Departments – the Department of Further Education, Employment, Science and Technology (DFEEST), and the Department of Education and Children’s Services II (DECS II). CARMS continued as the departmental recordkeeping system of DECS II. The two Agencies agreed that hard-copy files registered in CARMS up to 1997 would remain the responsibility of DFEEST (GRS 849), and files from 1998 onward would be the responsibility of DECS II.<sup>44</sup>

Files created from this time until 2011 in the renamed Department of Education and Childrens Services (DECS II) adopted an annual single number with the prefix DECS viz: DECS2003/12345. When DECS II was renamed in 2011 as the Department of Education and Child Development (DECD), the numbering system format remained, with the prefix changing to DECD. That format remains current.<sup>45</sup>

**Agency Creating the Records**

DECD - State Office administers the records covered by this RDS and it or its predecessors created them.

**Agency Owning or Controlling the Records**

DECD - State Office controls and owns the records covered by this RDS.

<sup>43</sup> Lock, Ian & Ratcliffe, Sven: Department of Education (1987)

<sup>44</sup> SRSA: GRS 14277 – Corporate ‘CARMS’ files, annual single number series – DETE and successor agencies.

<sup>45</sup> GRS 809: Correspondence files, three tiered numeric series – Department of Education and successor agencies: SRSA: ArchiveSearch



**Department for Education and Child Development (DECD) - State Office (and predecessor agencies)**

**Date Range of the Records**

Records Date Range: c1890 to Ongoing

**Volume of the Records**

The estimated volume of records affected by this RDS:

- State Records repository – approximately 1,070 linear metres
- Commercial offsite storage (Recall) – 3,200 linear metres
- DECD State Office – approximately 15,000 linear metres in the Records Management Unit plus approx. 7,500 in staff offices and department compactus.

Creation rate of files is approximately 16,000 per year, equating to approximately 320 metres per year. It is estimated 50% of these would be covered by this RDS, with the other 50% accounted for by GDS 15 (as amended), and other existing RDSs.

**Special Custody Requirements**

There are no special custody requirements.

**Special Storage Requirements**

There are no special storage requirements.

**Issues Not Mentioned Previously**

There are no issues that have not already been mentioned.

**Comments Regarding Disposal Recommendations**

**Permanent Records Rationale**

Records deemed to be permanent are those which have a continuing value to the State or are of national significance. The appraisal objectives adopted by State Records of South Australia<sup>46</sup> for identifying records of permanent value relevant to the records covered by this Schedule are:

*Objective 1: To identify and preserve official records providing evidence of the source of authority, foundation and machinery of the South Australian Government and public sector bodies.*

<sup>46</sup> Appraisal of Official Records - Policy and Objectives Guideline February 2003 Version 1.8



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Examples of disposal classes of DECD – State Office which meet this objective include:

- records relating to Grant Advisory Boards where the agency provides the Secretariat. Examples are: Dame Roma Mitchell Trust Fund for Children and Young People, and the Dame Roma Mitchell Trust Fund for Children and Young People with a Disability and the Dame Roma Mitchell Foundation for Children and Young People (Item 1.3.2)
- records relating to closures and amalgamations of schools that are the subject of major public interest or community involvement. Includes report, decision and briefing, Minister approval, communications with Leadership team, and meetings with stakeholders (Item 5.6.1).

***Objective 3:** To identify and preserve official records providing evidence of the legal status and fundamental rights and entitlements of individuals and groups.*

The records of DECD – State Office which meet this objective include:

- master copy of final and summary internal reports for inclusive education services involving students with disabilities or learning difficulties (Item 2.6.1)
- records relating to audits of international education activities that result in substantial changes to agency policy (Item 3.2.1).

***Objective 4:** To identify and preserve official records substantially contributing to the knowledge and understanding of the society and communities of South Australia.*

The records of DECD – State Office which meet this objective include:

- records relating to international education projects and programs that are of major significance or public interest (Item 3.5.2)
- records relating to closures and amalgamations of schools that may or may not be the subject of major public interest or community involvement. Includes reports, decision and briefing, Minister approval, communications with Leadership team and meetings with stakeholders (Item 5.6.1).

***Objective 5:** To identify and preserve official records that contribute to the protection and wellbeing of the community or provide substantial evidence of the condition of the State, its people and the environment, and the impact of government activities on them.*

The records of DECD – State Office which meet this objective include:

- records relating to internal audits of child and student wellbeing activities that result in substantial changes to agency policy eg. child protection strategies (Item 1.1.1)



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- records relating to the administering of child and student wellbeing grants for Aboriginal students, for example the Dame Roma Mitchell Scholarship for high achieving Aboriginal students (Item 1.2.1).

#### Aboriginal and Torres Strait Islander records

Recommendation 21 of *Bringing Them Home: Report of the National Inquiry into the Separation of Aboriginal and Torres Strait Islander (ATSI) Children from Their Families* Recommendation 21 of the *Bringing Them Home...* report states "that no records relating to indigenous individuals, families or communities or to any children, indigenous or otherwise, removed from their families for any reason, whether held by government or non-government agencies, be destroyed".

It is realised that it would not be practicable for every project, program or service to identify and retain all possible records relating to an indigenous person, family or community. However, activities which specifically direct and provide services to Aboriginal and Torres Strait Islander communities should permanently retain records of such communities. RDS 2014/01 specifically draws attention to the identified records of ATSI students, families and communities. Such retention is authorised by items including 1.2.1, 2.8.3, 4.3.1.

#### Temporary Records Rationale

Temporary records are those considered not to have continuing value to DECD – State Office, the State Government nor to society. Records documenting core business activities in this Schedule that are considered of temporary value, have short, or less-than-permanent terms before expiry.

These include:

- facilitative records relating to the development of curriculum. For example drafts and curriculum trials. (Item 2.3.3)
- records relating to the accreditation of agents, teacher exchanges, homestay providers and schools involved in providing education for overseas students. Includes original contract, application, criminal history checks, placement information and agreement. (Item 3.1.2).

and activities where the retention decision was guided by complementary temporary disposal actions in the GDS 15 (as amended).

Recognising the recently announced Nyland Royal Commission and the disposal freeze imposed on the records by the broader Royal Commission into Institutional Responses to Child Sexual Abuse, the retention periods appraised are to be regarded as interim, with a likely review of RDS 2014/01 before 2019.



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As a result, records documenting the management of incidents and case files are long term temporary, with permanent retention applied to (a) the decisions of the Complaints Assessment Panel and Executive Review Panel (Item 1.4.8) which consider incidents of serious misconduct by agency employees, (b) the considerations of the Critical Incidents Committee (Item 1.4.9) which considers extreme misconduct of agency and independent school employees, and (c) the primary database IRMS (Item 1.4.6) which keeps evidence of all the management of all complaints and incidents.

### Other Disposal Considerations

There are no other considerations for or against the retention or destruction of records affected by this RDS.

### Disposal Recommendation Effect on Related Records

There are no related records affected by the disposal recommendations in this RDS.

### Alternative Record Formats

There are no alternative record formats.

### Impact on Native Title Claims

The client files of Aboriginal people and Torres Strait Islanders may contain information about families and communities that could be relevant to Native Title Claims.

### Indigenous Considerations

The determinations within *RDS 2014/01* are consistent with Recommendation 21 of the *National Inquiry into the Separation of Aboriginal and Torres Strait Islander Children from Their Families*.

The principles outlined in *GDS 16*, relating to Native Title claims, have also been considered in the development of this Schedule.

RDS 2014/01 meets all cultural, historical, legal and administrative requirements.

All documents considered relevant to native title in South Australia must be checked for actual relevance with the Native Title Section of the Crown Solicitor's Office before being disposed of.



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## Scope Note

### Records Covered by this Schedule

RDS 2014/01 applies to the records of DECD - State Office. It does not apply to the records of DECD – Office for Child Safety (Families SA).

The records of the teachers training colleges were transferred to South Australian Universities when they took on the responsibility for training student teachers and are therefore not covered by this RDS.

Refer to Coverage (page 28) for further details.

### How to Apply this Schedule

#### Use in conjunction with GDS

This Schedule should be used in conjunction with **GDS 15**, as amended, or its successor. Cross-references to the **GDS 15 (as amended)** are included in this Schedule where appropriate.

To identify records that may be potentially relevant to native title claims, please refer to guideline **Identifying documents which may be relevant to Native Title** attached to **GDS 16**. Where records sentenced for temporary retention are identified as having potential relevance to a native title claim, they need to be retained until 31 December 2024.

To identify records that may be potentially relevant to **Legal Proceedings or Ex Gratia Applications Relating to Alleged Abuse of Former Children Whilst in State Care**, please refer to **GDS 27**. Where records sentenced for temporary retention are identified as having potential relevance, they need to be retained until 31 December 2020.

To identify records that may be potentially relevant to the **Royal Commission into Institutional Responses to Child Sexual Abuse** please refer to **GDS 32**. This GDS places an destruction freeze on records of relevance (or likely relevance) to the Royal Commission that have been sentenced as temporary under another disposal schedule.

#### Use in conjunction with, or complementary to, other GDS and RDS

- GDS 22: For Public Primary and Secondary Schools (12 November 2013 – 30 June 2020)
- GDS 31: Department for Education and Children’s Services – Early Childhood Services (and predecessors) (12 November 2013 – 30 June 2023)
- RDS 2002/03: Department for Education and Children’s Services – Accountability and Strategic Futures (ASF) – (10 February 2004)
- RDS 2006/01: District Office (13 February 2007)



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### Other RDS superseded by RDS 2014/01

There are no existing disposal schedules superseded by this RDS.

### Re-sentencing of records where schedules are superseded or particular entries within a schedule are superseded

Records will be re-sentenced as required.

### Records excluded from RDS 2014/01

Certain records have been excluded from cover by this RDS. The following list contains descriptions of these excluded records:

- GDS 31: Department for Education and Children's Services – Early Childhood Services (and predecessors) (12 November 2013 – 30 June 2023)
- Census records covered by RDS 2002/003 – Department of Education and Children's Services – Accountability and Strategic Futures (ASF)
- Offsite and onsite records that are covered by GDS15
- School records – covered by GDS22
- District Office records – covered by RDS 2006/01
- Records created by the DECD Office for Child Safety (Families SA).

In addition, records relating to tertiary international students are *not* covered by this RDS but by RDS 2013/15 Version 1 for Education Adelaide.

### Application to records in all formats

RDS 2014/01 applies to records in all formats, including databases and other electronic records. DECD - State Office is required to ensure that records remain accessible for the duration of designated retention periods.

## Interpretation of the Schedule

### Minimum retention periods

Retention periods for temporary records shown in *RDS 2014/01* are minimum retention periods for which records need to be retained. It is at the discretion of DECD - State Office as to whether records are kept for longer than the minimum period.

### Acronyms

- ACARA – Australian Curriculum and Regulatory Authority
- APAS – Aboriginal Program Assistance Schemes
- APPAYS – Approvals, Payments, Processes Administration



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- CAP – Complaint Assessment Panel
- CARMS – Computer Aided Records Management System
- CEDS – Central EDSAS data store
- CEO – Chief Education Officer
- CIC – Critical Incident Coordinators
- CLO – Community Liaison Officer
- CMS – Case Management System
- CRICOS - Commonwealth Register of Institutions and Courses for Overseas Students
- DECD – Department for Education and Child Development
- DECS – Department for Children’s Services
- DEET – Department for Employment Education and Training
- DETE – Department for Education Training and Employment
- EDSAS – Education Department School Administrative System
- EECSRSB – Education & Early Childhood Services Registration and Standards Board
- ESOS – Education Services for Overseas Students
- FAMIS – Facility Management Information System
- FLO – Flexible Learning Options
- HES – Hospital Education Services
- ICAN – Innovative Community Action Networks
- IONS – Intervention Order Notification System
- IRMS – Incident Reporting Management System
- ITAS – Indigenous Tutorial Assistance Scheme
- LSS – Locations, Sites and Services
- MOAA – Memorandum of Administrative Agreement
- NAEP – National Aboriginal Education Program
- NAPLAN – National Assessment Program for Literacy and Numeracy
- OME – Office of the Ministry of Education
- OSH – Out of School Hours
- PMI - Private Music Instructor
- RAN – Responding to Abuse and Neglect
- RMU – Records Management Unit
- SA – South Australia
- SAASTA – South Australian Aboriginal Sports Training Academy
- SAFS – Student Aboriginal Family Services
- SAPOL – South Australia Police





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- SEG – Senior Executive Group
- SIMS – Self Injury Management System
- SMART - Strategies for Managing Abuse Related Trauma
- SPeRS – School Progress Reporting System
- STEM – Science Technology Engineering Maths
- Tfel – Teaching for Effective Learning
- TRB – Teachers Registration Board
- VET – Vocational Education and Training

**Definitions of terms specific to RDS 2014/01**

- **Acquittals** - the discharge or settlement of a loan/debt/grant
- **Chief Education Officer** – reporting to the Chief Executive Officer, this position has oversight over Teaching and Learning Services, Preschool and School Improvement and Programs and Regional Development.
- **Children’s Centres** - Children’s Centres for Early Childhood Development and Parenting bring together care, education, health, developmental and family services for families and their young children from birth to eight years of age
- **Complaint Assessment Panel** – comprises at a minimum the Manager, Investigations Unit (IU), Manager, HR (Misconduct and Incapacity) Support Unit (HRSU) and Manager Ethical Conduct Unit (ECU) and meets regularly to review assessments and determine allocation of matters reported to the Business Units.
- **Conductive Education** – an education system for motor disorders of neurological origin eg, cerebral palsy.
- **Critical Incident Coordinator** - is responsible for facilitating processes for assessment and determinations made by the CAP following notifications made to the Business Units.
- **Curriculum** – the planned and unplanned experiences that the school offers as part of its educational responsibility
- **Early Childhood Services** - educational programs and strategies geared toward children from birth to the age of eight.
- **Employee** – a person who is employed under the Public Sector Act or the Education Act
- **Executive Review Panel** - supports the Chief Executive in the manner in which the department handles serious employee misconduct, responds to such allegations and how it supports aggrieved parties involved in investigations. The ERP consists of the Chief Executive, Deputy Chief Executive, Executive Director HR&WD, Director OCE, Director HR & Workforce Management, Director, Programs and Regional Management, Manager Employee Relations and Conduct, Manager IU and Manager HRS.
- **Facilitative Records** – administrative support records or housekeeping records. These records are common to most organisations. Examples include routine correspondence



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and communications; records relating to human resources, equipment and supplies, and facilities; reference materials, routine activity reports, work assignments, appointment books, and telephone logs

- **Grant Advisory Board** - there are 3 boards with identical membership. All members are volunteers and are appointed by the Minister. The Advisory Boards are:
  - Dame Roma Mitchell Trust for Children and Young People
  - Dame Roma Mitchell Trust for Children and Young People with a Disability
  - Dame Roma Mitchell Foundation for Children and Young People
- **Homestay Providers** – an approved hosted family facility for visiting international students that provides a local homelike setting. It is sometimes used for improving language skills and getting familiar with the local lifestyle
- **ICAN Panel of Preferred Providers**- Following a state wide tender process a panel of preferred suppliers for ICAN (Innovative Community Action Networks) was established for the provision of ICAN Case management services and Community Flexible Learning Options.
- **Intervention Order** – previously known as a restraining order an Intervention Order can be issued by SAPOL or the courts and are used to prevent someone that is harassing, abusing or threatening from having contact with a named individual.
- **Leadership Development Program** - aims to develop a professional learning program for all preschool and school leaders to support the effective establishment and operation of the new Preschool and school community partnerships (PSCP).
- **Major / Substantial / Significant** – of greater weight of importance than routine matters, and worthy of special mention or treatment, financially, politically or in terms of risk management.
- **Multi Paks** – sets of photographic print sets in combination with other materials with an index card and Teachers Notes booklet
- **NAPLAN - National Assessment Program** – Literacy and Numeracy is an annual assessment for students in Years 3, 5, 7 and 9. It has been an everyday part of the school calendar since 2008.
- **Non-Serious Incidents** – can include harassing behaviours, theft of personal items, minor inappropriate behaviours
- **Notifiable Incidents** – the death of a person; or a serious injury or illness of a person; or a dangerous incident
- **Pastoral Care** – support in which students become competent and confident to discuss and make decisions. It involves promoting and supporting knowledge of self, self efficacy, healthy risk taking, goal setting, negotiation, reflection and empowerment to provide optimal learning and development outcomes.
- **Pic-a-Paks** – film strip transparencies to be made into slides and Teachers Notes booklet, Index Card, including slide and pack masters and samples



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- **Pic-a-Prints** – sets of large format photographic prints with an index card and Teachers Notes booklet
- **Practice Guide** – a documented guide to support school leaders and teachers in their implementation of the model of pedagogy in relation to children, families and classroom practice
- **Public Interest** – of interest to the welfare or wellbeing of the public
- **Rubyliths** – masking film once used to mask off areas of a design when producing printing plates for offset lithography or gravure. It was also frequently used during screen-printing.
- **Serious Incidents** – can include death, injury, sexual contact and sexual, physical or mental abuse of a child or student.
- **Super Schools** – large merged modern schools delivered as part of the Planning infrastructure for SA 2011-2012. Super Schools project involved six new schools being built in in the north, inner-north and north-western suburbs of Adelaide as part of a set of public-private partnerships by Pinnacle Education (a consortium between Hansen Yuncken, Spotless, Lend Lease and the Commonwealth Bank of Australia). The first school project commenced in December 2009 and the last was completed in June 2011.
- **Transition Centres** – centres operated by DECD which provide senior secondary students with disabilities and learning difficulties with a range of opportunities to develop their vocational, social, academic and recreational skills.
- **Vocational Education Training** – education and training undertaken with industry, which aims to equip people with knowledge, know-how, skills and/or competences required in particular occupations or more broadly on the labour market.
- **Youth Training Centres** – centres operated by DECD which provides education and training for young men and women typically 12 to 20 years of age, re-entering the community from correctional facilities.

### Legal Deposit

Legal deposit refers to statutory provisions that oblige publishers to deposit copies of their publications in libraries in the country in which they are published. Under the Commonwealth *Copyright Act 1968* and various Australian state Acts, a copy of any work published in Australia must be deposited with (a) the National Library of Australia and (b) the appropriate State Library. Legal deposit extends not only to commercial publishers but also to private individuals, clubs, churches, societies and organisations.

In South Australia, one copy of publications produced for external use should be deposited with the State Library and the Parliamentary Library (section 35, *Libraries Act 1982*). Publications include books, newspapers, magazines, journals, pamphlets, maps, plans, charts, printed music, records, cassettes, films, video or audio tapes, computer software CD-ROMS, compact discs and other items made available to the public.



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**Records and Litigation**

Where DECD - State Office is aware that records may be required for use in litigation, for use in a government inquiry or the consideration of the Ombudsman, the records must not be destroyed. In such circumstances the records must be retained until two years after all cases and enquiries are complete (including appeals) and then have the original retention period applied to the records.

**Pre-1901 Records**

All pre-1901 records are required to be **retained permanently** in accordance with a motion approved by the State Records Council on 19 February 2008.

This RDS applies to pre-1901 records that are required to be **retained permanently**.

Approved by SRC



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Item No.	FUNCTION Activity / Process	Description / Disposal Class	Disposal Action
<b>1 CHILD &amp; STUDENT WELLBEING</b>			
<b>1</b>	<b>CHILD &amp; STUDENT WELLBEING</b>	<b>The function of developing and implementing programs and activities which increase and ensure the safety of school sites and services such as Family Day Care which provide education, protection, care and wellbeing of children and students from pre-birth to 18 years of age. Includes risk, incident and emergency management, investigations and liaison with other care professionals and agencies such as Families SA.</b>	
<b>1.1</b>	<b>Audit</b>	<i>The activities associated with officially checking financial, quality assurance and operational records to ensure they have been kept and maintained in accordance with agreed or legislated standards and correctly record the events, processes and business of the organisation in a specified period. Includes compliance audits, financial audits, operational audits, recordkeeping audits, skills audits, system audits and quality assurance audits. (KAAA)</i>  <i>Note: The intention is to conduct audits on routine processes around internal compliance with State Office policy.</i>	
1.1.1	Audit	Records relating to internal audits of child and student wellbeing activities that result in substantial changes to agency policy, eg child protection strategies.	<b>PERMANENT</b>
1.1.2	Audit	Records relating to internal audits of child and student wellbeing activities that do not result in substantial changes to agency policy, eg safe playgrounds.	<b>TEMPORARY</b> Destroy 10 years after action completed
1.1.3	Audit	Facilitative records relating to internal audits which administratively support the activity.	<b>TEMPORARY</b> Destroy 5 years after action completed
<b>1.2</b>	<b>Children, Students and Families (Case Files)</b>	<i>The processes involved in creating and maintaining personal and private information and dossiers about children, students and their families by the Family Service Coordinators at Children's Centres.</i>  <i>See also GDS 22 for home schooling, and GDS 31.</i>	



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Item No.	FUNCTION Activity / Process	Description / Disposal Class	Disposal Action
<b>1 CHILD &amp; STUDENT WELLBEING</b>			
1.2.1	Children, Students and Families (Case Files)	Child and family files for Aboriginal students and/or students removed from their families, and/or in the care of a State or Commonwealth Minister. Examples include Learning Plans, psychologist files, applications for FLO and student files and carers/guardians case files at centres for children. Includes personal, financial, advocacy, intervention orders, and referral information.	<b>PERMANENT</b>
1.2.2	Children, Students and Families (Case Files)	Child and family files - examples include Learning Plans, Psychologist files, applications for FLO, and student and carers/guardians case files at centres for children. Includes personal, financial, advocacy, intervention orders and referral information.	<b>TEMPORARY</b> Retain until 25 years of age or 7 years after date of action completed, whichever is the later
<b>1.3</b>	<b>Grant Funding</b>	<i>The activity of administering and providing funding to children and students, services and the community for approved nominated projects and initiatives. Includes secretariat provision to, and liaison with Advisory Boards, Commonwealth funded National Partnerships and funders.</i> <i>See GDS 15.5.47 FINANCIAL MANAGEMENT – Grant Funding, for grants sought and received by DECD State Office.</i>	





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Item No.	FUNCTION Activity / Process	Description / Disposal Class	Disposal Action
<b>1 CHILD &amp; STUDENT WELLBEING</b>			
1.3.1	Grant Funding	Records relating to the administering of child and student wellbeing grants for Aboriginal students. Includes the Dame Roma Mitchell Scholarship for high achieving Aboriginal students. Includes: <ul style="list-style-type: none"> <li>• applications</li> <li>• assessments</li> <li>• notifications</li> <li>• reports</li> <li>• acquittals, including those from Public Trustee.</li> </ul>	<b>PERMANENT</b>
1.3.2	Grant Funding	Records relating to Grant Advisory Boards where the agency provides the Secretariat. Includes the Dame Roma Mitchell Trust Fund for Children and Young People, and the Dame Roma Mitchell Trust Fund for Children and Young People with a Disability and the Dame Roma Mitchell Foundation for Children and Young People. Includes: <ul style="list-style-type: none"> <li>• Board agenda</li> <li>• reports</li> <li>• minutes</li> <li>• approval and rejection of grants by Public Trustee.</li> </ul>	<b>PERMANENT</b>



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Item No.	FUNCTION Activity / Process	Description / Disposal Class	Disposal Action
<b>1 CHILD &amp; STUDENT WELLBEING</b>			
1.3.3	Grant Funding	Records relating to the administering of other child and student wellbeing grants. Includes Grant Advisory Boards where the agency does not provide the Secretariat. Includes: <ul style="list-style-type: none"> <li>• Board agenda</li> <li>• Reports</li> <li>• minutes</li> <li>• applications</li> <li>• assessments</li> <li>• notifications</li> <li>• reports</li> <li>• acquittals, including those from Public Trustee.</li> </ul>	<b>TEMPORARY</b> Destroy 25 years after action completed
1.3.4	Grant Funding	Facilitative records, including databases, for child and student wellbeing grants. Includes details of application, name of applicant, purpose and amount received.	<b>TEMPORARY</b> Destroy 8 years after action completed  If digital, maintain and reformat as required for administrative purposes.



**Department for Education and Child Development (DECD) - State Office (and predecessor agencies)**

Item No.	FUNCTION Activity / Process	Description / Disposal Class	Disposal Action
<b>1 CHILD &amp; STUDENT WELLBEING</b>			
<b>1.4</b>	<b>Incident Management</b>	<p><i>The activity of managing incidents, complaints, appeals and emergencies at all education sites and services, and involving a DECD employee, including identifying, analysing and investigating and the development of precautions and controls. Includes claims made by and against the agency involving personal and property damage. Also includes investigations referred by the Early Education &amp; Childhood Services Registration and Standards Board.</i></p> <p><i>See also Item 5.4 SITE SUPPORT – Incident Management.</i></p> <p><i>See also Item 6.2 WORKFORCE MANAGEMENT – Disciplinary Action.</i></p> <p><i>NB: Notifiable incidents are logged in IRMS for Incident Management Division to investigate.</i></p>	
1.4.1	Incident Management	<p>Records and case files relating to the management of incidents and allegations of misconduct of employees involving child protection, which are proven or not proven, eg abuse or neglect of children. Includes:</p> <ul style="list-style-type: none"> <li>• reports</li> <li>• notifications</li> <li>• actions</li> <li>• investigations</li> <li>• referrals to external bodies</li> <li>• appeals.</li> </ul> <p><i>Note: For cases referred to the Complaints Assessment Panel, see Item 1.4.8.</i></p>	<p><b>TEMPORARY</b>            Destroy 100 years after action completed</p>



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Item No.	FUNCTION Activity / Process	Description / Disposal Class	Disposal Action
<b>1 CHILD &amp; STUDENT WELLBEING</b>			
1.4.2	Incident Management	Records and case files relating to the management of incidents and allegations of misconduct of employees <b>NOT</b> involving child protection, eg workplace conflict, which could evidence patterns of behaviour. Includes: <ul style="list-style-type: none"> <li>• reports</li> <li>• notifications</li> <li>• actions</li> <li>• investigations</li> <li>• referrals to external bodies</li> <li>• appeals.</li> </ul> <i>Note: For cases referred to the Complaints Assessment Panel, see item 1.4.8.</i>	<b>TEMPORARY</b> Destroy 50 years after action completed
1.4.3	Incident Management	Records and case files relating to the management of incidents involving child protection, eg abuse of children <b>NOT</b> involving agency employees, eg abuse by parents. Includes: <ul style="list-style-type: none"> <li>• reports</li> <li>• notifications</li> <li>• actions</li> <li>• investigations</li> <li>• referrals to external bodies</li> <li>• appeals.</li> </ul>	<b>TEMPORARY</b> Destroy 100 years after action completed



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Item No.	FUNCTION Activity / Process	Description / Disposal Class	Disposal Action
<b>1 CHILD &amp; STUDENT WELLBEING</b>			
1.4.4	Incident Management	Records and case files relating to the management of incidents <b>NOT</b> involving child protection and <b>NOT</b> involving employees, eg theft of property by parents. Includes: <ul style="list-style-type: none"> <li>• reports</li> <li>• notifications</li> <li>• actions</li> <li>• investigations</li> <li>• referrals to external bodies</li> <li>• appeals.</li> </ul>	<b>TEMPORARY</b> Destroy 50 years after action completed
1.4.5	Incident Management	Records relating to management of instances or allegations <b>NOT</b> involving child protection, and managed locally, where no investigation is conducted, eg administrative indiscretions such as not completing appropriate paperwork.	<b>TEMPORARY</b> Destroy 50 years after action completed
1.4.6	Incident Management	Database records of incident and risk management incidences (currently web-based IRMS). Includes details and date of notification, and action taken for all injury incidents, criminal and security incidents and notifiable incidents.	<b>PERMANENT</b> Actively manage and migrate to ensure ongoing accessibility for evidentiary and/or historical purposes
1.4.7	Incident Management	Records relating to Intervention Orders (previously restraining orders). Includes copy of notification and revocation for government, Catholic and Independent schools. Includes name of defendant and affected parties. <i>Note: Source record is on student file at the enrolling school.</i>	<b>TEMPORARY</b> Destroy 5 years after action completed



**Department for Education and Child Development (DECD) - State Office (and predecessor agencies)**

Item No.	FUNCTION Activity / Process	Description / Disposal Class	Disposal Action
<b>1 CHILD &amp; STUDENT WELLBEING</b>			
1.4.8	Incident Management	<p>Records documenting proceedings of the Complaint Assessment Panel (CAP) and Executive Review Panel which consider incidents of serious misconduct of agency employees, eg:</p> <ul style="list-style-type: none"> <li>• death</li> <li>• injury</li> <li>• sexual contact/behaviour</li> <li>• sexual, physical or mental abuse of a child (or student)</li> <li>• a child in an 'at risk' category</li> <li>• protection under Whistleblowers Protection Act has been requested</li> <li>• event has reached the media</li> <li>• child protection issues</li> <li>• significant breach of duty of care (neglect causing injury)</li> <li>• serious misuse of IT</li> <li>• fraud / theft / misappropriation</li> <li>• repeated misconduct of a similar nature that has been previously formally addressed with the staff member as 'minor misconduct' or 'serious misconduct' followed by further misconduct .</li> </ul> <p><i>Note: for case records, refer to items 1.4.1 – 1.4.2.</i></p>	<b>PERMANENT</b>



**Department for Education and Child Development (DECD) - State Office (and predecessor agencies)**

Item No.	FUNCTION Activity / Process	Description / Disposal Class	Disposal Action
<b>1 CHILD &amp; STUDENT WELLBEING</b>			
1.4.9	Incident Management	Records documenting Critical Incident Coordinators (CIC) meetings to consider extreme, high and very high misconduct incidents of agency employees and independent school employees. Includes incidents discussed at CAP. <i>Note: for case records, refer to items 1.4.1 – 1.4.2.</i>	<b>PERMANENT</b>
1.4.10	Incident Management	Records relating to parent complaints (now education complaints) regarding schools, for example bullying, homework. Includes complaint documentation, recommendations to Chief Education Officer, statistical reporting. <i>Note: complaints that are incidents are subjected to the incident management process.</i>	<b>TEMPORARY</b> Destroy 25 years after action completed If digital maintain and reformat as required for administrative purposes
1.4.11	Incident Management	Other records, including databases, relating to incident management. Includes statistical records relating to incidents at agency sites and advice to external agencies, eg Teachers Registration Board. <i>See also 1.3.6 for official and permanent database IRMS.</i>	<b>TEMPORARY</b> Destroy 25 years after action completed If digital maintain and reformat as required for administrative purposes
<b>1.5</b>	<b>Operational Policy &amp; Procedures</b>	<i>Standard method of operating documented by the agency according to statutory requirements or formulated policy.</i>	
1.5.1	Operational Policy & Procedures	Master copy of agency policies and procedures relating to child and student wellbeing.	<b>PERMANENT</b>



**Department for Education and Child Development (DECD) - State Office (and predecessor agencies)**

Item No.	FUNCTION Activity / Process	Description / Disposal Class	Disposal Action
<b>1 CHILD &amp; STUDENT WELLBEING</b>			
1.5.2	Operational Policy & Procedures	Facilitative records of agency policies and procedures relating to child and student wellbeing.	<b>TEMPORARY</b> Destroy 10 years after action completed
<b>1.6</b>	<b>Projects &amp; Programs</b>	<i>The activities associated with the coordination and management of specific projects and ongoing programs, including strategies, initiatives and services.</i>	
1.6.1	Projects & Programs	Master copy of final and summary internal and external reports relating to child and student wellbeing projects and programs.	<b>PERMANENT</b>
1.6.2	Projects & Programs	Records relating to significant/major projects and programs aimed at improving and maintaining child and student wellbeing, eg Responding to Abuse and Neglect (RAN).	<b>PERMANENT</b>
1.6.3	Projects & Programs	Records relating to projects and programs aimed at improving and maintaining child and student wellbeing that are not of major significance or public interest. Includes: <ul style="list-style-type: none"> <li>• Premiers Be Active Challenge</li> <li>• Premiers Reading Challenge</li> <li>• Getting them on Track</li> <li>• Keeping them on Track</li> <li>• Rural Transport Program; and</li> <li>• Child Friendly SA.</li> </ul>	<b>TEMPORARY</b> Destroy 10 years after action completed
1.6.4	Projects & Programs	Facilitative records, including databases, for child and student wellbeing projects and programs. Includes databases for the inclusion of children with additional needs, OSHC and vacation care, and for students who missed the FLO deadline.	<b>TEMPORARY</b> Destroy 8 years after action completed If digital, maintain and reformat as required for administrative purposes





Department for Education and Child Development (DECD) - State Office (and predecessor agencies)

Item No.	FUNCTION Activity / Process	Description / Disposal Class	Disposal Action
<b>1 CHILD &amp; STUDENT WELLBEING</b>			
1.6.5	Projects & Programs	Facilitative records and copies relating to students. Includes referrals from OSHC, APPAYS spreadsheet, Year 7/8 transition forms, applications for exemption from attending school. <i>Note: applications for short term absences are managed at school. See GDS 22.</i>	<b>TEMPORARY</b> Destroy 8 years after action completed



**Department for Education and Child Development (DECD) - State Office (and predecessor agencies)**

Item No.	FUNCTION Activity / Process	Description / Disposal Class	Disposal Action
<b>2 EDUCATION &amp; LEARNING DEVELOPMENT</b>			
<b>2</b>	<b>EDUCATION &amp; LEARNING DEVELOPMENT</b>	<b>The function of developing education directions and policy, engaging with families and communities, and delivering outcomes that align with core strategic purposes so that children reach their potential. It involves supporting children’s early development as the foundation for life-long learning from birth to adult and transition from learning to employment. Includes developing learning strategies to deliver broad sets of skills for diverse communities, the engagement of emerging technologies, implementing the Australian Curriculum and the National Quality Agenda, monitoring and managing assessment methods.</b>	
<b>2.1</b>	<b>Audit</b>	<i>The activities associated with officially checking financial, quality assurance and operational records to ensure they have been kept and maintained in accordance with agreed or legislated standards and correctly record the events, processes and business of the organisation in a specified period. Includes compliance audits, financial audits, operational audits, recordkeeping audits, skills audits, system audits and quality assurance audits.(KAAA)</i>	
2.1.1	Audit	Records relating to audits of education and learning development activities, eg numeracy or literacy, that result in substantial changes to agency policy.	<b>PERMANENT</b>
2.1.2	Audit	Records relating to audits of education & learning development activities that do not result in substantial changes to agency policy and are specific to South Australia. Includes audits of ICAN Panel of Preferred Providers.	<b>TEMPORARY</b> Destroy 10 years after action completed
<b>2.2</b>	<b>Children, Students &amp; Families (Case Files)</b>	<i>The processes involved in creating and maintaining personal and private information and dossiers about children, students and their families.</i>	



**Department for Education and Child Development (DECD) - State Office (and predecessor agencies)**

Item No.	FUNCTION Activity / Process	Description / Disposal Class	Disposal Action
<b>2 EDUCATION &amp; LEARNING DEVELOPMENT</b>			
2.2.1	Children, Students and Families (Case Files)	Children and family case files and database records of aboriginal students relating to summaries of curriculum or programs such as swimming, music, aquatics and home schooling.	<b>PERMANENT</b> If digital actively manage and migrate to ensure ongoing accessibility for evidentiary and/or historical purposes
2.2.2	Children, Students and Families (Case Files)	Children and family case files and database records relating to summaries of curriculum or programs such as swimming, music, aquatics.	<b>TEMPORARY</b> Destroy 50 years after action completed If digital maintain and reformat as required for administrative purposes
2.2.3	Children, Students and Families (Case Files)	Children and family case files and database records relating to summaries of home schooling.	<b>TEMPORARY</b> Destroy 50 years after action completed If digital maintain and reformat as required for administrative purposes
2.2.4	Children, Students and Families (Case Files)	Records relating to financial aid for students, eg school card. Includes: <ul style="list-style-type: none"> <li>• applications</li> <li>• assessment</li> <li>• response</li> <li>• reporting.</li> </ul>	<b>TEMPORARY</b> Destroy 7 years after action completed



**Department for Education and Child Development (DECD) - State Office (and predecessor agencies)**

Item No.	FUNCTION Activity / Process	Description / Disposal Class	Disposal Action
<b>2 EDUCATION &amp; LEARNING DEVELOPMENT</b>			
<b>2.3</b>	<b>Curriculum Development</b>	<i>The activities involved in developing curriculum including learning frameworks contributing to national developments, evaluation, consultation and reports, and specific curricula, eg child protection.</i>	
2.3.1	Curriculum Development	Master copy of curriculum developed by the agency, including child protection curriculum development.	<b>PERMANENT</b>
2.3.2	Curriculum Development	Records relating to the development of curriculum. Includes curriculum relevant to vocational pathways in South Australia.	<b>TEMPORARY</b> Destroy 30 years after action completed
2.3.3	Curriculum Development	Facilitative records relating to the development of curriculum. Includes drafts and curriculum trials.	<b>TEMPORARY</b> Destroy 8 years after action completed
<b>2.4</b>	<b>Curriculum Implementation</b>	<i>The activities involved in implementing programs of learning. Includes implementing the Australian Curriculum and the National Quality Agenda, monitoring and managing assessment methods.</i>	
2.4.1	Curriculum Implementation	Records relating to the implementation of curriculum in SA Government schools. Includes implementation plans for new strategies, eg SAASTA Academies.	<b>PERMANENT</b>



**Department for Education and Child Development (DECD) - State Office (and predecessor agencies)**

Item No.	FUNCTION Activity / Process	Description / Disposal Class	Disposal Action
<b>2 EDUCATION &amp; LEARNING DEVELOPMENT</b>			
2.4.2	Curriculum Implementation	Other records, including databases, relating to curriculum implementation in SA Government schools, eg: <ul style="list-style-type: none"> <li>• acquittals</li> <li>• signed service agreements for spending of funding allocation</li> <li>• requests</li> <li>• site assessments</li> <li>• operational plans</li> <li>• Memoranda of Understanding with overseas governments for assistance with languages</li> <li>• MoAA with Musica Viva Australia and The Adelaide Youth Orchestras</li> <li>• mapping of curriculum</li> <li>• assessment of attendance and engagement.</li> </ul>	<b>TEMPORARY</b> Destroy 8 years after action completed If digital maintain and reformat as required for administrative purposes
2.4.3	Curriculum Implementation	Records relating to the activities involved in monitoring compliance with legislation, eg animal ethics. Includes: <ul style="list-style-type: none"> <li>• applications</li> <li>• approvals</li> <li>• refusals</li> <li>• agenda and minutes</li> <li>• reporting and committee records.</li> </ul>	<b>TEMPORARY</b> Destroy 10 years after action completed
2.4.4	Curriculum Implementation	Records documenting industry pathways programs, eg Vocational Education and Training that comprise an industry-endorsed set of learning strategies, career resources and nationally accredited competencies.	<b>TEMPORARY</b> Destroy 5 years after action completed



**Department for Education and Child Development (DECD) - State Office (and predecessor agencies)**

Item No.	FUNCTION Activity / Process	Description / Disposal Class	Disposal Action
<b>2 EDUCATION &amp; LEARNING DEVELOPMENT</b>			
<b>2.5</b>	<b>Early Childhood Services</b>	<i>The activities involved in providing non-compulsory pre-birth to compulsory school age early education and child care services through partnerships and other agencies, coordinated out of State Office. Includes preschools, child care centres, children's centres, early learning programs, family day care, playcentres and playgroups, out of school hours care and rural care. For records of the early childhood centres' activities, see GDS 31.</i>	
2.5.1	Early Childhood Services	Master copy of final and summary reporting for early childhood services. Includes reporting for the National Partnerships.	<b>PERMANENT</b>
2.5.2	Early Childhood Services	Records relating to the management of Early Childhood Services, eg pre-school programs, Learning Together, Strong Start program management reports. Includes patterns, trends, aboriginal engagement and statistics.	<b>TEMPORARY</b> Destroy 10 years after action completed
2.5.3	Early Childhood Services	Records relating to the registration of Family Day Care providers (Educators).	<b>TEMPORARY</b> Destroy 50 years after registration expires
2.5.4	Early Childhood Services	Records of agreements with pre-school service providers.	<b>TEMPORARY</b> Destroy 50 years after agreement expires
<b>2.6</b>	<b>Inclusive Education Services</b>	<i>The activities associated with the provision of special education for children with disability needs or learning difficulties, for a diversity of learners from birth. Includes conductive education, impairment and intervention therapies and services provided at transition centres. See also item 2.8 PROJECTS &amp; PROGRAMS.</i>	
2.6.1	Inclusive Education Services	Master copy of final and summary internal reports for inclusive education services involving students with disabilities or learning difficulties.	<b>PERMANENT</b>



**Department for Education and Child Development (DECD) - State Office (and predecessor agencies)**

Item No.	FUNCTION Activity / Process	Description / Disposal Class	Disposal Action
<b>2 EDUCATION &amp; LEARNING DEVELOPMENT</b>			
2.6.2	Inclusive Education Services	Operational records relating to inclusive education services that are significant or not significant, or of public interest, eg rural assistance for families managing children with disabilities, conductor training or autism intervention.	<b>TEMPORARY</b> Destroy 10 years after action completed
2.6.3	Inclusive Education Services	Other records relating to inclusive education services.	<b>TEMPORARY</b> Destroy 8 years after action completed
2.6.4	Inclusive Education Services	Files and database records ( <i>currently Students with Disabilities MS:Access</i> ) of students with disabilities. Includes: <ul style="list-style-type: none"> <li>• name of student</li> <li>• school</li> <li>• level of disability</li> <li>• funding for resources provided to students.</li> </ul> <i>See also Item 2.2 Children, Students and Families (Case Files).</i>	<b>TEMPORARY</b> Destroy 50 years after action completed If digital maintain and reformat as required for administrative purposes
<b>2.7</b>	<b>Operational Policy &amp; Procedures</b>	<i>Standard method of operating documented by the agency according to statutory requirements or formulated policy.</i>	
2.7.1	Operational Policy & Procedures	Master copy of agency policies and procedures relating to education and learning development.	<b>PERMANENT</b>
2.7.2	Operational Policy & Procedures	Facilitative records of agency policies and procedures relating to education and learning development.	<b>TEMPORARY</b> Destroy 10 years after action completed
<b>2.8</b>	<b>Projects &amp; Programs</b>	<i>The activities associated with the coordination and management of specific projects and ongoing programs, including strategies, initiatives and services.</i>	



**Department for Education and Child Development (DECD) - State Office (and predecessor agencies)**

Item No.	FUNCTION Activity / Process	Description / Disposal Class	Disposal Action
<b>2 EDUCATION &amp; LEARNING DEVELOPMENT</b>			
2.8.1	Projects & Programs	Master copy of final and summary internal and external reports for education and learning development projects and programs.	<b>PERMANENT</b>
2.8.2	Projects & Programs	Records relating to education and learning development projects and programs that are of major significance or public interest, eg emerging science and medical re-naming of disabilities.	<b>PERMANENT</b>
2.8.3	Projects & Programs	Records relating to projects specifically for Aboriginal students. Includes: <ul style="list-style-type: none"> <li>• Indigenous Aboriginal National Partnership Programs</li> <li>• Aboriginal Program Assistance Scheme (APAS)</li> <li>• Indigenous Tutorial Assistance Scheme (ITAS)</li> <li>• Bridging the Gap initiatives and programs</li> <li>• APAS State Reference Group; and</li> <li>• Homework and Workabout Centres.</li> </ul>	<b>PERMANENT</b>
2.8.4	Projects & Programs	Records relating to education and learning development projects and programs that are not of major significance or public interest, eg Better Behaviour and Learning Centres, National partnership programs for improving Literacy and Numeracy and Coaches Program.  <i>Excludes programs and projects specifically for Aboriginal students, see item 2.8.3 above.</i>	<b>TEMPORARY</b> Destroy 10 years after action completed





**Department for Education and Child Development (DECD) - State Office (and predecessor agencies)**

Item No.	FUNCTION Activity / Process	Description / Disposal Class	Disposal Action
<b>2 EDUCATION &amp; LEARNING DEVELOPMENT</b>			
2.8.5	Projects & Programs	Other records and databases relating to education and learning development projects and programs. Includes swimming, aquatics and music programs and arrangements, dates and venues. <i>For specific student information see 2.2 Children, Students and Families (Case Files)</i>	<b>TEMPORARY</b> Destroy 10 years after action completed
2.8.6	Projects & Programs	Files and database records (currently MS:Access) for education and learning development projects and programs, eg instructors of swimming, aquatics and music programs. Includes summaries of: <ul style="list-style-type: none"> <li>• qualifications</li> <li>• criminal history</li> <li>• children in attendance.</li> </ul>	<b>TEMPORARY</b> Destroy 50 years after action completed If digital maintain and reformat as required for administrative purposes
<b>2.9</b>	<b>Research &amp; Evaluation</b>	<i>The activities associated with strategic directions for research, evaluation and innovation, identifying opportunities for collaboration and investment, building an evidence-informed culture, connecting with communities and developing young people.</i>	
2.9.1	Research & Evaluation	Records of major research projects relating to education and learning development.	<b>PERMANENT</b>
2.9.2	Research & Evaluation	Records relating to major and minor research applications from external parties to conduct education related research at agency sites. Includes application form, review documents, research agreement.	<b>TEMPORARY</b> Destroy 50 years after action completed
<b>2.10</b>	<b>Resource Development</b>	<i>The activities associated with the production and distribution of resources used in implementing the curriculum.</i>	
2.10.1	Resource Development	Master copy of resources developed to assist students and families. Includes Practice Guides and final version.	<b>PERMANENT</b>



**Department for Education and Child Development (DECD) - State Office (and predecessor agencies)**

Item No.	FUNCTION Activity / Process	Description / Disposal Class	Disposal Action
<b>2 EDUCATION &amp; LEARNING DEVELOPMENT</b>			
2.10.2	Resource Development	Facilitative records relating to the development of resources to assist students and families. Includes draft versions of practical guides.	<b>TEMPORARY</b> Destroy 8 years after action completed
<b>2.11</b>	<b>Standards Assessment</b>	<i>The activities associated with progressing towards the Australian Curriculum standards including literacy and numeracy standards, using formative and summative assessment practices. Includes school reporting of progress and achievement.</i>	
2.11.1	Standards Assessment	Master records relating to the assessment of the implementation of the curriculum. Includes Mathematician in Residence Program, master copy of test booklets and assessments.	<b>PERMANENT</b>
2.11.2	Standards Assessment	Master records relating to the assessment of the implementation of the curriculum for both government and non-government schools. Includes NAPLAN, master copy of test booklets and assessments.	<b>PERMANENT</b>
2.11.3	Standards Assessment	Other records relating to the assessment of the implementation of the curriculum for both government and non-government schools. Includes completed test results.	<b>TEMPORARY</b> Destroy 8 years after action completed
<b>2.12</b>	<b>Supported Education Services</b>	<i>The activity of delivering education to students external to school institutions via modes including Open Access, internet, telephone and radio. Includes delivering education to students at learning and behaviour management centres, youth training centres, at their homes, at places belonging to a Service Provider, in hospitals and outreach programs through public institutions.</i>	
2.12.1	Supported Education Services	Attendance registers for non-enrolling school services. Includes HES (Hospital Education Services).	<b>PERMANENT</b>



**Department for Education and Child Development (DECD) - State Office (and predecessor agencies)**

Item No.	FUNCTION Activity / Process	Description / Disposal Class	Disposal Action
<b>2 EDUCATION &amp; LEARNING DEVELOPMENT</b>			
2.12.2	Supported Education Services	Records relating to HES students (Hospital Education Services). Includes Patient Referral form, copies of progress reports, teacher notes and individual learning plans.	<b>TEMPORARY</b> Destroy 50 years after action completed
2.12.3	Supported Education Services	Records relating to the provision of supported education services, eg outreach education provided at public institutions such as Parliament House. <i>For school excursions, see GDS 22.</i>	<b>TEMPORARY</b> Destroy 10 years after action completed
2.12.4	Supported Education Services	Other records including databases for supported education services, eg exemptions from attendance at school for home schooling and arrangements for outreach education. Includes: <ul style="list-style-type: none"> <li>• name of applicant</li> <li>• date of exemption</li> <li>• reason for exemption.</li> </ul>	<b>TEMPORARY</b> Destroy 50 years after action completed



**Department for Education and Child Development (DECD) - State Office (and predecessor agencies)**

Item No.	FUNCTION Activity / Process	Description / Disposal Class	Disposal Action
<b>3 INTERNATIONAL EDUCATION SERVICES</b>			
<b>3</b>	<b>INTERNATIONAL EDUCATION SERVICES</b>	<b>The function of providing opportunities for students and teachers to study or teach at an educational institution outside their home country. Includes brokering student and teacher exchange, placements, host families, study tours and excursions.</b>	
<b>3.1</b>	<b>Accreditation</b>	<i>The activity of assessing and certifying competency, authority, and credibility of schools, homestay providers and agents to participate in the International Education Services.</i>	
3.1.1	Accreditation	Database records (currently International Student Program Management System - ISP/ISMS) of the register of all agents, teacher exchanges, homestay providers and schools. Includes summaries of: <ul style="list-style-type: none"> <li>• contract information</li> <li>• criminal history</li> <li>• placement information.</li> </ul>	<b>PERMANENT</b> Actively manage and migrate to ensure ongoing accessibility for evidentiary and/or historical purposes
3.1.2	Accreditation	Records relating to the accreditation of agents, teacher exchanges, homestay providers and schools involved in providing education for overseas students. Includes original contract, application, criminal history checks, placement information and agreement.	<b>TEMPORARY</b> Destroy 50 years after action completed
<b>3.2</b>	<b>Audit</b>	<i>The activities associated with officially checking financial, quality assurance and operational records to ensure they have been kept and maintained in accordance with agreed or legislated standards and correctly record the events, processes and business of the organisation in a specified period. Includes compliance audits, financial audits, operational audits, recordkeeping audits, skills audits, system audits and quality assurance audits.(KAAA)</i>	



**Department for Education and Child Development (DECD) - State Office (and predecessor agencies)**

Item No.	FUNCTION Activity / Process	Description / Disposal Class	Disposal Action
<b>3 INTERNATIONAL EDUCATION SERVICES</b>			
3.2.1	Audit	Records relating to audits of international education activities, eg overseas work conducted by agents that result in substantial changes to agency policy.	<b>PERMANENT</b>
3.2.2	Audit	Records relating to routine audits of international education activities. Includes audits of agency sites, planning and selecting schools to be audited, theme of audit and scheduling.	<b>TEMPORARY</b> Destroy 10 years after action completed
<b>3.3</b>	<b>Compliance</b>	<i>The activities associated with complying with mandatory or optional accountability, fiscal, legal, regulatory or quality standards or requirements to which the organisation is subject. Includes compliance with legislation and with national and international standards, such as the ISO 9000 series. (KAAA)</i>	
3.3.1	Compliance	Records documenting compliance with legislation and industry guidelines, in providing education for overseas students. Includes ESOS Act and CRICOS registration.	<b>TEMPORARY</b> Destroy 10 years after action completed
<b>3.4</b>	<b>Operational Policy &amp; Procedures</b>	<i>Standard method of operating documented by the agency according to statutory requirements or formulated policy.</i>	
3.4.1	Operational Policy & Procedures	Master copy of agency policies and procedures relating to international education.	<b>PERMANENT</b>
3.4.2	Operational Policy & Procedures	Facilitative records of agency policies and procedures relating to international education.	<b>TEMPORARY</b> Destroy 10 years after action completed
<b>3.5</b>	<b>Projects &amp; Programs</b>	<i>The activities associated with the coordination and management of specific projects and ongoing programs, including strategies, initiatives and services.</i>	



**Department for Education and Child Development (DECD) - State Office (and predecessor agencies)**

Item No.	FUNCTION Activity / Process	Description / Disposal Class	Disposal Action
<b>3 INTERNATIONAL EDUCATION SERVICES</b>			
3.5.1	Projects & Programs	Master copy of final and summary internal and external reports for international education projects and programs.	<b>PERMANENT</b>
3.5.2	Projects & Programs	Records relating to international education projects and programs that are of major significance or public interest, eg overseas countries providing clients.	<b>PERMANENT</b>
3.5.3	Projects & Programs	Records relating to international education projects and programs that are not of major significance or public interest, eg homestay study tours for overseas students, international exchange program for teachers and students and adult education programs.	<b>TEMPORARY</b> Destroy 10 years after action completed
3.5.4	Projects & Programs	Facilitative records relating to international education projects and programs.	<b>TEMPORARY</b> Destroy 8 years after action completed
<b>3.6</b>	<b>Student Placement &amp; Wellbeing</b>	<i>The activities involved in organising placements and exchanges for inbound and outbound students. Includes selection of student, host family and school, homestay monitoring and pastoral care.</i>	
3.6.1	Student Placement & Wellbeing	Case files for International Students. Includes placement details, photograph of student's arrival, academic record, age, English competency, visa requirements, medical, mental health. Also includes criteria for assessment, letter of offer, fees and confirmations.	<b>TEMPORARY</b> Destroy 50 years after action completed
3.6.2	Student Placement & Wellbeing	Register of pastoral care emergency phone calls from international students studying in South Australia.	<b>TEMPORARY</b> Destroy 50 years after action completed



**Department for Education and Child Development (DECD) - State Office (and predecessor agencies)**

Item No.	FUNCTION Activity / Process	Description / Disposal Class	Disposal Action
<b>4 PUBLISHING</b>			
<b>4</b>	<b>PUBLISHING</b>	<b>The function of preparing and issuing resources, books, journals, and other material for internal agency use or for sale to external organisations. Includes drafting, production (design, layout, typesetting, printing), marketing, and products which aim to promote the services and public image of the organisation. Also includes internal publications (such as newsletters, circulars, procedure manuals), not produced for public relations reasons, multi-media and emerging digital media products, and online information services.</b>	
<b>4.1</b>	<b>Audit</b>	<i>The activities associated with officially checking financial, quality assurance and operational records to ensure they have been kept and maintained in accordance with agreed or legislated standards and correctly record the events, processes and business of the organisation in a specified period. Includes compliance audits, financial audits, operational audits, recordkeeping audits, skills audits, system audits and quality assurance audits. (KAAA)</i>	
4.1.1	Audit	Records relating to internal audits of publishing activities that result in substantial changes to agency policy, eg proposals to sell products in overseas countries.	<b>PERMANENT</b>
4.1.2	Audit	Records relating to routine internal audits of publishing activities that do not change agency policy, eg layout approvals, sales documentation.	<b>TEMPORARY</b> Destroy 10 years after action completed
<b>4.2</b>	<b>Operational Policy &amp; Procedures</b>	<i>Standard method of operating documented by the agency according to statutory requirements or formulated policy.</i>	
4.2.1	Operational Policy & Procedures	Master copy of agency policies and procedures relating to publication.	<b>PERMANENT</b>



**Department for Education and Child Development (DECD) - State Office (and predecessor agencies)**

Item No.	FUNCTION Activity / Process	Description / Disposal Class	Disposal Action
<b>4 PUBLISHING</b>			
4.2.2	Operational Policy & Procedures	Facilitative records of agency policies and procedures relating to publication.	<b>TEMPORARY</b> Destroy 10 years after action completed
<b>4.3</b>	<b>Production</b>	<i>The process involved in producing material into an end result or output, for example a product or publication. Includes design, layout, typesetting, desktop publishing, printing, binding, etc. (KAAA)</i>	
4.3.1	Production	Records or content in publishing, photographic film, print or negative, and digital photographs which relate to, or identify aboriginal individuals, families or communities.	<b>PERMANENT</b>
4.3.2	Production	Photograph collection providing historical images of South Australia the agency and its predecessors. Includes <u>identified</u> prints, slides and film captured and created by DECD.	<b>PERMANENT</b>
4.3.3	Production	Photograph collection providing historical images of South Australia the agency and its predecessors. Includes <u>unidentified</u> prints, slides and film captured and created by DECD.	<b>TEMPORARY</b> Destroy 5 years after action completed
4.3.4	Production	Master copy of <u>identified</u> artwork used in the creation of teaching resources for publication. May include original hand painted full colour artwork created for the production of film strip transparencies.	<b>PERMANENT</b>
4.3.5	Production	Master copy of <u>unidentified</u> artwork used in the creation of teaching resources for publication. May include original hand painted full colour artwork created for the production of film strip transparencies.	<b>TEMPORARY</b> Destroy 5 years after action completed





**Department for Education and Child Development (DECD) - State Office (and predecessor agencies)**

Item No.	FUNCTION Activity / Process	Description / Disposal Class	Disposal Action
<b>4 PUBLISHING</b>			
4.3.6	Production	Publishing records including job folders, index cards, system cards, proof sheets, and finished outcome, eg brochures and posters. Also includes kit masters, third party copyright, service suppliers, and communications used in their preparation.	<b>TEMPORARY</b> Destroy 10 years after action completed
4.3.7	Production	Publishing records of film work comprising the final negative film work created from finished artwork used in the platemaking process for printing a selection of resources, in 'litho offset' print production. Includes rubyliths. (1980-1990s)	<b>TEMPORARY</b> Destroy 10 years after action completed
4.3.8	Production	Photographic film and print resources - with identification details on reverse of prints - used by editors and graphic designers for the visual content for publications. Includes print sets, colour and black-and-white negatives. (Replaced by digital photography).	<b>TEMPORARY</b> Destroy 10 years after action completed
4.3.9	Production	Superseded teacher resources produced for early childhood to primary level children, describing a range of topics from simple engineering to children's fables. Includes 'Pic-a-paks', 'Audio paks', 'Pic-a-prints' and 'Multi-paks'.	<b>TEMPORARY</b> Destroy 10 years after action completed



**Department for Education and Child Development (DECD) - State Office (and predecessor agencies)**

Item No.	FUNCTION Activity / Process	Description / Disposal Class	Disposal Action
<b>5 SITE SUPPORT</b>			
<b>5</b>	<b>SITE SUPPORT</b>	<b>The function of planning for, and supporting school and education sites to manage their governance, resources and student learning facilities. Includes funding arrangements, establishment, closures and amalgamations.</b> <b>See also GDS 15.13 (as amended) PROPERTY MANAGEMENT.</b>	
<b>5.1</b>	<b>Audit</b>	<i>The activities associated with officially checking financial, quality assurance and operational records to ensure they have been kept and maintained in accordance with agreed or legislated standards and correctly record the events, processes and business of the organisation in a specified period. Includes compliance audits, financial audits, operational audits, recordkeeping audits, skills audits, system audits and quality assurance audits. (KAAA)</i>	
5.1.1	Audit	Records relating to internal audits of site support activities, eg moving Year 7 to high school structures that result in substantial changes to agency policy.	<b>PERMANENT</b>
5.1.2	Audit	Records relating to internal audits of site support activities. Includes audits of agency sites, planning and selecting schools to be audited, theme of audit and scheduling.	<b>TEMPORARY</b> Destroy 10 years after action completed
<b>5.2</b>	<b>Capital Works Management</b>	<i>The activities related to strategic directions for the provision of site facilities, including financial decisions for new sites and structures, fit-outs, refurbishments and extensions. Includes tendering, liaison with other agencies and clients.</i> <i>See GDS 15.13 (as amended) PROPERTY MANAGEMENT, for construction and physical management of property and building.</i>	



**Department for Education and Child Development (DECD) - State Office (and predecessor agencies)**

Item No.	FUNCTION Activity / Process	Description / Disposal Class	Disposal Action
<b>5 SITE SUPPORT</b>			
5.2.1	Capital Works Management	Records relating to strategic planning for future directions and planning for development of schools and structures, eg the establishment of schools for newly populated areas. <i>Note: for individual school opening and closing ceremonies see GDS 22.</i>	<b>PERMANENT</b>
5.2.2	Capital Works Management	Records relating to requests from schools for major capital works. Includes requests for new accommodation or to vary functionality of existing buildings for example disabled access. <i>See GDS15.13 (as amended) PROPERTY MANAGEMENT for construction.</i>	<b>TEMPORARY</b> Destroy 20 years after action completed
5.2.3	Capital Works Management	Records relating to requests from schools for minor capital works.	<b>TEMPORARY</b> Destroy 10 years after action completed
5.2.4	Capital Works Management	Records relating to the assessment of requirements for the establishment of new centres, eg for Partnership groups. Includes identification of need, analysis, briefings, project brief.	<b>TEMPORARY</b> Destroy 10 years after action completed
<b>5.3</b>	<b>Funding</b>	<i>The activity of determining and distributing funding to educational services. Includes evaluation, loans and debt recovery advice.</i>	
5.3.1	Funding	Records relating to the evaluation, determination, management and distribution of funding, and other related finances, to schools and educational institutions.	<b>TEMPORARY</b> Destroy 10 years after action completed



**Department for Education and Child Development (DECD) - State Office (and predecessor agencies)**

Item No.	FUNCTION Activity / Process	Description / Disposal Class	Disposal Action
<b>5 SITE SUPPORT</b>			
<b>5.4</b>	<b>Incident Management</b>	<p><i>The activity of managing incidents, complaints, appeals and emergencies at all education sites and services, and involving a DECD employee, including identifying, analysing and investigating and the development of precautions and controls. Includes claims made by and against the agency involving personal and property damage. Also includes investigations referred by the Early Education &amp; Childhood Services Registration and Standards Board.</i></p> <p><i>See also Item 1.4 CHILD &amp; STUDENT WELLBEING – Incident Management.</i></p> <p><i>See also Item 6.2 WORKFORCE MANAGEMENT – Disciplinary Action.</i></p> <p><i>NB: Notifiable incidents are logged in IRMS for Incident Management Division to investigate.</i></p>	
5.4.1	Incident Management	<p>Records relating to crime incidents at agency sites involving <u>persons under 18 years of age</u>, eg personal crime, vandalism, theft, arson, in and out of school attendance time <b>NOT</b> involving child protection or employee misconduct. Includes communications with SAPOL, reports, inventories of for example stolen property, risk management assessments, monthly reports of vandalism costs.</p>	<b>TEMPORARY</b> Destroy 26 years after action completed
5.4.2	Incident Management	<p>Records relating to crime incidents at agency sites involving <u>persons over 18 years of age or non-identifiable</u>, eg personal crime, vandalism, theft, arson, in and out of school attendance time <b>NOT</b> involving child protection or employee misconduct. Includes communications with SAPOL, reports, inventories of for example stolen property, risk management assessments, monthly reports of vandalism costs.</p>	<b>TEMPORARY</b> Destroy 7 years after action completed



**Department for Education and Child Development (DECD) - State Office (and predecessor agencies)**

Item No.	FUNCTION Activity / Process	Description / Disposal Class	Disposal Action
<b>5 SITE SUPPORT</b>			
5.4.3	Incident Management	Inventories and logs of, eg stolen property, risk management assessments, monthly reports of vandalism costs, etc.	<b>TEMPORARY</b> Destroy 7 years after action completed
<b>5.5</b>	<b>Operational Policy &amp; Procedures</b>	<i>Standard method of operating documented by the agency according to statutory requirements or formulated policy.</i>	
5.5.1	Operational Policy & Procedures	Master copy of agency policies and procedures relating to site support.	<b>PERMANENT</b>
5.5.2	Operational Policy & Procedures	Facilitative records of agency policies and procedures relating to site support.	<b>TEMPORARY</b> Destroy 10 years after action completed
<b>5.6</b>	<b>School Closures &amp; Amalgamations</b>	<i>The activities involved in assessing schools for closure or amalgamation, including implementation, transfer of assets and close-out tasks.</i>	
5.6.1	School Closures & Amalgamations	Records relating to closures and amalgamations of schools that may or may not be the subject of major public interest or community involvement. Includes: <ul style="list-style-type: none"> <li>• reports</li> <li>• decision and briefing</li> <li>• Minister approval</li> <li>• communications with Leadership team</li> <li>• meetings with stakeholders.</li> </ul> <p><i>See GDS 15.5 (as amended) FINANCIAL MANAGEMENT for records documenting finalisation of school finances and distribution.</i></p>	<b>PERMANENT</b>



**Department for Education and Child Development (DECD) - State Office (and predecessor agencies)**

Item No.	FUNCTION Activity / Process	Description / Disposal Class	Disposal Action
<b>5 SITE SUPPORT</b>			
5.6.2	School Closures & Amalgamations	Facilitative records relating to closures and amalgamations of schools. Includes arrangements and coordinating communications with stakeholders and the school community.	<b>TEMPORARY</b> Destroy 8 years after action completed



**Department for Education and Child Development (DECD) - State Office (and predecessor agencies)**

Item No.	FUNCTION Activity / Process	Description / Disposal Class	Disposal Action
<b>6 WORKFORCE MANAGEMENT</b>			
<b>6</b>	<b>WORKFORCE MANAGEMENT</b>	<b>The function of developing and placing quality teaching, education and care professionals and ancillary staff. See also GDS 15.12 PERSONNEL, GDS 15.15 STAFF DEVELOPMENT.</b>	
<b>6.1</b>	<b>Audit</b>	<i>The activities associated with officially checking financial, quality assurance and operational records to ensure they have been kept and maintained in accordance with agreed or legislated standards and correctly record the events, processes and business of the organisation in a specified period. Includes compliance audits, financial audits, operational audits, recordkeeping audits, skills audits, system audits and quality assurance audits. (KAAA)</i>	
6.1.1	Audit	Records relating to audits of workforce development activities that result in substantial changes to agency policy.	<b>PERMANENT</b>
6.1.2	Audit	Records relating to audits of workforce development activities that do not result in substantial changes to agency policy.	<b>TEMPORARY</b> Destroy 10 years after action completed
<b>6.2</b>	<b>Disciplinary Action</b>	<i>The activities and actions associated when education and care professionals breach the professional codes of ethics in the conduct of their responsibilities. Includes breaches determined as outcomes from investigations, formal charges, formal inquiries, punishment and appeals. Note: See 1.3 CHILD &amp; STUDENT WELLBEING – Incident Management for investigations.</i>	
6.2.1	Disciplinary Action	Records relating to disciplinary cases generating substantial public interest and debate and/or resulting in changes to agency policy and procedures.	<b>PERMANENT</b>



**Department for Education and Child Development (DECD) - State Office (and predecessor agencies)**

Item No.	FUNCTION Activity / Process	Description / Disposal Class	Disposal Action
<b>6 WORKFORCE MANAGEMENT</b>			
6.2.2	Disciplinary Action	Records relating to the management of cases where allegations are not proved. Includes records relating to internal inquiries. Excludes appeals. <i>See GDS1512.9 (as amended) PERSONNEL for Appeals.</i>	<b>TEMPORARY</b> Destroy 50 years after action completed
6.2.3	Disciplinary Action	Agency records relating to work-related criminal convictions of employees, which concern child protection.	<b>TEMPORARY</b> Destroy 100 years after action completed
6.2.4	Disciplinary Action	Agency records relating to work-related criminal convictions of employees, <b>NOT</b> concerning child protection.	<b>TEMPORARY</b> Destroy 50 years after action completed
6.2.5	Disciplinary Action	Records relating to the management of cases where employees are formally disciplined. Includes records relating to internal inquiries and ongoing disciplinary action. Excludes appeals. <i>See GDS15.12.9 (as amended) PERSONNEL for Appeals.</i>	<b>TEMPORARY</b> Destroy 50 years after action completed
<b>6.3</b>	<b>Operational Policy &amp; Procedures</b>	<i>Standard method of operating documented by the agency according to statutory requirements or formulated policy.</i>	
6.3.1	Operational Policy & Procedures	Master copy of agency policies and procedures relating to workforce development.	<b>PERMANENT</b>
6.3.2	Operational Policy & Procedures	Facilitative records of agency policies and procedures relating to workforce development.	<b>TEMPORARY</b> Destroy 10 years after action completed





**Department for Education and Child Development (DECD) - State Office (and predecessor agencies)**

Item No.	FUNCTION Activity / Process	Description / Disposal Class	Disposal Action
<b>6 WORKFORCE MANAGEMENT</b>			
<b>6.4</b>	<b>Professional Practice Development</b>	<i>The activities relating to developing training programs and initiatives which improve the abilities of education and care professionals to deliver the curriculum, and appropriately care for children.</i>	
6.4.1	Professional Practice Development	Master copy of training programs and initiatives developed by the agency.	<b>PERMANENT</b>
6.4.2	Professional Practice Development	Records relating to teaching scholarships funded by the agency for Aboriginal Students. Includes scholarships available to under graduate and postgraduate students, and language scholarships. <i>See also GDS15.12.16 (as amended) PERSONNEL – Cases.</i>	<b>PERMANENT</b>
6.4.3	Professional Practice Development	Records relating to teaching scholarships funded by the agency for other students. Includes scholarships available to undergraduate and postgraduate students, and language scholarships. <i>See also GDS15.12.16 (as amended) PERSONNEL – Cases.</i> <i>Excludes Aboriginal Students.</i>	<b>TEMPORARY</b> Destroy 10 years after action completed
6.4.4	Professional Practice Development	Records relating to the Leadership Development Program. Includes application, assessment, feedback and notification and assessment panel records.	<b>TEMPORARY</b> Destroy 10 years after action completed
6.4.5	Professional Practice Development	Records relating to training programs developed to improve teacher skills in child protection. Includes Responding to Abuse and Neglect (RAN), and SMART Training.	<b>TEMPORARY</b> Destroy 25 years after action completed
6.4.6	Professional Practice Development	Records relating to training programs developed to improve teacher skills other than in child protection, eg communications or project management.	<b>TEMPORARY</b> Destroy 10 years after action completed



**Department for Education and Child Development (DECD) - State Office (and predecessor agencies)**

Item No.	FUNCTION Activity / Process	Description / Disposal Class	Disposal Action
<b>6 WORKFORCE MANAGEMENT</b>			
6.4.7	Professional Practice Development	Records documenting tutor-training courses conducted by the agency for cross-sector teachers to upskill, eg in disability areas such as dyslexia. Includes face-to-face and online training under licence from overseas providers, contracts and registration of tutors.	<b>TEMPORARY</b> Destroy 10 years after last completed
6.4.8	Professional Practice Development	Other records, printed from databases, (currently MS:Access), eg acknowledgement of completion of training attended by teachers. <i>Note: Master attendance records held in HR system.</i>	<b>TEMPORARY</b> Destroy 8 years after action completed If digital, maintain and reformat as required for administrative purposes



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