

# 2016 Annual Report

Queensland College of Teachers

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## Purpose of this report and how to access a copy

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This report describes the way in which the Queensland College of Teachers (QCT) fulfilled its obligations under the *Education (Queensland College of Teachers) Act 2005* during the year ending 31 December 2016.

The report is intended to inform the Queensland community about what the QCT does so that they may continue to have confidence in the state's teacher registration system. The report also enables Queensland Parliament, through the Minister, to assess the QCT's financial and operational performance. The information in the report on the QCT's objectives, activities and achievements for the year should be of interest to the teaching profession, teacher-employing authorities, higher education institutions, teacher unions and professional organisations, parents of school students, and members of the general community.

Copies of the report can be accessed through the QCT's website (via the following page: [www.qct.edu.au/about/corporate-publications](http://www.qct.edu.au/about/corporate-publications)) or by contacting the Principal Executive Officer, Office of the Director, at the QCT Office (phone 07 3377 4736; fax 07 3870 5006; email [officeofthedirector@qct.edu.au](mailto:officeofthedirector@qct.edu.au)). General contact details for the QCT Office are set out below.

The report aims to provide readers with clear, concise and accurate information about the QCT's performance. The QCT welcomes comments on this annual report. A survey form is included at the back of the report. Readers can also provide feedback by email.

### Interpreter Service Statement



The Queensland Government is committed to providing accessible services to Queenslanders from all culturally and linguistically diverse backgrounds. If you have difficulty in understanding the annual report, you can contact us on either (07) 3377 4777 or 1300 720 944 and we will arrange an interpreter to effectively communicate the report to you.

### Contact details for Office of the Queensland College of Teachers

|                           |  |
|---------------------------|--|
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| Website:                  | <a href="http://www.qct.edu.au">www.qct.edu.au</a>             |

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# 2016 Annual Report to the Minister

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## Letter of compliance

28 February 2017

The Honourable Kate Jones MP  
Minister for Education and Minister for Tourism,  
Major Events and the Commonwealth Games  
PO Box 15033  
CITY EAST QLD 4002

Dear Minister

I am pleased to present the Annual Report, including financial statements, for the Queensland College of Teachers for the year ending 31 December 2016.

I certify that this Annual Report complies with:

- the prescribed requirements of the *Financial Accountability Act 2009* and the *Financial and Performance Management Standard 2009*, and
- the detailed requirements set out in the *Annual Report Requirements for Queensland Government Agencies*.

The Report can be accessed at the Queensland College of Teachers' website:  
[www.qct.edu.au/pdf/QCT\\_Annual\\_Report\\_2016.pdf](http://www.qct.edu.au/pdf/QCT_Annual_Report_2016.pdf)

and a checklist outlining the annual reporting requirements can be accessed at:  
[www.qct.edu.au/pdf/QCT\\_Annual\\_Report\\_2016\\_Compliance.pdf](http://www.qct.edu.au/pdf/QCT_Annual_Report_2016_Compliance.pdf)

Yours sincerely



Joe McCorley OAM  
*Chairperson of the Board*

Queensland College of Teachers  
601 Coronation Drive  
TOOWONG QLD 4066

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# About the Queensland College of Teachers

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The Queensland College of Teachers (QCT<sup>1</sup>) is the regulatory body for the teaching profession in Queensland. It is a Queensland Government statutory body and is responsible to the Minister for a range of functions to do with registration of teachers. Established on 1 January 2006 by the *Education (Queensland College of Teachers) Act 2005*, the QCT builds on the work of previous Queensland authorities, the Board of Teacher Education (1971–1989) and the Board of Teacher Registration (1989–2005).

The functions and powers of the QCT are detailed in Appendix 1.

## Vision, purpose and values

### Our vision

Quality regulation—quality teachers

### Our purpose

- Uphold the standards of the teaching profession
- Maintain public confidence in the teaching profession
- Protect the public and the profession

### Our values

- **Professionalism**—we demonstrate through our own actions the highest standards of professional and personal performance
- **Accountability**—we act in a transparent, fair and ethical manner in all decision-making and processes
- **Collaborative relationships**—we work constructively with all stakeholders in a consultative, responsive and collaborative way
- **Leadership**—we demonstrate leadership in maintaining a high quality regulatory framework suitable for contemporary educational contexts in Queensland
- **Exemplary service**—we demonstrate effective, efficient and capable service delivery
- **Government shared values**—we support the Queensland Public Sector Values: *Customers first; Ideas into action; Unleash potential; Be courageous; and Empower people*

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1 See Glossary for meaning of acronyms used throughout Report.

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# Chairperson's introduction

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The QCT is the regulatory body for the teaching profession in Queensland. It works in the best interests of the public and the profession to ensure that approved teachers are qualified, current in their practice and suitable to teach students. To this end, it develops, maintains and applies professional standards, codes of practice and policies to underpin initial entry to and continuing membership of the profession. This contributes, directly and indirectly, to the Queensland Government's community objectives of creating jobs and a diverse economy, delivering quality frontline services and building safe, caring and connected communities.

2016 was a year of several new beginnings for the QCT, and also some consequential endings.

The start of the year saw a new three-year term of the Board of the QCT, with six new faces around the Board table and eleven returning members, all keen to do their best in the service of the teaching profession and the education community of Queensland. At its first meeting for the year, the Board participated in a professional development session on public sector governance to help ensure members understood their role and the expectations and requirements of them as Board members.

In recognition of its new term, the Board reviewed its committee structure mid-year and established a new Strategic Futures Committee to provide wide-ranging strategic advice to the Board, particularly on drivers that will significantly influence education and regulation in the future. The new committee held its first meeting towards the end of the year and plans to meet twice a year from 2017.

The Board was delighted that the Minister accepted its invitation to attend a Board meeting. At the June meeting, members engaged in a very positive and productive discussion with the Minister on matters of mutual interest.

A major review by the Department of Education and Training (DET) of the QCT's governing legislation over the past couple of years came to fruition with the finalisation and passage through Parliament of the *Education and Other Legislation Amendment Act 2016*. Amendments included in this Act have significant ramifications for the QCT and the implications of these for QCT policy and processes were a focus of the work of both the Board and the Office. These implications are explained in the following sections of the Report. The QCT made a written submission to the review in April and QCT officers provided feedback to the DET on the drafting of the amendments. The Board held an extraordinary meeting in August to consider the policy implications of the proposed amendments.

The amendments include changes to the governance of the QCT in that the size of the Board will be reduced from the start of 2017 from 17 to 15 members, removing the Minister's community nominee and the nominee of the Queensland Public Sector Union. An effect of this is that the Board lost two of its members in 2016: Mr Jim McGowan AM resigned in June after four-and-a-half years' service and Ms Sue Forsyth retired at the end of the year after eight years as a Board member. We thank both for their valued contributions, based on lengthy experience in education and the public sector more broadly, to the deliberations of the Board. One of our new, elected teacher members (Ms Amanda Steer) resigned at the end of the year due to no longer being a practising teacher.

The Board was pleased to reappoint the Director of the QCT Office, Mr John Ryan, for a further three-year term from May.

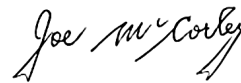
After a major relocation effort at the end of 2015, this year saw the Board and the Office settling into their new quarters in Coronation Drive. My impression is that the more modern facilities and better designed space has enhanced meeting effectiveness, enabled better communication and improved the morale of both members and staff.

As always, one of my most delightful tasks as Chair was to host, alongside the Minister for Education, the QCT's annual presentation of its Excellence in Teaching Awards. The 2016 event introduced a number of new features and was widely pronounced 'the best yet'. Recognising and celebrating the excellent teachers we are privileged to have in all sectors and regions of our state is one of the QCT's most pleasant functions.

Another satisfying part of the Chair's role has been the twice-yearly meetings the QCT Director and I have held with the QCT's various stakeholders, including the major teacher-employing sectors, the teacher unions and parent and community groups—all of whom have nominees on the Board. Our interactions with these groups have always been encouragingly positive, with the chief executives of the various bodies expressing favourable views of the QCT's work and the way it approaches this.

I would like to thank my fellow Board members and the non-Board members of the QCT's various committees and reference groups for their collegiality and their commitment to the work of the QCT.

Finally, I would particularly like to place on record my appreciation of the Director, Mr John Ryan, and his staff for their ongoing exemplary service to the public and the teaching profession.



Dr Joe McCorley OAM,  
*Chairperson, Board of the  
Queensland College of Teachers*

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# 2016 performance against Strategic Plan

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The QCT Strategic Plan for 2016–2019 identifies the objectives, strategies and performance indicators shown in Table 1 below. The table indicates achievements against the strategies and performance indicators in 2016. All targets except one were achieved or exceeded. More detailed information on the QCT's activities in pursuit of the objectives and strategies is included in subsequent sections of this report.

## Contribution to State Government Objectives

The QCT's functions contribute to the Queensland's Government's objectives for the community, viz.:

- Creating jobs and a diverse economy
- Delivering quality frontline services
- Building safe, caring and connected communities
- Protecting the environment

The QCT's services contribute mainly to the objective 'Delivering quality frontline services', especially the sub-objectives 'achieving better education and training outcomes' and 'providing responsive and integrated government services'. From a broader perspective it can be seen that the QCT's functions contribute to all four of the Government's objectives, since without effective and ethical teachers to educate the state's next generation of workers, none of the other objectives can be achieved.

The QCT's objectives and strategies support *The Queensland Plan*, which sets out a 30-year vision for Queensland. The vision includes 'valu[ing] education as a lifelong pursuit where we gain practical skills, enrich our lives, find secure jobs and improve the competitiveness of our economy'. In particular, the QCT supports the Education goals of the Plan:

- Our curriculum is flexible and future-focused
- We have practical-based learning
- We have the most highly valued teachers in Australia
- Education is valued as a lifelong experience.

We support these goals by:

- Enhancing teacher quality through the use of professional standards to achieve better student outcomes
- Enhancing our governance and decision making processes
- Conducting an efficient administrative operation
- Promoting the teaching profession through our Excellence in Teaching Awards and World Teachers' Day activities.

## Contribution to the National Agenda

Our strategies support the Council of Australian Governments (COAG) agenda through National Agreements, National Partnership Agreements and other initiatives for:

- Implementation of the Australian Professional Standards for Teachers
- Nationally consistent accreditation of initial teacher education programs
- Nationally consistent teacher registration
- Reform of early childhood education.

Some of the education policies being implemented by the federal government (e.g. its emphases on universal access to early childhood education and on improving teacher quality) affect the QCT's work. The activities of the QCT contribute towards meeting the objective, under the Council of Australian Governments' National Education Agreement, that all Australian school students acquire the knowledge and skills to participate effectively in society and employment in a globalised economy.

## Strategic risks and opportunities

### *Emerging technologies*

Use of new technologies such as digitization and social media provides many opportunities to engage teachers, teacher applicants and other stakeholders and deliver services more efficiently and effectively. However, new technologies also present many risks. The new technologies can provide greater reach and access to people but at the same time the QCT must develop strategies to mitigate the possibility of information security breaches or reputational damage.



### ***Stakeholder engagement***

Teaching is a complex and demanding profession. Involving stakeholders in the development and implementation of solutions to complex issues increases the sense of 'ownership' of the proposed solution. This increases the likelihood of success of programs and projects.

### ***Application of regulation***

The application of regulation must be balanced, inclusive, efficient and utilise reasonable discretion. A Queensland Plan vision is of less intrusive regulation while maintaining necessary consumer safeguards. Realistic application of regulation will enhance relationships with stakeholders.

### ***People and organisational capability***

The Board, management and staff of the QCT must anticipate or recognise change and adapt accordingly. Appropriate judgements will increase the probability of the QCT remaining relevant to its stakeholders and the wider public.

### ***Minimum standards***

The QCT applies threshold standards to many critical decisions about registration. Threshold standards must be set at an appropriate level to ensure the public and other stakeholders have continued confidence in those people teaching in Queensland schools.

The QCT is monitoring its effectiveness and efficiency in achieving its goals and believes it is meeting acceptable standards in most areas. Our careful assessment of applications for registration ensures that only people with appropriate qualifications and experience, or who can show that they meet the QCT's professional standards, are granted registration. Our audits of school and university records indicate we are effective in ensuring only registered teachers are employed in teaching duties in schools or in supervising student teachers in schools. Our disciplinary work ensures that teachers charged with certain offences, or found guilty of certain offences, or dismissed by employers for certain reasons, are prevented from teaching.

To improve our cost-effectiveness, we monitor and identify areas in which efficiency can be increased, and apply resources to such areas responsively. By upgrading our communication and information technology and systems, enhancing our website, employing sufficient numbers of capable staff, ensuring through selection processes and professional development that staff have appropriate skill sets, improving our records management systems, and building appropriate relationships and arrangements with stakeholder groups and other relevant agencies, we expect to be able to increase our cost-effectiveness and our levels of service delivery.

In September 2016 the Board adopted a new Strategic Plan for 2017–2020. The objectives and strategies identified in the Strategic Plan for 2016–2019 remain relevant and the objectives identified in the Strategic Plan for the next financial year are similar.

**Table 1: Achievements against Strategic Plan in 2016**

| Outcome   | <b>Registered teachers are qualified, competent and suitable to teach</b>  |
|---|--|
| <i>Strategic objective</i>  | Admit and retain as registered teachers only persons who are competent, qualified and suitable to teach  |
| <i>Performance indicators</i>   | <p>% of matters where the register is updated within one working day of receipt of disciplinary suspension notifications:</p> <p>Target: 100%      Achieved: <b>100%*</b></p> <p>*Actual figures: #Total s48 Notifications received—15<br/># Updates to register within 1 working day of receiving s48 Notification—15</p> <p># reduction in data requests to Higher Education Institutions during program accreditation processes:</p> <p>Target: [benchmarks yet to be set—obtaining baseline data]</p>  |
| Strategies  | Activities   |
| Maintain the integrity and improve the quality of information held about Queensland approved teachers to inform strategic policy development and business processes | <ul style="list-style-type: none"> <li>Continued a centralised data exchange with DET</li> <li>Improved security and functionality of the myQCT portal</li> <li>Encouraged greater use of online renewal application</li> <li>Implemented 2016 Compliance Management Plan</li> <li>Implemented improved processes for monitoring conditions on teachers' registration and PTTs</li> <li>Entered Information Sharing Arrangement with the Office of the Health Ombudsman</li> <li>Implemented system changes to accommodate amendments to the QCT's governing legislation and regulations</li> <li>Undertook research as indicated below</li> <li>Produced Queensland Teachers Report 2016</li> </ul>   |
| Undertake relevant research and data analysis and implement findings to enhance the evidence base for quality teaching  | <ul style="list-style-type: none"> <li>Continued collaborative research projects with external partners focussing on priority areas important to the teaching profession</li> <li>Surveyed over 11,000 teachers to profile those teachers not permanently employed in schools</li> <li>Produced a literature review and eBook—'Investigating factors that influence the choice of teaching as a career'</li> <li>Surveyed 12,695 Queensland teachers as to what influenced them to choose teaching</li> <li>Completed the data analysis component of research on the quality assurance of the process of progression from provisional to full registration</li> <li>In partnership with Learning Sciences Institute Australia, developed and piloted a Teaching Performance Assessment to support demonstration of 'readiness' of graduates for entering the profession</li> </ul> |

**Table 1: Achievements against Strategic Plan in 2016** (continued)

|  |   |
|--|---|
| Develop and /or apply appropriate standards and procedures to decisions on registration and initial teacher education program approval                       | <p><i>Registration</i></p> <ul style="list-style-type: none"> <li>• Refused 125 applications for teacher registration or PTT due to applicants not meeting eligibility requirements</li> <li>• Published (following legislative amendments) professional conduct policies to guide the QCT on suspension of registration of teachers, assessment of behaviour relevant to suitability to teach and discipline of teachers for behaviour below the standard expected of a teacher</li> <li>• Revised the RTT policy due to legislative amendments to be implemented in 2017</li> <li>• Adopted updated <i>CPD Policy and Framework</i></li> <li>• Applied new policy to experienced applicants with three-year qualifications</li> </ul> <p><i>Initial Teacher Education (ITE) program approval</i></p> <ul style="list-style-type: none"> <li>• Contributed to ongoing review and implementation of revised national ITE accreditation process via a range of working groups, forums and research papers</li> <li>• Completed second ITE program monitoring cycle, focused on numeracy strategies</li> <li>• Published updated guidelines to national accreditation standards and procedures</li> </ul> |
| Maintain productive partnerships with all key stakeholders to support and enhance the quality of Queensland teachers and applicants for teacher registration | <ul style="list-style-type: none"> <li>• Conducted workshops for supervising teachers to complement the <i>Professional Experience Reporting Framework</i> implemented in 2015 and Evidence Guide developed by the QCT</li> <li>• Conducted ‘trainer the trainer’ workshop to facilitate consistent decision-making and greater use of support resources for supervising teachers</li> <li>• Participated in training to become the certifying authority for the DET pilot of a certification process for Highly Accomplished and Lead Teachers</li> <li>• Developed resource to assist teachers wishing to apply for certification as Highly Accomplished or Lead Teachers</li> <li>• Maintained a partnership with DET to support the mentoring of beginning teachers program</li> </ul>  |
| Work collaboratively with stakeholders to enforce the regulatory framework   | <ul style="list-style-type: none"> <li>• Assessed 88 potential breaches of requirement that only registered teachers be employed in Queensland schools and issued warning letters</li> <li>• Conducted 2016 census of teachers in schools, with 99 per cent of Queensland schools participating</li> <li>• Granted 126 people PTT</li> <li>• Continued building strategic relationship with principals’ associations to improve the understandings of the work of the QCT</li> <li>• Liaised with stakeholders about legislative reporting requirements</li> <li>• Partnered with DET to enhance QCT’s ability to monitor compliance in State schools</li> </ul>  |

**Table 1: Achievements against Strategic Plan in 2016 (continued)**

| <b>Outcome</b><br><b>Stakeholders are empowered and enrolled by partnering with the QCT to develop solutions to issues</b><br><b>The QCT's services are delivered efficiently and effectively through contemporary mediums</b> |   |
|--|---|
| <b>Strategic objective</b>   | Develop and provide effective and efficient processes and services  |
| <b>Performance indicators</b>  | <p>% of respondents to customer and stakeholder surveys who are satisfied with their experience of the QCT:</p> <p>Target: 80%      Achieved: <b>95%*</b></p> <p>* Average based on responses (N=1741) to:</p> <ul style="list-style-type: none"> <li>• Customer satisfaction surveys—application processes (Registration)</li> <li>• Preservice teacher information sessions</li> <li>• Teacher engagement workshops and other Professional Standards team presentations</li> </ul> <p>In addition:</p> <ul style="list-style-type: none"> <li>• All major stakeholder groups expressed satisfaction with QCT during biannual meetings with Chair and Director</li> </ul>  |
| <b>Strategies</b>  | <b>Activities</b>   |
| Develop innovative approaches to the delivery of services  | <ul style="list-style-type: none"> <li>• Launched online certificate of registration</li> <li>• Introduced mailbox in teachers' myQCT accounts</li> <li>• Launched new online form for five-yearly renewal</li> <li>• Introduced new PTT application form</li> <li>• Rolled out eFee notices from October 2016</li> <li>• Expanded myQCT to include mobile-friendly certificate retrieval</li> <li>• Enhanced myQCT to include access to RTT resources</li> <li>• Introduced the electronic transfer of information from HEIs on Queensland graduate teachers</li> <li>• Continued to rely on a centralised data exchange with DET to reduce reporting requirements of 1,300 principals</li> <li>• Launched changes to the application for teacher registration and mutual recognition forms which reduce regulatory burden on applicants to provide documentation</li> <li>• Maintained a partnership with Apple Inc to provide a platform for teachers to evidence registration requirements via digital devices</li> </ul> |
| Apply fair and just practices and processes  | <ul style="list-style-type: none"> <li>• No decisions of the QCT were overturned by the Queensland Civil and Administrative Tribunal (QCAT) for insufficiency of evidence, inappropriate investigation processes or for being contrary to public interest</li> <li>• No matters referred to Ombudsman's Office</li> <li>• No internal review decisions referred to QCAT</li> </ul>  |
| Enhance transparency of information by releasing data sets to the public   | <ul style="list-style-type: none"> <li>• Launched new data pages on the website to publish information and data on QCT research results, surveys and data analysis about trends in the teaching population in Queensland</li> <li>• Published open data in conjunction with Annual Report</li> </ul>  |

**Table 1: Achievements against Strategic Plan in 2016** (continued)

|  |  |
|--|--|
| Lead, influence and collaborate with major stakeholders on future directions in the regulation of teaching at both state and national levels | <ul style="list-style-type: none"><li>• Collaborated with AITSL on the national reforms to ITE accreditation</li><li>• Provided professional leadership to ATRA</li><li>• Held a combined forum of the Principals' Reference Group and teacher unions to discuss the Graduate Teaching Performance Assessment</li><li>• Developed principles for QCT position on potential future registration of early childhood teachers in Queensland</li></ul>   |
| Implement a robust and cost-efficient regulatory framework that reflects risk, necessity and proportionality                                 | <ul style="list-style-type: none"><li>• Contributed to development of amendments of the <i>Education (Queensland College of Teachers) Act 2005</i></li><li>• Revised the RTT policy and guidelines to respond to legislative amendments and teachers' needs to return to contemporary contexts</li><li>• Adopted updated CPD Policy and Framework for implementation in 2017</li><li>• Identified changes to streamline processes for PTT applicants and employers, for launch in 2017</li></ul>   |
| Use a range of communication channels to deliver information, processes and services to our clients  | <ul style="list-style-type: none"><li>• Conducted a range of face-to-face information sessions and webinars to support teachers' understanding of teacher registration and the <i>Australian Professional Standards for Teachers (APST)</i></li><li>• Published nine issues of <i>QCT eNews</i> for teachers, gaining higher levels of interest from teachers</li><li>• Engaged with teachers via various social media platforms</li><li>• Presented at a range of conferences and forums regarding professional standards, CPD and initial teacher education</li><li>• Produced a literature review and eBook summary of review findings—"Investigating the factors that influence the choice of teaching as a first career"</li><li>• Published and promoted guidelines to assist teachers in their interaction with students: <i>Professional Boundaries: A Guideline for Queensland Teachers</i></li><li>• Developed an online presentation to assist principals in discussing <i>Professional Boundaries</i> document with their staff</li><li>• Added to range of resources (e.g. videos) for teachers available via QCT website</li><li>• Supported the implementation of TeachConnect, an online platform to support preservice teachers in the transition through practicum into their early career stage, in collaboration with HEI partners</li><li>• Launched new QCT website with improved functionality and appearance</li></ul> |

**Table 1: Achievements against Strategic Plan in 2016 (continued)**

| Outcome  | <b>The QCT has sound financial administration and uses good governance practices</b>   |
|--|--|
| <i>Strategic objective</i>                               | Maintain the QCT as a financially sustainable organisation overseen by good governance   |
| <i>Performance indicators</i>                            | <p>% by which current assets exceed liabilities (excluding Criminal History Check Fund):</p> <p>Target: &lt;150%    Achieved: <b>311%*</b></p> <p>* Based on December financial report:</p> <ul style="list-style-type: none"> <li>\$ Assets = \$8,546,000.00    \$ Liabilities=\$2,745,000.00</li> <li>The majority of the QCT's income is received in the first and fourth quarters of the calendar year.</li> </ul> <p>% by which Criminal History Check Fund exceeds anticipated expense:</p> <p>Target: 150–200%    Achieved: <b>152%*</b></p> <p>* Based on December financial report:</p> <ul style="list-style-type: none"> <li>\$ CHC Commitment = \$2,597,000.00    \$ CHC Fund = \$3,946,000.00</li> </ul>  |
| <i>Strategies</i>  | <i>Activities</i>  |
| Implement sound financial management to maximise outcome | <ul style="list-style-type: none"> <li>Received an unqualified audit report</li> <li>Maintained financial sustainability</li> <li>Maintained the lowest annual teacher registration fee in Australia</li> </ul>  |
| Maintain good governance and accountable decision making | <ul style="list-style-type: none"> <li>Reviewed strategic risks and ensured risk minimisation actions were in place</li> <li>Developed 2016 operating budgets to support strategic priorities and accountabilities</li> <li>Improved internal reporting systems</li> <li>Promoted the requirements of the State Procurement Policy and Strengthening purchasing through targeted training</li> <li>Provided ongoing records management training and support to staff</li> <li>Reviewed business processes to identify opportunities for improvement and innovation</li> <li>Monitored QCT corporate and management performance against unit operational plans and performance accountabilities for managers and unit budgets</li> <li>Engaged Vincents Chartered Accountants to provide internal audit services (performance audits)</li> <li>Developed an Information and Communication Technology Strategic Plan for implementation from 2017</li> <li>Provided professional development for Board members on governance matters</li> <li>Provided staff and Board members with Ombudsman's Office 'Good Decisions' training</li> <li>Established Strategic Futures Committee</li> </ul> |

**Table 1: Achievements against Strategic Plan in 2016 (continued)**

| <b>Outcome</b>   |  |
|--|--|
| <b>The QCT has an agile, engaged, skilled and productive workforce</b>   |  |
| <b>Strategic objective</b>   | Build the human capacity of the QCT  |
| <b>Performance indicators</b>  | <p>% of staff with positive work morale:</p> <p>Target: 70%    Achieved: <b>88%*</b></p> <p><i>* Based on responses to Working for Queensland survey 2016: positive responses to Q25b 'My workplace culture supports people to achieve a good work/life balance', Q33a 'I would recommend my organisation as a great place to work', Q33b 'I am proud to tell others I work for my organisation', Q33c 'I feel a strong personal attachment to my organisation'</i></p> <p>% of staff who feel they receive quality feedback and regular recognition of work performance:</p> <p>Target: 65%    Achieved: <b>53%*</b></p> <p><i>* Based on responses to Working for Queensland survey 2016: positive responses to Q28a 'I received useful feedback on my performance'</i></p> <p><i>A total of 64 staff members were invited to complete the survey. The number of staff members responding to the survey was 38. Given these small numbers, the percentages cited should be interpreted with caution as the response of one person (3% of responses) can greatly affect the result.</i></p> |
| <b>Strategies</b>  | <b>Activities</b>  |
| Support QCT staff to build their professional capacity to deliver high quality, innovative solutions for clients | <ul style="list-style-type: none"> <li>Supported QCT staff to undertake relevant professional development activities</li> </ul>  |
| Maintain a dynamic, supportive and healthy environment for QCT staff   | <ul style="list-style-type: none"> <li>Continually monitored and managed staff positions and numbers</li> <li>Maintained staff Wellbeing Program and compliance with all relevant workplace legislation and policies</li> <li>Provided comprehensive induction for all new staff members</li> </ul>  |

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# Outlook for 2017

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## *Quality teaching and quality teacher education*

- Implement legislative amendments regarding RTT condition, disciplinary processes and internal review processes
- Review the RTT condition on approximately 8,600 teachers and amend in line with legislative and policy changes
- Work with ITE providers to transition to new national requirements, including developing a process for Stage 2 Accreditation of ITE programs
- Finalise a quality assurance assessment of the process of transitioning from provisional to full registration
- Launch the Evidence Guide to support the transition to full registration for teachers working in early childhood settings
- Participate as certifying authority in DET pilot of a certification process for Highly Accomplished and Lead Teachers

## *Protecting the public and the profession*

- Introduce a 'show cause' process for suspension or cancellation of registration where a teacher has not complied with a RTT condition
- Develop or revise Information Sharing Arrangements with agencies and interstate regulatory authorities

## *Reduced regulatory burden*

- Review documentation requirements for teacher registration and identify digital options
- Introduce online identification verification checks for applicants
- Implement a revised CPD Framework
- Review the PTT policy
- Introduce an online form and streamlined process for applying for PTT

## *Digital strategy*

- Implement data engagement strategies to identify teacher specialisation
- Launch a more mobile-friendly, responsive design for myQCT
- Broaden the range of documents teachers can obtain via their myQCT mailboxes
- Introduce resources in myQCT for teachers undertaking a RTT program
- Launch a digital public space for teachers to evidence their meeting of the APST

## *Strategic partnerships*

- Participate with Learning Sciences Institute Australia and 11 ITE providers around Australia in a trial of a Graduate Teaching Performance Assessment

## *Promotion of the profession*

- Enhance the QCT Excellence in Teaching Awards

## *Research and data*

- Undertake data analysis on registration attrition and trends
- Publish findings from surveying Queensland teachers about why they chose teaching

## *Organisational sustainability*

- Develop a myQCT strategy and roadmap for customer service and self-service engagement
- Implement legislative amendments regarding Board membership
- Implement an Information and Communication Technology Strategic Plan



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# Queensland's approved teachers

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## The state of the register

A legislated function of the QCT under the *Education (Queensland College of Teachers) Act 2005* (the Act), is to keep a register of 'approved teachers', i.e. persons who either are registered teachers or hold permission to teach<sup>2</sup> (PTT).

The following table (Table 2) illustrates some of the main registration activity for the year ended 31 December 2016, as compared with the previous four years. At the end of 2016 the Register contained the names of 104,510 approved teachers.

**Table 2: Register of teachers in Queensland, 2012–2016**

|   | 2012   | 2013   | 2014    | 2015    | 2016    |
|---|--------|--------|---------|---------|---------|
| Number of approved teachers                                     | 98,633 | 99,984 | 101,768 | 104,216 | 104,510 |
| as at 31 December   | 6,681  | 6,364  | 6,872   | 6,773   | 6,805   |
| Number of new applications for teacher registration received    | 698    | 1,210  | 1,113   | 775     | 644     |
| Applications for teacher registration in progress as at 31 Dec* | 97     | 76     | 104     | 90      | 125     |
| Applications for teacher registration or PTT refused            | 424    | 162    | 155     | 211     | 157     |
| Applications for teacher registration or PTT withdrawn          | 6,075  | 5,645  | 6,645   | 6,811   | 6,595   |
| Applications for teacher registration or PTT approved           | 3,902  | 3,841  | 3,368   | 51,438  | 16,706  |
| Applications for renewal/restoration of registration received   | 4,004  | 3,878  | 3,293   | 42,838  | 24,751  |
| Applications for renewal/restoration in progress as at 31 Dec   | 185    | 181    | 281     | 8,785   | 473     |

\* Includes applications from graduates received at the end of the previous year but awaiting confirmation of course results early in the relevant year.

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2 In certain specified circumstances, the QCT may grant non-registered persons permission to teach under tightly defined conditions.

During 2016 a total of 5,894 teachers had their registration cancelled or were removed from the register, whether because their fees had not been paid, their period of provisional registration<sup>3</sup> had ended, their five-year period of full registration had ended, they had voluntarily surrendered their registration or they had passed away (see Table 3).

**Table 3: Attrition from the Queensland Register of Teachers in 2016**

| Reason                                    | Total        |
|---|--------------|
| S66 Cancellation (fee not paid)           | 1,193        |
| End of period of provisional registration | 535          |
| End of five-year full registration        | 2,611        |
| Voluntary surrender                       | 1,157        |
| Deceased                                  | 47           |
| Other                                     | 351          |
| <b>Total</b>                              | <b>5,894</b> |

## Teacher data

### Age profile and gender

Table 4 shows the average age of applicants and approved teachers. The average age of applicants is 34.6 years and the average age of teachers on the register is 44.6 years. The average ages for applicants and teachers have remained relatively stable compared to 2015.

**Table 4: Average age (in years) of applicants and approved teachers—2016**

| Applicants/teachers               | Average age |
|-----------------------------------|-------------|
| All applicants                    | 34.6        |
| • Female applicants               | 34.1        |
| • Male applicants                 | 36.0        |
| Approved teachers on the register | 44.6        |

Table 5 shows the age profile and gender breakdown of approved teachers by age group. Overall, over three-quarters (76.4 per cent) of teachers on the register are female and just under half (49.2 per cent) of teachers are 45 years of age or older.

**Table 5: Age profile and gender of approved teachers as at 31 December 2016**

(Percentages are rounded and may not add to 100 per cent)

| Age group | Proportion of register | Male  | Female |
|-----------|------------------------|-------|--------|
| 0–24      | 4.1%                   | 18.4% | 81.6%  |
| 25–29     | 9.8%                   | 21.6% | 78.4%  |
| 30–34     | 11.9%                  | 21.6% | 78.4%  |
| 35–39     | 12.6%                  | 22.9% | 77.1%  |
| 40–44     | 12.4%                  | 22.4% | 77.6%  |
| 45–49     | 12.7%                  | 23.0% | 77.0%  |
| 50–54     | 11.2%                  | 24.6% | 75.4%  |
| 55–59     | 11.1%                  | 26.5% | 73.5%  |
| Over 60   | 14.2%                  | 31.6% | 68.4%  |

### Location and employment

Approximately 95 per cent of registered teachers have Queensland addresses and approximately 4 per cent have interstate addresses (1.9 per cent being in New South Wales). Less than one per cent of teachers are located overseas.

According to data on the Register, at the end of 2016, 65.4 per cent of registered teachers were known to be employed in permanent or long-term temporary teaching positions in Queensland schools (2015: 64.9 per cent). Less than one per cent of registered teachers were known to be employed in other educational institutions (e.g. TAFE, universities, and kindergartens).

Those not in permanent or long-term temporary teaching positions include relief and short-term contract teachers; teachers on extended leave; teachers who are no longer employed in a school but are employed in education-related positions (e.g. curriculum development, system administration, education programs in cultural institutions); teachers teaching interstate or

<sup>3</sup> Provisional registration is granted to persons who meet all requirements for registration but do not yet have the teaching experience required for full registration.

overseas; as well as retired teachers and those in other fields of employment who maintain teacher registration for a variety of reasons.

Of all registered teachers who had advised the QCT that they had a permanent or long-term temporary teaching position in a Queensland school, 67 per cent were in State schools and 33 per cent were in non-State schools (2015: 66.5 and 33.5 respectively). Table 6 shows the distribution of teachers across employment sectors.

**Table 6: Sectoral distribution of teachers recorded as in permanent or long-term temporary teaching employment (as at 31 December 2016)**

| Employment sector   | Percent |
|---------------------|---------|
| Non-State Primary   | 16.1%   |
| Non-State Secondary | 17.2%   |
| State Primary       | 40.7%   |
| State Secondary     | 25.9%   |

Of those employed in a permanent or long-term temporary teaching position in a Queensland school, 93.5 per cent held full registration and the remainder provisional registration. The ratio of fully registered teachers to provisionally registered teachers in schools increased slightly compared to that in 2015.

### Qualifications

The great majority of approved teachers (88 per cent) have at least four years of teacher education (i.e. four years of higher education including at least one year of professional teaching studies) (2015: 87 per cent). Tables 7 and 8 indicate the qualifications of registered teachers overall and by age group.

**Table 7: Proportion of approved teachers by initial and total qualifications**

(Percentage figures rounded to nearest whole number and may not add up to 100 percent)

| Qualification     | Initial teaching qualification | Total qualification |
|-------------------|--------------------------------|---------------------|
| 4 years or more   | 42%                            | 88%                 |
| 3 years           | 27%                            | 11%                 |
| Less than 3 years | 32%                            | 1%                  |

**Table 8: Qualifications of approved teachers by age group, as percentage of age group**

(Percentage figures are rounded to nearest whole number and may not add up to 100 percent in some cases)

| Age group | % with less than 3 years | % with 3 years | % with 4 or more years |
|-----------|--------------------------|----------------|------------------------|
| 0–24      | 0%                       | 0%             | 99%                    |
| 25–29     | 0%                       | 1%             | 99%                    |
| 30–34     | 0%                       | 1%             | 99%                    |
| 35–39     | 0%                       | 1%             | 99%                    |
| 40–44     | 1%                       | 7%             | 93%                    |
| 45–49     | 1%                       | 18%            | 82%                    |
| 50–54     | 1%                       | 20%            | 79%                    |
| 55–59     | 1%                       | 23%            | 77%                    |
| Over 60   | 6%                       | 17%            | 77%                    |

## Registration activity

### *Applications for registration*

The QCT received a total of 6,805 applications for teacher registration (an increase of 0.5 per cent on the previous year). The great majority of these (76 per cent) were from people whose initial teaching qualification was from a Queensland institution, the remainder having interstate or overseas qualifications.

The QCT has a number of mechanisms in place for the assessment of complex and non-standard applications, and holds a substantial bank of information and resources to assist in complex qualification assessments.

Applicants who have not obtained the qualifications currently prescribed under the *Education (Queensland College of Teachers) Regulation 2005* (the Regulation) may have their application assessed under alternative provisions of the Act. Applicants applying under these provisions need to satisfy the QCT that their 'education, demonstrated abilities, experience, knowledge and skills' establish that they meet the eligibility requirements of professional practice. These applicants may submit a structured professional portfolio addressing the Australian Professional Standards for Teachers (APST) using guidelines and a proforma submission developed by the QCT.

In 2016, 26 such applications were assessed (2015: 21). This resulted in 19 (2015: 14) applicants being approved for registration—nine for provisional registration and ten for provisional registration with a professional development condition. The remaining seven applicants were refused registration.

From June 2016 the application of a new standards-based policy initiative for experienced applicants with recognised three-year teaching qualifications resulted in the registration of an additional 17 applicants after assessment against the APST.

### *Recognition of teachers with overseas qualifications*

The Queensland Cultural Diversity Policy recognises the need to maximise the benefits of cultural diversity and promote equitable access to services. The QCT's registration of teachers with overseas qualifications helps to increase the extent to which the pool of teachers in Queensland reflects the composition of the Queensland population.

Overseas qualifications are assessed by experienced QCT staff after taking into account advice from the Australian Government's Qualifications Recognition Policy Unit and information from a range of other reliable and authoritative Australian and international sources. The QCT maintains a comprehensive collection of data on overseas qualifications; subscribes to online databases which provide information, advice and opinion on the assessment of qualifications from overseas countries; and liaises with and shares information on qualifications with other teacher regulatory authorities.

Queensland legislation requires that teachers have the ability to communicate in spoken and written English at a professional level. This helps to ensure that overseas-qualified teachers have the language skills necessary to participate fully in all aspects of school life. The QCT's English language policy aligns with nationally consistent registration processes, ensuring a consistent standard for English language proficiency for the registration of teachers across Australian States and Territories.

In 2016, the QCT received a total of 626 applications from teachers whose initial teacher education was undertaken outside Australia. The proportion of applications received from overseas applicants was 9.2 per cent of all applications received in 2016 (2015: 8.1 per cent). The number of overseas applications in 2016 was 13.6 per cent higher than that in 2015. Recruitment activities by employing authorities may be a factor in this increase.

As in previous years, the majority of such applications were from teachers whose initial preparation had been undertaken in the United Kingdom, New Zealand, South Africa, the United States of America, Canada and India. An additional number of applicants with initial teaching qualifications from New Zealand applied for registration under mutual recognition.

During 2016, 457 overseas-trained teachers were admitted to the register on the basis of their qualifications, English proficiency, and, in some cases, teaching experience (2015: 502).

### *Mutual recognition*

Under the provisions of the mutual recognition Acts, the teacher regulatory authorities in the Australian Capital Territory, the Northern Territory, Queensland, South Australia, Tasmania, Victoria, and Western Australia grant equivalent registration status to teachers transferring among these states. Similarly, the above authorities are

bound under the provisions of the Trans-Tasman Mutual Recognition Acts to recognise registered teachers transferring between New Zealand and these states. Ongoing liaison with these bodies was maintained throughout the year. The number of teachers from each jurisdiction who were granted registration in Queensland under mutual recognition in 2016 is shown in Table 9.

**Table 9: Mutual recognition applications approved in 2016 by jurisdiction of origin**

| <i>Jurisdiction</i>          | <i>2016</i> |
|------------------------------|-------------|
| Australian Capital Territory | 47          |
| Northern Territory           | 128         |
| New Zealand                  | 148         |
| South Australia              | 103         |
| Tasmania                     | 48          |
| Victoria                     | 322         |
| Western Australia            | 121         |
| <b>Total</b>                 | <b>917</b>  |

### *Provisional to full registration*

The initial period of provisional registration is two years. Before the end of that period a person holding provisional registration can give notice to the QCT to extend their provisional registration period for a further two years. Only one extension of provisional registration is possible under the Act.

In 2016 a total of 322 provisionally registered teachers had their extended period of provisional registration come to an end; these teachers needed to re-apply for teacher registration to remain registered. Of this group 265 did not re-apply for registration by 31 December 2016. This was a significantly different pattern than that of previous years, with substantially lower numbers of teachers still provisionally registered at the end of their four-year period of registration. During 2016, 3,555 provisionally registered teachers successfully transitioned from provisional to full registration (an increase of 12 per cent compared to 2015).

### *PTT applications*

In certain circumstances, the QCT may grant PTT to a person who is not a registered teacher. This

can occur only if the QCT is reasonably satisfied the person:

- has been offered a teaching position in a school and the employing authority for, or principal of, the school cannot find an appropriate registered teacher to fill the position
- has knowledge, qualifications, skills or training reasonably considered by the QCT to be relevant to the position the person has been offered
- is suitable to teach
- is able to communicate in spoken and written English at a professional level.

Applicants must undergo a criminal history check. The QCT may impose conditions on the PTT.

The period of a PTT must not be longer than two years, after which time a renewal is required, by way of a new application to the QCT. In 2016 one such renewal occurred. As in previous years, more than two thirds of PTTs granted were for a period of less than six months. Most people holding PTT are enrolled in an initial teacher education program: 74 per cent in 2016 (2013 and 2014: 65 per cent and 2015: 77 per cent).

During 2016, 126 people were teaching under the authority of a PTT. Applications for PTTs have been increasing annually; however, there have been increases each year of up to two thirds on the immediately previous year. While 126 is greater than the 117 teaching in 2015, it is the smallest proportional increase in several years.

Labour market forces constitute the most common reason for employers being unable to find a registered teacher for a position. The subject areas most often involved in 2016 were Industrial Design and Technology, and Health and Physical Education. Also prevalent were Mathematics, Science and Languages Other Than English (particularly Arabic). The year 2016 saw more need for PTT than ever before in special education and primary years.

### *Renewal and restoration of registration*

Teachers with full registration who wish to remain registered at the end of their five-year period of registration must apply to renew their registration. Assessment of a renewal application includes a criminal history check on the teacher as well as a check of other suitability matters. A teacher who applies after their registration end-date but within three months after their registration ends must apply to have their registration restored.

As required under the Act, renewal applications were sent to around 7,500 teachers whose registration end-date occurred during 2016. A total of 14,772 teachers who did not renew by their due date were required to complete an application for restoration of their full registration.

Teachers were encouraged to complete an online renewal application. The online form campaign was very successful over the second half of 2015 and for all of 2016 with 89 per cent opting to use their myQCT account instead of the paper form. At the end of 2016 a decision was made based on high usage rates together with reduced error issues to stop offering the paper form as a method of applying to renew full registration.

In 2016 applications from a large group of teachers whose full registration ended on 31 December 2015 as well as from those with a 2016 registration end-date were processed. Of the 24,751 applications processed, one application for renewal was refused.

### ***Suitability to teach checks***

All applicants for teacher registration, PTT and renewal or restoration must undergo a suitability to teach criminal history check. In 2016 22,000 criminal history checks on applicants were received from the Queensland Police Service (QPS) and the QCT relied on the Blue Card working with children checks for 5,258 applicants.

### ***Refusal of registration or PTT***

During 2016, 125 applications for approval to teach in Queensland were refused for reasons including failure to meet requirements regarding suitability to teach, qualifications, or English language proficiency.

### **Internal review of decisions**

A person dissatisfied with a decision by the QCT where an information notice is required to be given under the Act can make an application, within 28 days after the decision is given to them, for a review of the decision. The Internal Review Committee (IRC) can consider additional material to that on which the original QCT decision was based. The IRC, after reviewing the decision, must make a recommendation to the QCT Board about whether to confirm the original decision, amend the original decision, or substitute another decision for the original decision.

Sixteen decisions of the QCT based on professional practice requirements were reviewed by the IRC in 2016 (2015: 6, 2014:12). In ten of these cases the IRC recommended substituting another decision for the original decision (2015:1) and in six cases confirmation of the original decision was recommended (2015:5). The QCT Board endorsed the recommendation of the IRC in all cases.

In addition, a decision of the Suitability to Teach (STT) Committee was reviewed by the IRC. In that case, the IRC recommended the decision be confirmed and the Board endorsed the IRC's recommendation.

The increase in recommendations to substitute another decision for the original decision is attributed to the considerably larger volume of additional material provided by applicants to the IRC for consideration.

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# Strengthening the profession

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## Engaging the profession

Each year the QCT delivers a series of information sessions for preservice, provisionally registered and fully registered teachers across a range of Queensland locations. The sessions provide an opportunity for the QCT to actively engage with teachers in both regional and metropolitan centres and further develop teachers' understanding of the work of the QCT, registration requirements, and the use of the *Australian Professional Standards for Teachers* (APST) across their career. Initiatives that targeted presentations for specific teacher groups, such as early childhood teachers and supply teachers, were very positively received in previous years and continued in 2016.

The QCT provides information sessions to preservice teachers upon request by Queensland higher education institutions (HEIs). Sessions vary from providing a brief overview of the role of the QCT and teacher registration requirements as part of orientation programs, through to full workshops that promote understanding of the APST prior to graduation and application for provisional registration. The Professional Standards team delivered 17 presentations to approximately 2,100 preservice teachers from 10 different institutions in 2016. The Professional Conduct team also provides professional conduct and ethics training to preservice students.

In addition to sessions for preservice teachers, the Professional Standards team delivered 18 workshops and information sessions to 899 provisionally registered teachers and their mentors in 12 locations throughout Queensland. Due to the implementation of initiatives to improve the booking system, and promotion of QCT events via social media and employing sector partners, there was a considerable reduction in the non-attendance rate in 2016.

The QCT has continued and expanded its facilitation of online workshops for all registered teachers through web conferences. These webinars attracted 435 teacher participants throughout 2016. Evaluations indicate that all forms of delivery continue to rate highly and that participants are engaging positively with the APST and using these in reflective practice and registration processes.

The Professional Standards Team contributed to sessions at a number of other educational engagement activities/workshops including:

- DET Metropolitan Region—Beginning Teachers Conference—‘Transitioning to full registration’—August 2016—400 attendees
- Beginning and Establishing Teachers’ Association Conference—50 attendees
- ‘Supervising Preservice Teachers’ Workshops—four presentations (Morayfield, Kelvin Grove, Toowoomba and Townsville) unpacking supporting material developed by the QCT for supervising teachers—*Assessing the Australian Professional Standards for Teachers Graduate career stage: Evidence guide for teachers supervising professional experience placements in Queensland schools*—115 attendees
- Train the trainer—Supervising teacher training program to support the roll-out of the ‘Supervising Preservice Teachers’ Workshops across Queensland—24 participants representing all sectors
- DET Teach Queensland and Teach Rural Career Fair—approximately 500 attendees at each event.

## Progression from provisional to full registration

The period of provisional registration represents a supported introduction to the teaching profession in Queensland. It forms part of the continuum of ongoing development from preservice education to career-long learning. Features of this period include:

- teaching experience
- guided reflection on practice
- professional development and growth through supported development
- collegial support and participation in collegial activities.

Eligibility for transitioning from provisional to full registration depends on the capacity of the provisionally registered teacher to provide evidence of 200 days of teaching experience in a recognised school setting, and the provision of evidence to a reviewer that all the APST are met at the Proficient level.

The QCT has continued to support provisionally registered teachers delivering approved kindergarten programs in early childhood settings. Although registration in such settings is not currently mandatory in Queensland, the QCT recognises this teaching experience for the purpose of progressing to full registration. In 2016, the QCT recognised 157 fully registered teachers as appropriately qualified and experienced reviewers of provisionally registered kindergarten teachers to assist their transition to full registration.

## Renewal of full registration and the Continuing Professional Development Framework

The QCT's *Continuing Professional Development* (CPD) Framework outlines requirements for five-yearly renewal of registration. The *Framework* recognises the importance of teachers' engagement in continuing professional development and provides the opportunity to publicly highlight teachers' participation in ongoing professional learning as an integral feature of contemporary teacher professionalism. In 2016 the QCT undertook activities to operationalise and communicate the revised *Framework* to registered teachers across the State for full implementation in 2017.

As part of Queensland's commitment to nationally consistent registration practices, teachers renewing their registration are required to have taught for at least 100 days in a five-year registration period to maintain recency of practice. Fully registered teachers who teach for 20 days or more in a year are required to complete a minimum of 20 hours of CPD annually.

CPD audits continued in 2016, with an added focus on refining the process for following up teachers who receive a CPD condition on their registration as a result of not satisfactorily meeting CPD requirements.

The QCT encourages the recording of teachers' CPD by providing an online platform that enables teachers and employers to record CPD in a teacher's online services account.

## RTT condition

Where a fully registered teacher applies for renewal or restoration of registration at the end of their five-year period and the teacher does not meet the recency of practice requirements, i.e. has taught for less than 100 days in their five-year registration period, the Act as in force in 2016 mandated that the QCT could only renew the teacher's registration by imposing a RTT condition on their registration.

Changes to this condition to be introduced from 1 January 2017 by proclamation of a legislative amendment passed in September 2016, required targeted consultation and a significant policy review of RTT requirements. The revisions include the introduction of mandatory elements for all returning teachers focused on code of conduct, child protection and understanding of the APST, with further obligations about updating skills and knowledge following a threshold number of teaching days. While the three existing endorsed RTT programs and the school-based pathway remain, a QCT web-based support system has also been created to support teachers in meeting this requirement.

In 2016, 3,268 renewing teachers had a RTT condition applied to their teacher registration (2015: 5,652). At the end of 2016 a total of 8,626 fully registered teachers had a RTT condition on their registration (2015: 9,208). Should they wish to continue or return to teaching in a Queensland school they are required to complete a RTT professional development program to ensure that their knowledge, skills and practice are up-to-date.



In 2016, 233 teachers completed endorsed RTT professional development programs to satisfy this condition of their registration (2015: 95).

Teachers can also choose an alternative pathway to comply with their RTT condition by engaging in a range of professional development activities which together satisfy the elements, program content and duration set out in the legislation, but which have not been formally approved by the QCT. Notice of program completion is provided to the QCT by the Principal of a school at which the teacher teaches at the time the notice is given. In 2016, 168 teachers used this pathway to meet the RTT condition on their registration (2015: 55).

## **Initial teacher education program accreditation and approval**

During 2016 national accreditation processes continued, including panel consideration and Professional Standards Committee (PSC) approval of new programs for two Queensland ITE providers, and PSC consideration of requests from two providers for significant changes to programs.

Revised national accreditation standards and procedures were published in December 2015, with accompanying guidelines published in February 2016, and updated in June 2016. The phased implementation of the revised national process created challenges for ITE providers and accreditation panels. Consequently the QCT conducted forums on transition expectations for nationally accredited programs and new Stage 2 accreditation processes.

Implementation of the revised national ITE accreditation processes includes training of panel members by AITSL. To date 54 Queensland teachers, teacher educators and employer representatives have completed the training (online modules and face-to-face workshop), with a further 27 to be trained early in 2017. Relevant QCT officers and PSC members have undertaken the training.

A Graduate Teaching Performance Assessment (GTPA) developed jointly by the QCT and Learning Sciences Institute Australia (LSIA) was piloted by four ITE providers, including one interstate, during 2016. The GTPA is designed to satisfy the new requirement of Program Standard 1.2, for preservice teachers to have successfully completed a final-year teaching performance assessment prior to graduation. The GTPA comprises four components designed to enable preservice teachers in their final professional experience to demonstrate their ability to engage with the full cycle of teaching practice—planning,

teaching, assessing and reflecting. It offers a set of clear, measurable and justifiable achievement criteria, as well as appropriate processes to ensure consistent decision-making through intra- and inter-institutional moderation opportunities.

The following programs were granted accreditation under the national system in 2016:

### ***Griffith University***

- Bachelor of Education (Primary Major)
- Bachelor of Education (Secondary Major)
- Bachelor of Education (Primary/Special Needs Double Major)
- Bachelor of Education (Primary/Health and Physical Education Double Major)

### ***University of Queensland***

- Bachelor of Mathematics/Bachelor of Education(Secondary)

Graduate Diplomas of Education (Secondary) continue to be approved under the previous system until December 2017. Replacement programs, primarily Master of Teaching (Secondary), will be submitted by most ITE providers for consideration in 2017.

In addition to meeting national requirements, Queensland HEIs must also submit information to the QCT outlining how their programs meet Queensland-specific requirements. These additional requirements were revised in 2016 to align with the updated national requirements and to reflect current State priority areas and initiatives in education specific to particular phases of learning.

Providers of teacher education programs are required to report annually outlining challenges or changes in the implementation of programs, and to supply data to contribute to a cumulative database of evidence related to the quality of teacher education. This information is mainly provided through the submission of the *Annual Statement on Programs* to the QCT. Feedback on the Annual Statement format was sought during 2016 with a view to supporting data gathering now required for Program Standard 6 of the accreditation standards.

In collaboration with the Queensland Deans of Education Forum, the QCT continued the strengthening and improvement of initial teacher education programs in Queensland via its monitoring strategy that identifies a key APST focus area for reporting and evidencing. 2016 saw the culminating stage of the second cycle of the monitoring initiative focused on numeracy strategies (APST 2.5).

HEIs reported to the QCT via their *Annual Statement on Programs* for 2015 and submissions were considered by an expert panel. The panel made a number of suggestions for best practice numeracy coverage in ITE programs.

The QCT continued its support of providers of teacher education programs with particular members of staff liaising with specific institutions to ensure a consultative and collaborative program approval process.

The QCT was represented on the internal course development committees, professional experience committees or faculty boards of the Australian Catholic University, Griffith University, Christian Heritage College and the University of Southern Queensland.

A list of Queensland initial teacher education programs currently approved by the QCT for teacher registration purposes can be found on the QCT website and in Appendix 3 of this Report.

## Internship authorisations issued

In 2016 a total of 1,223 final year students across all Queensland HEIs undertook authorised internships. An internship is an advanced professional experience which provides a valuable transition into the teaching profession. Preservice teachers who undertake an internship as a final component of their approved initial teacher education program are supported by a mentor teacher while they undertake a teaching program equivalent to half a normal full-time teaching load.

Internship agreements are negotiated between the HEI, employing sectors, unions and the regulatory authority. All internship requests need to be authorised by the QCT.

## Research and data analysis

### *Graduate Teaching Performance Assessment*

In 2016, the QCT entered into a research partnership with ACU's Learning Sciences Institute Australia to develop a Teaching Performance Assessment. This is designed to satisfy the new requirement of Program Standard 1.2 of the revised national *Accreditation of Initial Teacher Education Programs in Australia: Standards and Procedures*.

The QCT's engagement in this project will assist Queensland providers to meet the requirement and reduce regulatory burden while enabling graduate teachers to demonstrate their ability to plan, teach, assess, evaluate and reflect in accordance with the APST at the Graduate level.

A pilot program was initiated, implemented and reviewed in 2016 with a larger trial across all Australian jurisdictions planned for 2017.

## *2016 Teacher Profile—Registered teachers not permanently employed in schools*

The 2016 school census revealed that one third of registered teachers in Queensland are not in permanent or long-term temporary teaching positions in Queensland schools.

In July 2016, the QCT analysed available data from the QCT register of teachers and invited just over 11,000 of these teachers to participate in a survey in order to find out more about their demographic characteristics, current situations and intentions regarding teaching. A similar survey was undertaken in 2014.

The findings have been used to inform stakeholders about the true make-up of the supposed pool of registered teachers available for teaching posts and to monitor trends in teacher registration.

## *Queensland Teachers Report 2016*

The QCT collects various types of data about teachers as part of the registration process. As the teacher regulatory authority in Queensland, the QCT is in a unique position to monitor teacher registration numbers and demographic data, analyse this information and identify trends. The major income stream for the QCT is the annual fee paid by teachers to remain on the register. It is imperative that the QCT monitors trends associated with teachers on the register for its strategic financial management and to provide stakeholders with information for planning, policy development and decision making.

The 2016 report was compiled using registration data held by the QCT and looks at three aspects of QCT data:

- Queensland's registered teachers—registration status, age, gender and qualifications
- Queensland's registered teachers—distribution within the state
- Registration patterns.

## *Investigating factors that influence the choice of teaching as a career*

Attracting quality candidates to choose teaching as a career is a fundamental objective in supporting quality teaching. The QCT is uniquely placed, as the regulatory authority, to identify and promote strategies that will attract quality teaching candidates to the profession in Queensland.

In 2015 the QCT launched a two-year research project to investigate factors influencing the choice of teaching as a first career and identify how the QCT and key stakeholders can use this information to promote teaching as a career choice.

Phase one of this project aimed to identify what contemporary literature says about factors that influence someone to choose teaching as a first career, and whether there are different influences according to different demographic groups. The University of Newcastle was commissioned to undertake a literature review, with a final report released in early 2016.

The review concluded that influences on the choice of teaching as a career do not significantly differ between those who choose teaching as a first career and those who choose it as a subsequent career. Key factors influencing the choice of teaching include:

- the influence of others
- motivational influences (including intrinsic, altruistic and extrinsic motivation)
- teaching as a fall-back career
- socio-cultural influences

The review also found that demographic characteristics of study participants were largely overlooked in the literature.

The second phase of the project aimed to investigate factors that influence the choice of teaching as a career in a contemporary Queensland context by conducting a large scale survey of 12,695 Queensland teachers in partnership with the Learning Sciences Institute Australia. The survey was launched in October 2016 and a final report will be available in 2017.

## National leadership

The QCT continued to play a significant role in 2016 in the area of national reform related to teacher quality.

Further work following the recommendations from the report developed by the Teacher Education Ministerial Advisory Group (TEMAG)—*Action Now: Classroom Ready Teachers*, progressed in 2016. The QCT contributed to the national conversations and directions designed to support improvements to initial teacher education in Australia.

The TEMAG report made 38 recommendations across five key areas. The Australian Government's response accepted 37 and addressed the five themes of stronger quality assurance of teacher education programs, rigorous selection for entry to teacher education programs, improved and structured practical experience for teacher education students, robust assessment of graduates to ensure classroom readiness, and national research and workforce planning capabilities. The Australian Government referred the implementation work to the Australian Institute for Teaching and School Leadership (AITSL).

The QCT maintained its membership of ATRA, the incorporated association of Australasian teacher regulatory authorities. Throughout 2016 officers from the QCT continued to participate in various ATRA networks: Senior Registration & Assessment Officers, Professional Teaching Standards, Professional Conduct & Legal Officers, Initial Teacher Education Accreditation Officers, and ICT Officers.

## Contribution to State issues

The QCT's values of professionalism, accountability, collaborative relationships, leadership and exemplary service, and our support for the Government's shared values, are epitomised via activities such as the approval and monitoring of initial teacher education programs in Queensland and the implementing of the *Australian Professional Standards for Teachers* across the career continuum of registered teachers. This contributes to maintaining public confidence in the teaching profession and to promoting awareness of the complex and important work undertaken by teachers in Queensland schools.

During the year, the Board agreed to the QCT's participation as the certifying authority in the DET's planned piloting in 2017 and 2018 of a certification process for Highly Accomplished and Lead Teachers (the higher two career stages of the APST). The move is designed to enhance the capacity of the teacher workforce by encouraging excellent teachers to stay in the classroom. To ensure national consistency, rigour, quality, and credibility, the certification process to be piloted will apply national processes and quality assurance measures. Relevant QCT officers participated in training in preparation for the certifying authority role.

Throughout 2016 the QCT regularly provided advice on national issues to both the Queensland Minister for Education, and the Director-General of the Department of Education and Training (DET).

The QCT engages with key Queensland stakeholder groups such as principal associations and the early childhood sector to build strategic and enduring relationships. These forums provide opportunities to strengthen communication, engage in continuous improvement, consult and collaborate on priority areas, and improve the understandings of the work of the QCT in the wider community.

# Protecting the public and the profession

In its role to protect the public and the profession, the QCT receives and assesses information about teachers' conduct or competence. The QCT also conducts investigations of, and disciplinary proceedings against, teachers or holders of PTT and, in some cases, former teachers and former holders of PTT.

The table below (Table 10) shows for 2016 the volume of disciplinary information received by the QCT and activity undertaken by the QCT in relation to disciplinary matters.

**Table 10: Professional conduct and disciplinary-related activity in 2016**

| <i>Type of information or activity</i>   | <i>Explanation</i>  | <i>Activity in 2016</i>                                 |      |
|--|---|---|------|
| Complaints                               | Anyone can make a complaint to the QCT about a teacher. The QCT can refuse to deal with a complaint in certain circumstances, for example where the complaint has already been adequately dealt with by another entity or where it could be more appropriately dealt with by another entity.  | Complaints received against teachers                    | 24   |
| Change in criminal history notifications | Teachers and the QPS must notify the QCT of any changes in an approved teacher's criminal history.  | Teacher and QPS notifications                           | 166  |
| Employing authority notifications        | Employing authorities must notify the QCT at the commencement and conclusion of any investigation into harm caused or likely to be caused to a child because of the conduct of a teacher.   | Employer notifications—conduct                          | 197  |
|  | Employing authorities must also notify the QCT when a teacher's employment is terminated for reasons related to the teacher's professional competence.  | Employer notifications—competence                       | 6    |
| Other                                    | The QCT can receive information other than mandatory notifications and complaints through information sharing arrangements and generally.   | Other   | 12   |
| Total disciplinary matters received:     |   |   | 405  |
| Suitability to Teach assessments         | Eligibility for registration or PTT requires that an applicant is suitable to teach. Criminal history and conduct in previous employment or professional registration are considerations. Criminal history checks are undertaken through the QPS.<br><br>Where criminal history or other conduct-related information exists, this must be assessed. | Assessments of applications for registration /PTT       | 448  |
|  |   | Assessments of applications for renewal of registration | 3266 |
|  | Total:  |   | 3714 |

| Type of information or activity                   | Explanation   | Activity in 2016                               |    |
|---|---|--|----|
| Authorised investigations                         | The QCT can authorise an investigation where it believes that a ground for disciplinary action may exist against a teacher or a former teacher.   | Investigations authorised                      | 14 |
| Suspension of registration/PTT                    | <p>The QCT must suspend a teacher's registration or PTT if the teacher is charged with a <i>serious offence</i>. The QCT has the discretion to suspend a teacher's registration or PTT if the QCT believes that the teacher poses an unacceptable risk of harm to children. Prior to 8 September 2016, the discretionary basis for suspension was that there was an <i>imminent</i> risk of harm to children. Suspensions are referred to QCAT for review. From 8 September 2016 all suspensions must be reviewed by QCAT. Prior to that date only suspensions for serious offences were required to be reviewed by QCAT.</p> <p><i>Serious offences</i> include serious child-related sexual offences under the <i>Criminal Code</i> and certain offences under the <i>Classification of Computer Games and Images Act 1995</i>, the <i>Classification of Films Act 1991</i> and the <i>Classification of Publications Act 1991</i>.</p> | Suspension of registration/PTT—serious offence | 15 |
|   |   | Suspension of registration—imminent risk       | 2  |
|   |   | Suspension of registration—unacceptable risk   | 4  |
| Cancellation of registration/PTT                  | The QCT must cancel a teacher's registration or PTT if the teacher is convicted of a <i>serious offence</i> or the teacher becomes a <i>relevant excluded person</i> .  | Cancellation of registration/PTT               | 3  |
| Excluded persons                                  | An <i>excluded person</i> cannot apply for teacher registration or PTT. The QCT notifies persons that they are excluded from applying for registration or PTT where they have initially been suspended having been charged with a <i>serious offence</i> but have ceased to be registered or hold PTT when convicted.   | Excluded persons                               | 6  |
| Disciplinary proceedings                          | The QCT must take disciplinary action against a teacher or holder of PTT or former teacher or former holder of PTT where the QCT is satisfied that a ground for disciplinary action exists against the person. Grounds for disciplinary action include where the relevant conduct concerns behaviour not generally expected of a teacher and for incompetence. Disciplinary proceedings are conducted at the Professional Practice and Conduct Committee (PP&CC) or QCAT.   |  |    |
| Professional Practice & Conduct Committee (PP&CC) | The PP&CC is established under the QCT Act to deal with disciplinary matters where minor disciplinary action is appropriate. Minor disciplinary action includes issuing a warning or a reprimand or accepting an undertaking from the relevant teacher. QCT-authorised investigations must be referred to the PP&CC.  | PP&CC hearings conducted                       | 44 |

| <i>Type of information or activity</i>              | <i>Explanation</i>   | <i>Activity in 2016</i>                             |
|---|--|---|
| Queensland Civil and Administrative Tribunal (QCAT) | <p>The more serious disciplinary matters are conducted at QCAT. QCAT's sanctions include cancellation or suspension of registration, imposing a period within which the teacher is prohibited from applying for registration or PTT and imposing conditions on registration or re-application.</p> <p>A person may seek external review by QCAT of a decision of the QCT relating to registration, PTT, disciplinary action or initial teacher education programs. A person can also appeal a disciplinary decision of the QCAT.</p> | QCAT decisions:                                     |
|   |  | Cancellation 1                                      |
|   |  | Suspension 0  |
|   |  | Prohibition 5                                       |
|   |  | Reprimand 3   |
|   |  | Conditions 4  |
|   |  | 'Serious offence' suspension continued 14           |
|   |  | 'Imminent/unacceptable risk' suspension continued 3 |
|   |  | Appeal (decided in QCT's favour) 1                  |

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# Communication with and promotion of the profession

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## Quality customer service

The QCT continued to pursue a number of initiatives including digital solutions to delivering good customer services and engaging with customers and stakeholders.

### *Customer service*

During the course of the year, the registration area of the QCT responded to over 36,172 telephone enquiries and 4,802 emails.

As in previous years a skeleton staff worked between Christmas and New Year to ensure continuity of customer service during the period where around 60,000 teachers pay the annual fee and/or renew their five-year full registration.

The QCT received approximately 115 requests for letters of professional standing and issued 133 such letters. These letters and confirmation of teacher registration status are provided for teachers seeking accreditation, registration or employment outside of Australia. This is a service additional to the normal activities associated with teacher registration and is provided only for current and former registered teachers who meet stated requirements.

Customer satisfaction surveys were delivered via email at the completion of the application process for applicants for teacher registration and for renewal of full registration. Although the number of responses was small (66), the overall rate of satisfaction ('Very satisfied' and 'Satisfied' respondents) with the QCT's process was 83 per cent.

### *myQCT*

In 2016 the QCT continued to promote its online myQCT account service providing a one-stop shop for transactions with the QCT. Teachers are able to apply to move from provisional to full registration, keep their personal and CPD details updated and pay fees. During the year this facility was expanded to include electronic certificate retrieval that is mobile and tablet friendly. Teachers are also able to view recently sent mail and web conference recordings. In the latter part of 2016 myQCT was further enhanced with the addition of

RTT resources. During 2016 68,820 people logged onto their myQCT account, with 33,008 teachers recording 326,106 CPD records.

## Continuous improvement

As part of the QCT's strategy to ensure contemporary customer service, and where possible reduce regulatory burden on teachers, the following business improvements were undertaken in 2016:

- An eFee notice strategy was launched in October 2016
- A mailbox facility was introduced in myQCT to hold PDF copies of some QCT notices
- Further information technology improvements were made to the online renewal application to accommodate legislation changes
- Ongoing password management improvements increased accessibility to myQCT and reduced the number of phone calls for assistance
- A new QCT website was launched to streamline user experience and functionality
- Approval notices were enhanced and reformatted
- Processing of registration was automated for four HEIs' graduating applicants.

## Registration communications and record keeping

In September 2016 teachers were advised that due to legislative changes they would no longer be issued with a registration card and that they could access their myQCT account for a digital certificate of registration as well as receiving their new-look certificate in the mail.

As a consequence of legislative and policy changes to five-yearly renewal and RTT, information provided about renewal was reviewed.

The QCT automatically lodged over 692,984 notices against individuals' electronic files and continued the policy of providing email notifications of all fee notices, receipts, receipt of online application forms and advice when registration is granted.



This number of notices is an increase of over 200,000 on the previous year, which is largely due to the QCT's targeted eFee notice initiatives to reduce postage costs and improve customer service.

The QCT's Automatic Bulk Lodgement Engine has provided significant business improvements and enhanced customer service as it enables all mail and email correspondence to teachers and applicants to be converted to a PDF format and electronically filed in the person's QCT file. This enables staff to advise a customer about the content of a notice and to email the notice to them if required.

### **QCT eNews**

The *QCT eNews* is emailed every four to six weeks of the school year to all teachers for whom the QCT holds an email address. The purpose of the *eNews* is to advise teachers of matters concerning their teacher registration and forthcoming events that may be of interest to them, to provide information on professional standards and professional conduct, and to update teachers on QCT activities and recent publications from the QCT.

In 2016 nine issues were produced. Increases in open rates suggest that readers found the improved format and content of these issues more engaging. All past issues can be accessed from the QCT website.

### **Teacher research grants**

Under the QCT's Teacher Research Grants program, funding is provided on a merit basis to Queensland teachers who have undertaken research related to their teaching practice, to enable them to share their research at major education conferences in Australia. Applications close in April each year. In 2016 grants were awarded to three applicants from a variety of subject areas, year levels and school sectors to present papers or workshops based on their research to conferences of the Australian Teacher Education Association, Australian Association for the Teaching of English/Australian Literacy Educators' Association and the Australian Council for Computers in Education.

### **World Teachers' Day**

The QCT's legislated functions include promoting the teaching profession to the public. The QCT fulfils this function largely through its Excellence in Teaching Awards (see below) and activities associated with World Teachers' Day.

World Teachers' Day, celebrated in more than 100 countries, was started in 1994 by the United Nations Educational, Scientific and Cultural Organisation to recognise the valuable contribution teachers make to society. In Australia the day is commonly celebrated on the last Friday in October.

In 2016 the QCT:

- maintained dedicated pages on its website focused on World Teachers' Day, providing information about the day's origin, suggestions for celebrating the day, and links to other relevant sites
- profiled on the website dozens of teachers nominated for its Excellence in Teaching Awards
- made available an array of downloadable appreciation certificates to encourage students and parents to thank their teachers
- released specially-recorded videos from internationally and nationally renowned academics/education leaders, and the Young Australians of the Year, thanking teachers on World Teachers' Day
- arranged for the Brisbane City Council to light up the Story Bridge in Brisbane in special colours for teachers on 27 October, the evening before World Teachers' Day
- ran a Story Bridge Adventure Climb competition for practising teachers, giving the author of the winning entry tickets for two teachers to climb the bridge on the night it was lit up
- contributed with other major education stakeholders to a promotional campaign featuring messages of support for teachers in social media and in newspapers across the state.



**Above:** The Story Bridge lit up for teachers on 27 October 2016, the night before World Teachers' Day.

**Facing page:** The 2016 QCT Excellence in Teaching Awards finalists.



**Above:** The 2016 QCT Excellence in Teaching Awards category winners (left to right)— Outstanding Contribution to Teaching co-recipients Jim Wagner, Trinity Bay State High School and Kath Kayrooz, Queensland Academies—Science, Mathematics and Technology; Excellence in Teaching recipient Kirsten Hogg, Queensland Academies—Science, Mathematics and Technology; Excellence in Beginning to Teach recipient Krystal Flynn, Tagai State College, Saibai Island Campus and Excellent Leadership in Teaching and Learning recipient Sunanda Bradbury, Emerald North State School.

## Excellence in Teaching Awards

The QCT's Excellence in Teaching Awards include four award categories named after eminent Queensland educators associated with the QCT and its predecessor bodies: the *Alan Druery OAM Excellence in Teaching Award* is for inspirational Queensland teachers, the *Dr Roger Hunter OAM Excellence in Beginning to Teach Award* is for teachers with up to four years' experience, the *Professor Betty H Watts OBE Memorial Award for an Outstanding Contribution to Teaching*

recognises teachers who have enriched the profession with an outstanding history of service, and the *Dr John Dwyer Excellent Leadership in Teaching and Learning Award* acknowledges classroom teachers or school administrators who have taken a leading role in enhancing teaching and learning in their school.

The awards focus on individual or school achievements, innovation and creativity leading to effective student learning outcomes, and professional relationships within the school community.

The annual Excellence in Teaching Awards ceremony was held on the evening before World Teachers' Day, at Room Three Sixty on the Gardens Point campus of Queensland University of Technology. Twenty-one finalists from state, Catholic and independent schools were recognised across the four award categories.

The awards, which attracted a record 230 nominations in 2016, were presented by the Minister for Education, the Honourable Kate Jones MP. Former QCT Board member, Ms Melissa Bourke, was master of ceremonies, and two guest speakers provided perspectives from opposite ends of a teaching career: final year teaching student, Ms Estelle Rasmussen and Queensland's oldest, practising registered teacher, Mr Don Barrett. An instrumental strings ensemble from Loreto College entertained guests. The event was streamed live so that finalists' colleagues and students could share in the proceedings.

The Awards gained widespread, positive media exposure for Queensland teachers in a range of state and local print and broadcast (radio) media as well as in social media.





## 2016 Finalists

### *Dr Roger Hunter OAM Excellence in Beginning to Teach Award*

#### *Awarded to:*

Krystal Flynn, Tagai State College—Saibai Island Campus

#### *Finalists:*

Chloe Bennett, Riverside Christian College  
Carole Berry, Clayfield College  
Sheva Butler, Wondai State School  
Emily Dunleavy, Marsden State High School  
Jessica Harvey, Andergrove State School

### *Dr Alan Druery OAM Excellence in Teaching Award*

#### *Awarded to:*

Kirsten Hogg, Queensland Academies—Science, Mathematics and Technology

#### *Finalists:*

Jacques du Toit, Riverside Christian College  
Nathan King, St John's Anglican College  
Oj Rugins, Cooroy State School  
Joel Speranza, St Joseph's Nudgee College  
Prudence Vaughan, Sheldon College

### *Dr John Dwyer Excellent Leadership in Teaching and Learning Award*

#### *Awarded to:*

Sunanda Bradbury, Emerald North State School

#### *Finalists:*

Kirsten Clements, Valkyrie State School  
Strachan Kosanovic, Cavendish Road State High School  
Ian Perry, The Gap State High School  
Brett Webster, Ormiston College

### *Professor Betty H Watts OBE Memorial Award for Outstanding Contribution to Teaching*

#### *Awarded to:*

Kath Kayrooz, Queensland Academies—Science, Mathematics and Technology  
Jim Wagner, Trinity Bay State High School

#### *Finalists:*

Robert Cooke, The Southport School  
Sherryl Gregory, St Columban's College

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# Regulating the profession

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## The QCT's Regulatory Compliance Framework

The QCT is responsible for monitoring and enforcing compliance with the Act and associated policies. The Act prescribes offences and penalties that can be applied and enforced by a court where an offence is proved. QCT policies outline how provisions of the Act apply and consequences for non-compliance. The *QCT Regulatory Compliance Framework* provides an overarching structure for the QCT to manage its obligations as the regulator of the teaching profession in Queensland. The *QCT Compliance Management Strategy* details the way potential compliance matters are monitored and managed.

The QCT 2016 *Compliance Management Plan* included reporting on QCT compliance activities and data, monitoring compliance with conditions on registration, conducting the annual census, and undertaking an annual program of audits, stakeholder engagement and information provision.

## Registration conditions

The Act provides for the QCT to place a condition on a person's registration or PTT only if the QCT is reasonably satisfied the condition is necessary to ensure a person meets the requirements to be approved to teach in Queensland. An approved teacher who is subject to a condition may make a written application to the QCT asking for the condition to be reviewed and amended or cancelled.

New internal processes were implemented in 2016 to assist in the robust monitoring and management of conditions.

In 2016—

- 238 approved teachers had their condition regarding an overseas criminal history check cancelled due to meeting requirements
- 6 approved teachers had their condition regarding further study removed due to meeting the requirements of the condition

- 1 person had their teacher registration cancelled for failure to comply with the requirements of their study condition
- 3 people had their registration cancelled for failure to comply with an overseas criminal history check condition
- 743 requests for review of an RTT condition were received; of these:
  - 401 RTT conditions were cancelled on evidence that the teacher had completed an RTT program
  - 267 RTT conditions were removed under s42 of the Act that provides for a condition to be omitted if doing so is not adverse to the holder's interests
  - cancellation of 1 RTT condition was refused by the QCT.

## Annual census

The QCT conducted the 2016 annual census of teachers in non-State schools in June via the QCT's web-based Employer Services facility. Principals at non-State schools were sent emails advising of the census and instructions on how to use the Employer Online Services to submit their census return. This facility can be used at any time during the year by the school administration to update teaching staff records.

To capture census information for State schools, the QCT worked with the Department of Education and Training (DET) to undertake a centralised transfer of information on teachers employed in all State schools. This initiative ensures a regular exchange of information about DET teachers and negates the need for approximately 1,300 DET Principals to respond individually to the QCT annual school census. This process also ensures that all State schools are checked.

By the end of the year 1,801 schools (99 per cent of all Queensland schools) had completed a census return. Overall 16 non-State schools did not complete the census in 2016 (2015: 12). The QCT's follow-up actions vary depending on the circumstances regarding the school.

## **School audits**

The QCT works with all teacher-employing authorities to ensure that only approved teachers are employed as teachers in prescribed schools, as required under section 82 of the Act. In 2016 the QCT completed audits of the employment records of five schools. The QCT has assisted schools to address and resolve five compliance issues identified.

## **General offences**

The QCT partnered with DET to update the DET-QCT interface, enhancing the QCT's ability to monitor compliance in State schools.

In relation to potential compliance issues concerning the requirements under sections 82 and 83 of the Act, the QCT assessed 88 matters, issued 57 warning letters and determined no further action was required in 31 cases.

## **Monitoring compliance on renewal of registration**

### *RTT conditions*

In the renewal process, teachers are required to demonstrate that they have complied with the RTT condition on their registration. Renewing teachers with a RTT condition who have taught for more than 100 days in their five-year registration period are asked to provide information about undertaking a RTT program. If a teacher does not provide this information they may be referred to the QCT Registration Committee. One applicant for renewal was refused in 2016 as they had not met the RTT condition.

## *CPD requirements*

When applying to renew their registration, teachers are asked whether they have completed, or are on track to complete, the CPD required during their registration period. Teachers who answer 'no' to this question for two consecutive renewals enter a case management process, the outcome of which could be a CPD monitoring condition on their registration. Twenty-four teachers had their registration renewed with a CPD monitoring condition as they declared that they had not undertaken the CPD required.

## **Professional conduct matters**

The QCT liaises with stakeholders, by telephone and in person, about their legislative reporting obligations concerning professional conduct matters and consistently actively monitors compliance. In 2016, the QCT engaged with all stakeholder groups including teachers, State and non-State school employing authorities, QPS and the Office of the Director of Public Prosecutions.

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# Financial performance

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## Summary of financial performance and position

The QCT's budget was approved by the Minister and monitored throughout the year with monthly reports and forecasts being provided to management and the Board. A financial projection covering the next three years is presented to the Board periodically.

The QCT remains in a sound financial position as reflected in the financial statements which follow later in this Report.

The QCT's longer-term Criminal History Check obligations are funded and backed by a cash investment of \$3.94 million, after eleven years of operation. This provides the one-and-a-half times cover as required in terms of the QCT's investment policy.

## Comparison of actual financial results with budget

Provision of the statements below (Statement of Comprehensive Income and Statement of Financial Position) allows comparison of the actual financial results of the operations of the QCT with the budget papers submitted to the Minister for Education prior to and during the financial period. This is consistent with the Government's commitment to transparent financial reporting.

These statements show that although the QCT originally predicted a slight surplus of about \$1,000, in fact it achieved a surplus of about \$201,000. The QCT currently holds total assets worth about \$8.5 million. No major changes to the QCT's income or expenses are foreseen over the next three to five years.

## Budget vs Actual Comparison

| <b>Statement of Comprehensive Income</b>           |                   |                                  |                                |                  |                            |
|--|-------------------|----------------------------------|--------------------------------|------------------|----------------------------|
|  | Variance<br>Notes | Original<br>Budget<br>2016<br>\$ | Actual<br>Result<br>2016<br>\$ | Variance<br>\$   | Variance<br>% of<br>Budget |
| <b><i>Income from Continuing Operations</i></b>    |                   |                                  |                                |                  |                            |
| <b><i>Revenue</i></b>                              |                   |                                  |                                |                  |                            |
| Fees   | 1                 | 9,019,948                        | 9,422,933                      | (402,985)        | -4%                        |
| Interest   | 2                 | 275,000                          | 207,213                        | 67,788           | 25%                        |
| Criminal history checks                            |                   | 162,040                          | 165,095                        | (3,055)          | -2%                        |
| Other revenue                                      |                   | 97,000                           | 93,471                         | 3,529            | 4%                         |
| <b>Total Income from Continuing Operations</b>     |                   | <b>9,553,988</b>                 | <b>9,888,712</b>               | <b>(334,723)</b> | <b>-4%</b>                 |
| <b><i>Expenses from Continuing Operations</i></b>  |                   |                                  |                                |                  |                            |
| Employee expenses                                  | 3                 | 6,022,041                        | 6,193,953                      | (171,911)        | -3%                        |
| Supplies and services                              | 4                 | 2,622,998                        | 2,555,338                      | 67,660           | 3%                         |
| Depreciation and amortisation                      |                   | 360,400                          | 360,748                        | (348)            | -                          |
| Criminal history checks                            | 5                 | 547,580                          | 577,551                        | (29,971)         | -5%                        |
| <b>Total Expenses from Continuing Operations</b>   |                   | <b>9,553,019</b>                 | <b>9,687,590</b>               | <b>(134,571)</b> | <b>-1%</b>                 |
| <b>Operating Result from Continuing Operations</b> |                   | <b>969</b>                       | <b>201,122</b>                 | <b>(200,152)</b> | <b>-</b>                   |
| <b><i>Other Comprehensive Income</i></b>           |                   |                                  |                                |                  |                            |
|  |                   | -                                | -                              | -                | -                          |
| <b>Total Comprehensive Income</b>                  |                   | <b>969</b>                       | <b>201,122</b>                 | <b>(200,152)</b> | <b>-</b>                   |

## Budget vs Actual Comparison (continued)

### Statement of Financial Position

|                                      | Variance<br>Notes | Original<br>Budget<br>2016<br>\$ | Actual<br>Result<br>2016<br>\$ | Variance<br>\$  | Variance<br>% of<br>Budget |
|--------------------------------------|-------------------|----------------------------------|--------------------------------|-----------------|----------------------------|
| <b>Current Assets</b>                |                   |                                  |                                |                 |                            |
| Cash and cash equivalents            | 6                 | 10,004,634                       | 9,919,706                      | 84,929          | 1%                         |
| Receivables                          | 7                 | 79,400                           | 125,907                        | (46,507)        | -59%                       |
| Other                                | 8                 | 80,000                           | 51,921                         | 28,079          | 35%                        |
| <b>Total Current Assets</b>          |                   | <b>10,164,034</b>                | <b>10,097,534</b>              | <b>66,500</b>   |                            |
| <b>Non-Current Assets</b>            |                   |                                  |                                |                 |                            |
| Intangible assets                    |                   | 158,388                          | 158,346                        | 42              | —                          |
| Plant and equipment                  | 9                 | 996,162                          | 1,031,708                      | (35,546)        | -4%                        |
| <b>Total Non-Current Assets</b>      |                   | <b>1,154,550</b>                 | <b>1,190,054</b>               | <b>(35,504)</b> |                            |
| <b>Total Assets</b>                  |                   | <b>11,318,584</b>                | <b>11,287,588</b>              |                 |                            |
| <b>Current Liabilities</b>           |                   |                                  |                                |                 |                            |
| Payables                             | 10                | 475,169                          | 428,540                        | 46,629          | 10%                        |
| Accrued employee benefits            | 11                | 458,724                          | 540,020                        | (81,296)        | -18%                       |
| Unearned revenue                     | 12                | 649,751                          | 344,970                        | 304,781         | 47%                        |
| <b>Total Current Liabilities</b>     |                   | <b>1,583,644</b>                 | <b>1,313,530</b>               | <b>270,114</b>  |                            |
| <b>Non-Current Liabilities</b>       |                   |                                  |                                |                 |                            |
|                                      |                   | —                                | —                              | —               | —                          |
| Accrued employee benefits            | 11                | 114,681                          | 153,164                        | (38,483)        | -34%                       |
| Other Liabilities                    |                   | 1,274,017                        | 1,274,500                      | (483)           | —                          |
| <b>Total Non-Current liabilities</b> |                   | <b>1,388,698</b>                 | <b>1,427,664</b>               | <b>(38,966)</b> |                            |
| <b>NET ASSETS</b>                    |                   | <b>8,346,242</b>                 | <b>8,546,394</b>               | <b>231,148</b>  |                            |
| <b>EQUITY</b>                        |                   |                                  |                                |                 |                            |
| Accumulated surplus                  |                   | 8,346,242                        | 8,546,395                      |                 |                            |
| <b>Total Equity</b>                  |                   | <b>8,346,242</b>                 | <b>8,546,395</b>               |                 |                            |



**Budget vs Actual Comparison (continued)**

**Statement of Cash Flows**

|   | Variance<br>Notes | Original<br>Budget<br>2016<br>\$ | Actual<br>Result<br>2016<br>\$ | Variance<br>\$ | Variance<br>% of<br>Budget |
|---|-------------------|----------------------------------|--------------------------------|----------------|----------------------------|
| <b>Cash Flows from operating activities</b>               |                   |                                  |                                |                |                            |
| <b>Inflows:</b>   |                   |                                  |                                |                |                            |
| Receipts from customers                                   | 13                | 10,697,943                       | 10,760,272                     | (62,328)       | -1%                        |
| Interest  | 14                | 275,000                          | 207,213                        | 67,788         | 25%                        |
| GST input tax credits from ATO                            |                   | 397,548                          | 406,948                        | (9,400)        | -2%                        |
| GST collected from customers                              |                   | 110,600                          | 117,197                        | (6,597)        | -6%                        |
| <b>Outflows:</b>  |                   |                                  |                                |                |                            |
| Employee expenses   | 15                | (6,071,485)                      | (6,123,796)                    | 52,311         | -1%                        |
| Supplies and services                                     |                   | (3,858,110)                      | (3,840,956)                    | (17,154)       | 0%                         |
| GST paid to suppliers                                     | 16                | (240,000)                        | (261,893)                      | 21,893         | -9%                        |
| GST remitted to ATO                                       |                   | (110,600)                        | (113,421)                      | 2,821          | -3%                        |
| <b>Net cash used in operating activities</b>              |                   | <b>1,200,896</b>                 | <b>1,151,564</b>               | <b>49,334</b>  | <b>4%</b>                  |
| <b>Cash flows from investing activities</b>               |                   |                                  |                                |                |                            |
| <b>Outflows:</b>  |                   |                                  |                                |                |                            |
| Payments for plant and equipment                          | 17                | –                                | (35,596)                       | 35,596         |                            |
| <b>Net cash used in investing activities</b>              |                   | <b>–</b>                         | <b>(35,596)</b>                | <b>35,596</b>  |                            |
| Net decrease in cash and cash equivalents                 |                   | 1,200,896                        | 1,115,968                      |                |                            |
| Cash and cash equivalents at beginning of financial year  |                   | 8,803,738                        | 8,803,738                      |                |                            |
| <b>Cash and cash equivalents at end of financial year</b> |                   | <b>10,004,634</b>                | <b>9,919,706</b>               |                |                            |

## *Explanations of major variances*

### *Statement of Comprehensive Income*

1. Impact of 2015 Renewals process on following year's income not as significant as originally envisaged.
2. Interest Rates have remained at record low levels impacting on the returns earned on surplus funds.
3. Additional staff engaged to undertake project work and completion of processes associated with the finalisation of the 2015 renewals process.
4. Savings achieved across a number of expenditure categories.
5. Larger volume of Criminal History Checks associated with renewals occurred in 2016 than initially envisaged.

### *Statement of Financial Position*

6. A higher level of Cash was estimated in line with an increased unearned revenue balance.
7. Sundry income was invoiced later than initially envisaged.
8. Significant planned prepayment did not occur in 2016.
9. Variance is due to final adjustments to leasehold improvements exceeding forecast.
10. Largely due to the savings in Supplies and Services expenditure as per note 4 above.
11. Recreation leave balances increased during the year and the additional staff engaged as per note 3 above resulted in this variance.
12. Unearned income did not achieve the levels experienced in previous years due to improvements in the renewals processes.

### *Statement of Cash Flows*

13. Cash inflow exceeded budget for variance noted in 1.
14. As per note 2.
15. Outflow exceeds budgeted amount for reason stated in 3 above.
16. GST Payments made in early part of year exceeded forecast due to finalisation of lease fit out costs.
17. Final adjustments for expenditure made on completion of lease fit-out.

A comprehensive set of financial statements covering all aspects of the QCT's activities begins at page 51.

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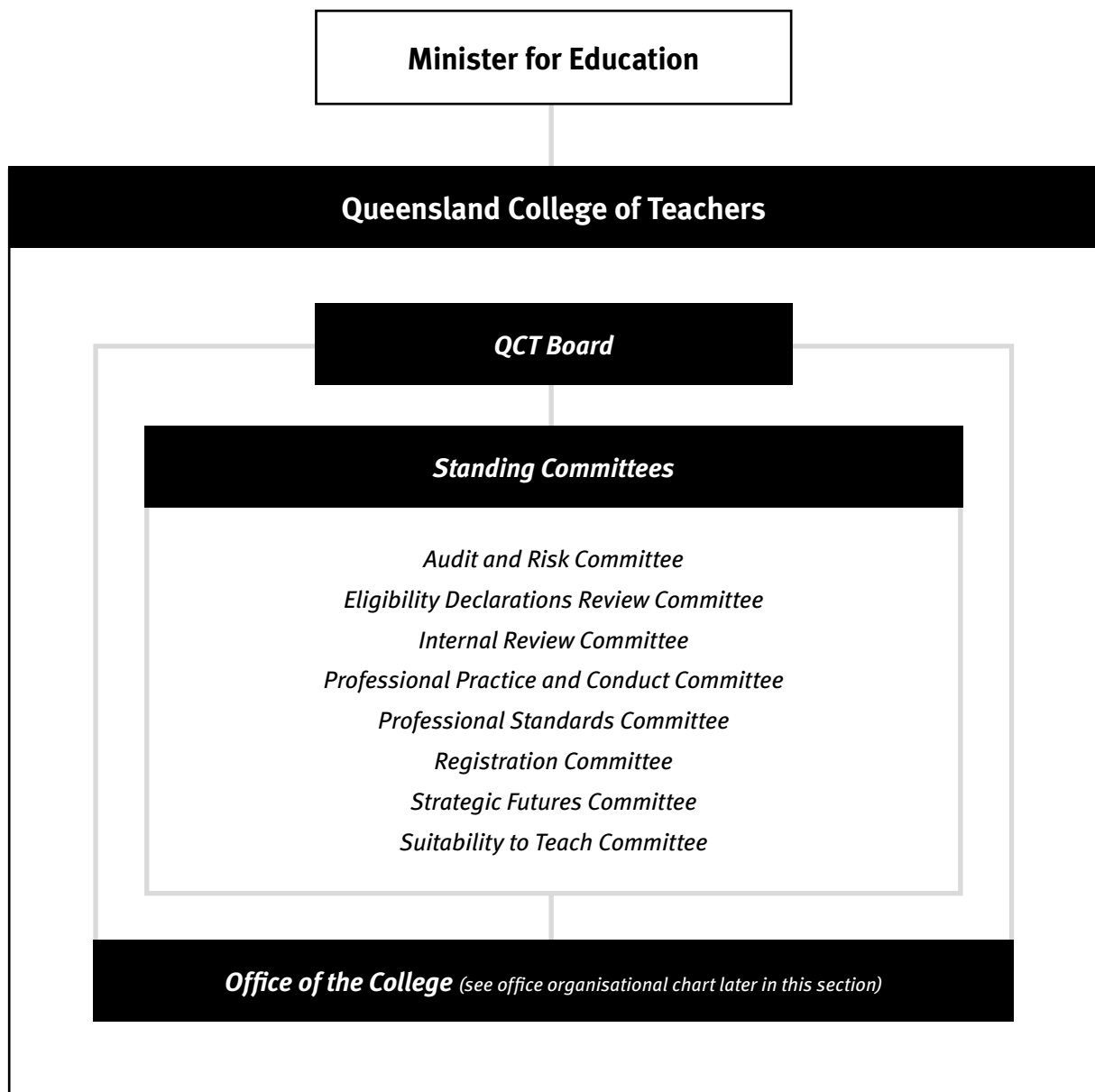
# Corporate governance

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## Organisational structure

Diagram 1 shows the relationship of the governing body (the Board) and its committee structure with the executive management structure of the QCT.

**Diagram 1:** *Organisational structure*



## Role and achievements of the QCT Board

The Board is the governing body of the QCT. Under the *Education (Queensland College of Teachers) Act 2005*, the Board decides the policies of the QCT, controls its affairs, carries out its functions and exercises its powers. Anything done by the Board is taken to have been done by the QCT. The functions and achievements reported throughout this Annual Report are therefore essentially those of the Board.

## Members of the QCT Board

Board members are appointed by the Governor in Council, on the recommendation of the Minister, normally for a three-year term. The Chairperson, who is nominated by the Minister, is appointed for up to four years. Under the Act, the Board must appoint a member to be deputy chairperson. In 2016 the QCT Board was in the first year of its fourth term. Six of the 17 members were new appointments. The terms of appointment of all members were to 31 December 2018.

Members in 2016 were as follows:

**\*Dr Joseph McCorley OAM (Chairperson)**

*Nominee of the Minister*

**\*Professor Nola Alloway**

Dean, College of Arts, Society and Education, James Cook University  
*Nominee of the Higher Education Forum who is a practising teacher educator*

**\*Mr Perry Anderson**

Guidance Officer, DET  
*Practising teacher nominated by the Queensland Teachers' Union*

**\*Ms Samantha Blair (formerly Colbert)**

Teacher, state school  
*Practising teacher representing state schools, nominated by the chief executive*

**Ms Kaylee Campradt**

Member, board of P&Cs Qld  
*Nominee of Queensland Council of Parents and Citizens' Associations*

**\*Ms Natalie Clarke**

Teacher, state school  
*Elected practising teacher—state school sector*

**\*Ms Aleisha Connellan**

Teacher, non-state school  
*Nominee of the Queensland Independent Education Union*

**\*Ms Susan Forsyth (Deputy chairperson)**

Former Director, Organisational Development, SkillsTech Australia  
*Nominee of Queensland Public Sector Union*

**\*Ms Cathy Galvin**

Deputy principal, non-state school  
*Practising teacher representing non-state schools, jointly nominated by the Queensland Catholic Education Commission and Independent Schools Queensland*

**Ms Cathy Heffernan**

Assistant Director-General, Human Resources, DET  
*Nominee of the chief executive*

**Mr Peter Hill**

Director, Employee Services, Brisbane Catholic Education Office  
*Nominee of the Queensland Catholic Education Commission*

**\*Ms Alota Lima**

Experienced senior teacher, state school  
*Elected practising teacher—state school sector*

**\*Miss Eloise Power**

Teacher, state school  
*Practising teacher representing state schools, nominated by the chief executive*

**Mr James McGowan AM**

*Nominee of the Minister representing the interests of the community (to June)*

**\*Ms Amanda Steer**

Teacher, non-state school  
*Elected practising teacher—non-state school sector*

**Ms Lisa Siganto**

*Joint Nominee of Federation of Parents and Friends Associations of Catholic Schools (Qld) and Qld Independent Schools Parents Council*

**\*Ms Josephine Wise**

Assistant Director (Education Services), Independent Schools Queensland  
*Nominee of the Association of Independent Schools of Queensland*

\* Member was a registered teacher in 2016

The Board met nine times in 2016, holding ordinary meetings approximately every six weeks from February to November and an extraordinary meeting in August. Member attendance is recorded in Table 11.

The total amount of fees paid to members of the Board for the period 1 January 2016 to 31 December 2016 was \$19,676. The total amount of on-costs (including travel and accommodation involved in meeting attendance, and reimbursement to schools for Teacher Relief Salaries incurred when teacher members attend meetings) for the Board was \$27,526. Further details of remuneration to Board members are provided in Appendix 6.

**Table 11: QCT Board member attendance record 2016**

| <i>Name</i>                             | <i>Feb</i> | <i>Mar</i> | <i>Apr</i> | <i>Jun</i> | <i>Jul</i>                       | <i>Aug*</i> | <i>Sep</i> | <i>Oct</i> | <i>Nov</i> | <i>TOTAL<br/>attended in person</i> |
|---|------------|------------|------------|------------|----------------------------------|-------------|------------|------------|------------|-------------------------------------|
| Dr Joe MCCORLEY<br>(Chairperson)        | ✓          | ✓          | ✓          | ✓          | ✓                                | ✓           | ✓          | ✓          | ✓          | 9/9                                 |
| Professor Nola ALLOWAY                  | ✓          | ✓          | ✓          | ✓          | ✓                                | A           | ✓          | ✓          | A          | 7/9                                 |
| Mr Perry ANDERSON                       | ✓          | ✓          | ✓          | ✓          | ✓                                | ✓           | ✓          | ✓          | ✓          | 9/9                                 |
| Ms Samantha BLAIR<br>(formerly COLBERT) | ✓          | ✓          | ✓          | A          | ✓                                | ✓           | ✓          | ✓          | ✓          | 8/9                                 |
| Ms Kaylee CAMPRADT                      | ✓          | ✓          | P          | ✓          | ✓                                | ✓           | A          | ✓          | ✓          | 7/9                                 |
| Ms Natalie CLARKE                       | ✓          | ✓          | ✓          | ✓          | A                                | ✓           | ✓          | ✓          | ✓          | 8/9                                 |
| Ms Aleisha CONNELLAN                    | ✓          | P          | ✓          | ✓          | P                                | ✓           | A          | ✓          | ✓          | 6/9                                 |
| Ms Susan FORSYTH                        | ✓          | ✓          | ✓          | ✓          | ✓                                | A           | ✓          | A          | ✓          | 7/9                                 |
| Ms Cathy GALVIN                         | ✓          | ✓          | ✓          | ✓          | ✓                                | ✓           | ✓          | ✓          | ✓          | 9/9                                 |
| Ms Cathy HEFFERNAN                      | ✓          | O          | ✓          | ✓          | ✓                                | ✓           | ✓          | ✓          | ✓          | 8/9                                 |
| Mr Peter HILL                           | ✓          | ✓          | ✓          | ✓          | ✓                                | ✓           | ✓          | ✓          | ✓          | 9/9                                 |
| Ms Alota LIMA                           | ✓          | ✓          | ✓          | ✓          | ✓                                | ✓           | ✓          | ✓          | ✓          | 9/9                                 |
| Mr James MCGOWAN                        | ✓          | ✓          | A          | ✓          | Resigned from Board 13 June 2016 |             |            |            |            | 3/4                                 |
| Ms Eloise POWER                         | ✓          | ✓          | ✓          | ✓          | ✓                                | ✓           | ✓          | ✓          | ✓          | 9/9                                 |
| Ms Lisa SIGANTO                         | ✓          | A          | ✓          | A          | ✓                                | ✓           | ✓          | P          | ✓          | 6/9                                 |
| Ms Amanda STEER                         | ✓          | ✓          | ✓          | ✓          | ✓                                | ✓           | ✓          | ✓          | ✓          | 9/9                                 |
| Ms Josephine WISE                       | ✓          | ✓          | ✓          | ✓          | ✓                                | ✓           | ✓          | ✓          | ✓          | 9/9                                 |

\* Extraordinary meeting

✓ – Attendance recorded; A – Apology recorded; P – Attendance by proxy; O – Observer attended in lieu

## Committees

According to legislation, the QCT must have the following:

- a Professional Practice and Conduct Committee
- a committee to conduct internal reviews of decisions (the Internal Review Committee)

The Board may also establish committees for effectively and efficiently performing its functions. Five additional committees have previously been established by the Board:

- Audit and Risk Committee
- Eligibility Declarations Committee
- Professional Standards Committee
- Registration Committee
- Suitability to Teach Committee

A Board review of the committee structure in 2016 resulted in the establishment of an additional committee (Strategic Futures Committee) and revised terms of reference and membership for the Audit and Risk Committee and the Professional Standards Committee.

Current terms of reference and membership of all QCT committees and the number of meetings held in 2016 are given in Appendix 2.

## Ministerial directions

No Ministerial directions were received during 2016.

## The office of the Queensland College of Teachers

The QCT has an office in Brisbane with a permanent staff establishment consisting of a Director and other staff appointed under the *Public Service Act 2008*. The Director has all of the functions and powers of a chief executive officer and is responsible for the efficient and effective administration and operation of the office.

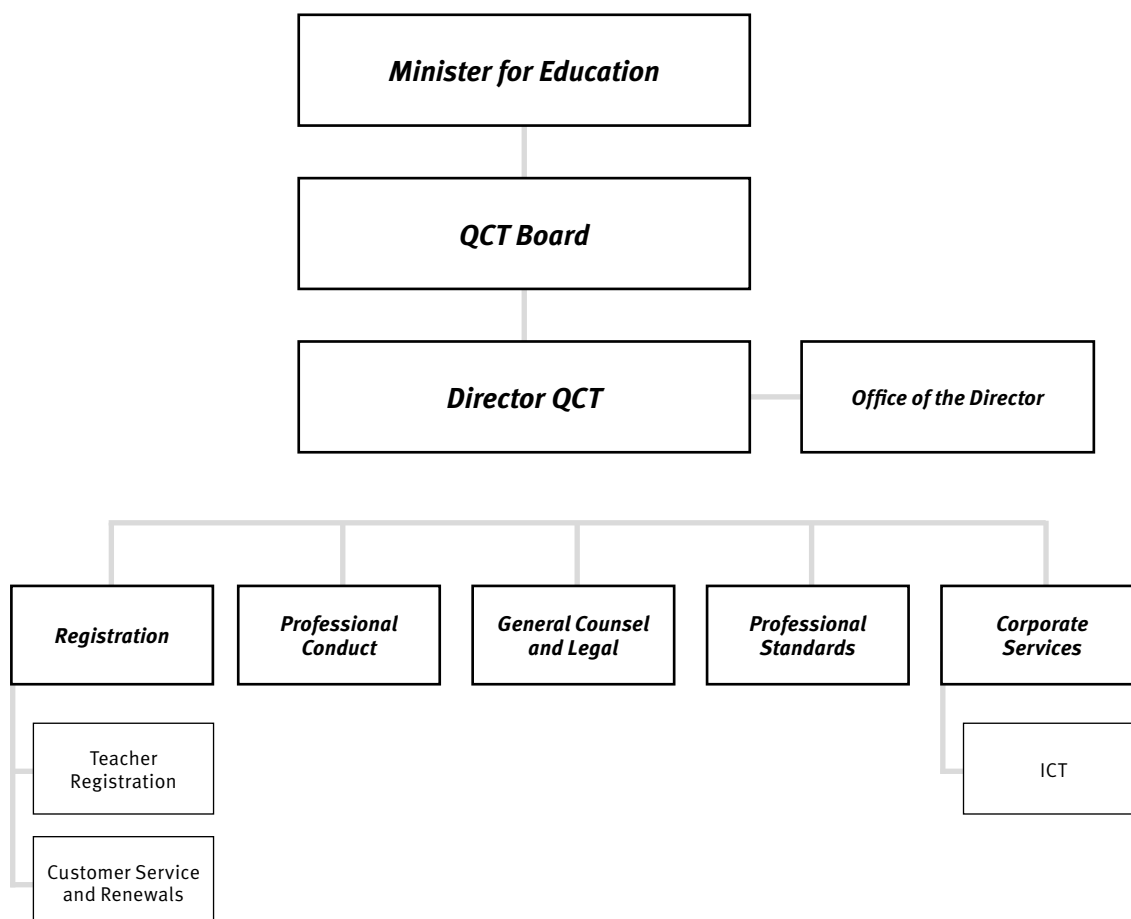
In 2016 the office had the following main operational areas: Registration, Professional Conduct, General Counsel and Legal, Professional Standards, Corporate Services, and the Office of the Director. The structure of the QCT office is shown in the organisational chart below (Diagram 2).

## Executive management

The executive team in the Office during 2016 consisted of:

- Director: Mr John Ryan Dip T, B Ed, MEd, Grad Dip Mgmt
- Executive Manager, Registration: Ms Kim Newman B Bus (Comm), MA (Applied Ethics)
- Executive Manager, Professional Conduct: Ms Anita Morrison
- Executive Manager, Professional Standards: Ms Deanne Fishburn B Int Bus, PG Dip Ed
- General Counsel and Executive Manager, Legal: Mr Andrew (Drew) Braban LL.M
- Business Manager: Mr Robert Beazley B Com, B Acc, CA (SA).

**Diagram 2:** QCT Organisational Chart



## Strategy for corporate governance

The QCT undertook a range of initiatives in 2016 aimed at ensuring its sustainability and compliance with legislative requirements. These included:

- Reviewing strategic risks and ensuring risk minimisation actions were in place
- Developing 2016 operating budgets to support strategic priorities and accountabilities
- Improving internal reporting systems
- Promoting the requirements of the State Procurement Policy and Strengthening purchasing through targeted training
- Providing ongoing records management training and support to staff
- Reviewing business processes to identify opportunities for improvement and innovation
- Monitoring QCT corporate and management performance against unit operational plans and performance accountabilities for managers and unit budgets
- Engaging Vincents Chartered Accountants to provide internal audit services (performance audits).

Corporate support functions were fundamental in developing the governance framework of the QCT and leading the development and implementation of effective resource management and capability development strategies.

## Oversight and management of risks

The QCT continues to manage risk in accordance with its own framework which formalises a consistent approach to Risk Management across the organisation. Appropriate strategies to avoid or mitigate corporate risks identified as part of this process have been developed. Risk is reported on quarterly through the Audit and Risk Committee.

## Audit and Risk Committee

The Audit and Risk Committee (ARC) monitors compliance with relevant legislation and government policy, ensuring compliance with the QCT's statutory responsibilities; oversees the internal and external audit relationships; monitors the QCT's investment policy; and provides advice to the Board across a range of financial, compliance, risk and governance issues.

The ARC includes two Board members, one of whom chairs the Committee. Membership and terms of reference for the ARC are given in Appendix 2. Members in 2016 were: Ms L Siganto (Chair), Ms S Blair, and Mr T Dwan.

No member of the Committee is remunerated.

The ARC met three times during the reporting period, monitoring identified risk areas and reporting to the Board on progress made. The Committee observed its terms of reference and had due regard to Queensland Treasury's audit committee guidelines. There were no recommendations from the Queensland Audit Office's audit of the 2015 financial year.

The independent audit report on the QCT's financial statements for the year ending 31 December 2016 did not identify any issues to be addressed.

The QCT does not maintain an in-house internal audit function but instead engages the services of Vincents Chartered Accountants to undertake performance audits in terms of an agreed plan over a three-year engagement period.

## Funding adequacy

The QCT has established an investment fund to optimise the use of teachers' fees to ensure it can meet its financial responsibilities to conduct criminal history checks on teachers renewing their registration every five years. In addition fees are increased in line with Treasury guidelines each year to assist in catering for potential increases in the QCT's expenses.

## Banking

The QCT maintains a cheque account with the Commonwealth Bank of Australia. Separate investment accounts are maintained with the Queensland Treasury Corporation and provide access to more favourable interest rates; one of these is specifically devoted to accumulating a pool of funds to meet the QCT's Criminal History Check obligations.

## Information and communications technology (ICT), Disaster Recovery and Business Continuity

Efficient ICT systems are essential in ensuring the delivery of the QCT's strategic initiatives and supporting the delivery of accurate and timely data to teachers and stakeholders.

Planning is critical to the delivery of ICT services and during 2016 an ICT Strategic Plan was developed to provide a long-term vision for the delivery of ICT services across the QCT.

Other achievements during the period included:

- Going live with a new QCT website
- Implementing system changes to accommodate amendments to the QCT's governing legislation and regulations
- Ensuring that all core software licensing remained current
- Improving security and functionality of the myQCT portal.

To minimise the effects of potential major disruptions to its business, the QCT has partnered with the Corporate Administration Agency<sup>4</sup> ('CAA'), a shared service provider<sup>5</sup> to smaller entities and statutory bodies, to develop and implement a Disaster Recovery Plan, a Business Continuity Plan and associated business processes. Their effectiveness was tested during the year to ensure that they remain valid and effective. Ongoing refinements to the Disaster Recovery Plan and associated hardware continued in 2016.

## Consultancies and overseas travel

Publication of this information is available online via the following page of the QCT website: [www.qct.edu.au/about/corporate-publications](http://www.qct.edu.au/about/corporate-publications) or on the Queensland Government Open Data website at [www.qld.gov.au/data](http://www.qld.gov.au/data).

## Information systems and recordkeeping

The QCT is progressing with the application of whole-of-government information legislation, policies and standards, and is progressively implementing the principles of Information Standard 40 IS40: Recordkeeping. As part of the ongoing process to improve compliance, a retention and disposal schedule to cover the QCT's core operations was approved during the year by the Queensland State Archives.

## Staffing establishment

The QCT continually monitored and managed positions and staffing numbers throughout 2016 to ensure that our establishment structure was reflective of our commitment to achieving organisational goals and providing job satisfaction and security for our valued employees. All management processes relating to the QCT establishment were compliant with all Queensland Public Service Employee Management Programs. Vacant permanent positions and long term temporary arrangements (12 months and over) were submitted to the Employees Requiring Placement (ERP) pool for possible placement. Six vacancies

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<sup>4</sup> The CAA is part of the Department of Premier and Cabinet its activities are reported on in that Department's annual report.

<sup>5</sup> The Shared Service Initiative is a whole-of-Government approach to corporate service delivery. The vision is partnering in corporate services to support and connect Government. Shared services are underpinned by standardising business processes, consolidating technology and pooling resources and expertise. Under the shared service model, government agencies joined together to share corporate services and resources through shared service providers (SSPs). The SSPs service their existing customer agencies through operating level agreements.



were lodged in 2016 and in each case no applications were received from the ERP pool so the positions were progressed and filled in accordance with our obligations under the Recruitment and Selection Directive 15/13 and Supporting employees affected by workplace change (Directive 17/16).

As at the last pay day in December 2016 the QCT directly employed 57.1 (full-time equivalent) staff members. Our retention rate for the period was 96.2 per cent and the separation rate was 3.8 per cent.

During 2016 no Voluntary Early Redundancy packages were offered to QCT employees and no early retirements, redundancies or retrenchments occurred during this period.

## **Workforce planning, attraction and retention and performance plans**

In 2016 management remained committed to the continual development of the QCT Workforce Plan. Succession planning will ensure that the organisation has strategies in place to fill key roles should the situation arise. Each work unit has a budget to fund staff development and training. QCT employees attended various in-house and external training sessions and courses relevant to their roles. This professional development enabled our workforce to keep up-to-date with developments in education and professional regulation and to prepare for the continuous change and challenges that are brought about by advances in technology, communication, flexible working conditions and workplace transformation. The QCT strategies in relation to recruitment, retention, development and performance practices are compliant with government regulations and meet our workforce expectations. The QCT Workforce Plan will continue to be updated in accordance with any changes to policy, establishment and role responsibilities.

All human resource policies and procedures are made available on the QCT intranet and implemented with the support of management.

The QCT maintained its quarterly reporting obligations relating to conduct and performance matters to the Conduct and Performance Excellence unit of the Public Service Commission throughout 2016.

In 2016, the QCT participated for the first time in the Working for Queensland survey, measuring the level of employee opinion and satisfaction with the workplace climate. All key survey results for QCT were well above the Queensland Public Sector average (at least 20 percentage points higher) with higher positive scores realised in the areas of organisational leadership; agency engagement; safety, health and wellbeing; and leadership and engagement. The survey results will be used to inform our actions to further improve the workplace and in the delivery of better services to our customers. The QCT will continue to participate in the survey in 2017.

## **Workplace health and safety and staff wellbeing**

The QCT is committed to providing a work environment that is conducive to protecting the health, safety and physical and mental wellbeing of all QCT workers and visitors to the workplace. The QCT is bound by the *Work Health and Safety Act 2011 (WHS Act)*, *Work Health and Safety Regulation 2011* and relevant codes of practice. New employees were informed about the WHS Act and QCT Work Health and Safety Policy and Procedure through their induction programs. In order to fulfil our responsibilities and remain compliant the QCT ensures staff members are kept informed through participation in our eLearning modules which include WHS, Bullying and Sexual Harassment.

The QCT Wellbeing Program continued in 2016 to actively support a workplace environment that provided initiatives, awareness and opportunities for staff to improve and maintain a healthy lifestyle.

No major workplace health and safety issues were encountered during the reporting period.

The QCT Emergency Response Guidelines were updated as required in 2016 to reflect the evacuation and safety procedures associated with the premises at 601 Coronation Drive, Toowong and all existing staff have received a WHS Induction.

The QCT has continued to support the government's initiative in relation to domestic violence by distributing the 'Recognise, Respond, Refer: Domestic violence and the Workplace' online course through eLearning.

## ***Public Sector Ethics Act 1994 and codes of conduct***

The QCT has adopted the Queensland Government Code of Conduct in terms of the *Public Sector Ethics Act 1994*. The Code of Conduct is provided to Board and committee members and discussed during their induction. Human resource management procedures and practices align with the Code of Conduct. Regular Code of Conduct training and assessment is mandatory for all government employees (including agency temporary staff and contractors) and this was provided to all staff in 2016. To ensure compliance the QCT subscribes to the online eLearning modules and this training is linked to the payroll system to ensure all employees are assigned training and given adequate time to complete the assessment.

The administrative procedures and management practices of the QCT have proper regard to the *Public Sector Ethics Act 1994*, particularly the ethics principles and values. The QCT's planning is aligned with the public sector ethics principles; for example, the values in the QCT Strategic Plan for 2016–2019 are congruent with the ethics principles.

## **Strategic Plan and Annual Report**

The QCT's Strategic Plan for 2016–2019 was communicated to staff through the development of operational plans in each team. The Strategic Plan for 2017–2020 was developed in the latter part of 2016 and submitted to the Minister for Education.

The QCT's Annual Report for the 2015 calendar year was submitted to the Minister before the due date of 31 March.

## **Public interest disclosures**

No disclosures were received during the 2016 year under the *Public Interest Disclosure Act 2010*.

## **Right to Information and Information Privacy**

*The Right to Information Act 2009* and the *Information Privacy Act 2009* provide for information to be released unless on balance, disclosure of the information would be contrary to the public interest. Reasons for non-disclosure are set out in those Acts.

During 2016 no formal requests for information were received by the QCT under the *Right to Information Act 2009* or the *Information Privacy Act 2009*.

# Financial Statements

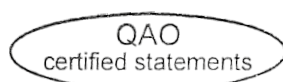
for the financial year ended 31 December 2016

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# Financial Statements 2016

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# Statement of Comprehensive Income

for the year ended 31 December 2016

|  | Notes | 2016<br>\$       | 2015<br>\$         |
|--|-------|------------------|--------------------|
| <b><i>Income from Continuing Operations</i></b>    |       |                  |                    |
| <i>Revenue</i>                                     |       |                  |                    |
| Fees   | 2     | 9,422,933        | 9,100,844          |
| Interest   |       | 207,213          | 278,061            |
| Criminal history checks                            |       | 165,095          | 160,204            |
| Other revenue                                      | 3     | 93,471           | 139,320            |
| <b>Total Income from Continuing Operations</b>     |       | <b>9,888,712</b> | <b>9,678,429</b>   |
| <b><i>Expenses from Continuing Operations</i></b>  |       |                  |                    |
| Employee expenses                                  | 4     | 6,193,953        | 5,990,697          |
| Supplies and services                              | 6     | 2,555,338        | 4,028,197          |
| Depreciation and amortisation                      | 7     | 360,748          | 259,379            |
| Criminal history checks                            | 8     | 577,551          | 1,447,780          |
| <b>Total Expenses from Continuing Operations</b>   |       | <b>9,687,590</b> | <b>11,726,053</b>  |
| <b>Operating Result from Continuing Operations</b> |       | <b>201,122</b>   | <b>(2,047,624)</b> |
| <b>Other Comprehensive Income</b>                  |       | <b>–</b>         | <b>–</b>           |
| <b>TOTAL COMPREHENSIVE INCOME</b>                  |       | <b>201,122</b>   | <b>(2,047,624)</b> |

The accompanying notes form part of these financial statements.

# Statement of Financial Position

as at 31 December 2016

|                                      | Notes | 2016<br>\$        | 2015<br>\$        |
|--------------------------------------|-------|-------------------|-------------------|
| <b>Current assets</b>                |       |                   |                   |
| Cash and cash equivalents            | 9     | 9,919,706         | 8,803,738         |
| Receivables                          | 10    | 125,907           | 1,323,577         |
| Other                                | 11    | 51,921            | 71,668            |
| <b>Total current assets</b>          |       | <b>10,097,534</b> | <b>10,198,983</b> |
| <b>Non-current assets</b>            |       |                   |                   |
| Intangible assets                    | 12    | 158,346           | 294,384           |
| Plant and equipment                  | 13    | 1,031,708         | 1,220,823         |
| <b>Total non-current assets</b>      |       | <b>1,190,054</b>  | <b>1,515,207</b>  |
| <b>TOTAL ASSETS</b>                  |       | <b>11,287,588</b> | <b>11,714,190</b> |
| <b>Current liabilities</b>           |       |                   |                   |
| Payables                             | 14    | 428,540           | 1,369,091         |
| Accrued employee benefits            | 15    | 540,020           | 483,190           |
| Other liabilities                    | 16    | 344,970           | 311,870           |
| <b>Total current liabilities</b>     |       | <b>1,313,530</b>  | <b>2,164,151</b>  |
| <b>Non-current liabilities</b>       |       |                   |                   |
| Accrued employee benefits            | 15    | 153,164           | 137,590           |
| Other liabilities                    | 16    | 1,274,500         | 1,067,176         |
| <b>Total non-current liabilities</b> |       | <b>1,427,664</b>  | <b>1,204,766</b>  |
| <b>NET ASSETS</b>                    |       | <b>8,546,395</b>  | <b>8,345,273</b>  |
| <b>Equity</b>                        |       |                   |                   |
| Accumulated Surplus                  | 21    | 8,546,395         | 8,345,273         |
| <b>TOTAL EQUITY</b>                  |       | <b>8,546,395</b>  | <b>8,345,273</b>  |

The accompanying notes form part of these financial statements.



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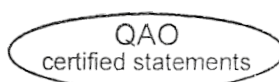
## Statement of Changes in Equity

*for the year ended 31 December 2016*

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|  |      | <i>Accumulated Surplus</i> |                   |
|--|------|----------------------------|-------------------|
|  | Note | 2016<br>\$                 | 2015<br>\$        |
| <b>Balance as at 1 January</b>               |      | <b>8,345,273</b>           | <b>10,392,897</b> |
| Operating results from continuing operations |      | 201,122                    | (2,047,624)       |
| Total Other comprehensive income             |      | –                          | –                 |
| <b>Balance as at 31 December</b>             | 21   | <b>8,546,395</b>           | <b>8,345,273</b>  |

The accompanying notes form part of these financial statements.

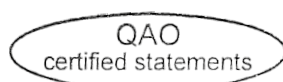


# Statement of Cash Flows

for the year ended 31 December 2016

|   | Notes     | 2016<br>\$       | 2015<br>\$         |
|---|-----------|------------------|--------------------|
| <b>Cash Flows from operating activities</b>               |           |                  |                    |
| <i>Inflows:</i>   |           |                  |                    |
| Receipts from customers                                   |           | 10,760,272       | 9,369,701          |
| Interest  |           | 207,213          | 278,061            |
| GST input tax credits from ATO                            |           | 406,948          | 373,102            |
| GST collected from customers                              |           | 117,197          | 11,029             |
| <i>Outflows:</i>  |           |                  |                    |
| Employee expenses   |           | (6,123,796)      | (5,909,130)        |
| Supplies and services                                     |           | (3,840,956)      | (4,413,848)        |
| GST paid to suppliers                                     |           | (261,893)        | (491,223)          |
| GST remitted to the ATO                                   |           | (113,421)        | (10,874)           |
| <b>Net cash provided by operating activities</b>          | <b>17</b> | <b>1,151,564</b> | <b>(793,182)</b>   |
| <b>Cash Flows from investing activities</b>               |           |                  |                    |
| <i>Outflows:</i>  |           |                  |                    |
| Payments for plant and equipment                          |           | (35,596)         | (1,110,290)        |
| <b>Net cash used in investing activities</b>              |           | <b>(35,596)</b>  | <b>(1,110,290)</b> |
| Net increase in cash and cash equivalents                 |           | 1,115,968        | (1,903,472)        |
| Cash and cash equivalents at beginning of financial year  |           | 8,803,738        | 10,707,210         |
| <b>Cash and cash equivalents at end of financial year</b> | <b>9</b>  | <b>9,919,706</b> | <b>8,803,738</b>   |

The accompanying notes form part of these financial statements.





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# Notes To and Forming Part of the Financial Statements

## *for the year ended 31 December 2016*

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### **1 Basis of Financial Statements preparation**

#### **(a) General Information**

This financial report covers the Queensland College of Teachers (the College).

The Queensland College of Teachers is a statutory body established under the *Education (Queensland College of Teachers) Act 2005*.

The head office and principal place of business of the College is: 601 Coronation Drive, Toowong QLD 4066.

A description of the nature of the College's operations and principal activities is included in the notes to the financial statements.

For information in relation to the College's financial report please call 3377 4777 or visit the College's internet site: [www.qct.edu.au](http://www.qct.edu.au).

Amounts shown in these financial statements may not add to the correct subtotals or totals due to rounding.

#### **(b) Compliance with Prescribed Requirements**

The College has prepared these financial statements in compliance with Section 43 of the Financial and Performance Management Standard 2009.

These financial statements are general purpose financial statements, and have been prepared on an accrual basis, with the exception of the statement of cash flows in accordance with Australian Accounting Standards and Interpretations. In addition, the financial statements comply with Queensland Treasury and Trade's Minimum Reporting Requirements, for the year ending 31 December 2016, and other authoritative pronouncements.

With respect to compliance with Australian Accounting Standards and Interpretations, the College has applied those requirements applicable to not-for-profit entities as the College is a not-for-profit statutory body. Except where stated, the historical cost convention is used.

#### **(c) The Reporting Entity**

The College does not control any other entity.

The financial statements include the value of all revenues, expenses, assets, liabilities and equity of the College.

#### **(d) Other Presentation Matters**

Amounts included in the financial statements are in Australian Dollars and have been rounded to the nearest dollar.

Comparative information reflects the audited 2015 financial statements.

Assets and liabilities are classified as either 'current' or 'non-current' in the Statement of Financial Position and associated notes. Assets are classified as 'current' where their carrying amount is expected to be realised within 12 months after the reporting date. Liabilities are classified as 'current' when they are due to be settled within 12 months after the reporting date, or the College does not have an unconditional right to defer settlement to beyond 12 months after the reporting date. All other assets and liabilities are classified as non-current.



# Notes To and Forming Part of the Financial Statements

for the year ended 31 December 2016

## 1 Basis of Financial Statements preparation (continued)

### (e) Authorisation for issue of Financial Statements

The financial statements are authorised for issue by the Director and Chairperson at the date of signing the Management Certificate.

### (f) New and Revised Accounting Standards

The College did not voluntarily change any of its accounting policies during 2016. There were no Australian Accounting Standards applicable for the current financial year that has a significant impact on the College's financial statements

The College is not permitted to adopt a new or amended accounting standard ahead of the specified commencement date unless approval is obtained from Queensland Treasury. Consequently, the QCT has not applied any Australian Accounting Standards and Interpretations that have been issued but are not yet effective. The College applies standards and interpretations in accordance with their respective commencement dates.

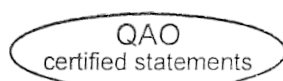
At the date of authorisation of the financial report, the expected impacts of new or amended Australian Accounting Standards with future commencement dates are as set out below.

From reporting periods beginning on or after 1 July 2017, AASB 2016-2 *Amendments to Australian Accounting Standards—Disclosure Initiative: Amendments to AASB 107* amends AASB 107 *Statement of Cash Flows* and requires entities preparing financial statements in accordance with Tier 1 reporting requirements to provide additional disclosure that enables users of financial statements to evaluate changes in liabilities arising from financing activities. These disclosures will include both cash flows and non-cash changes between the opening and closing balance of the relevant liabilities and be disclosed by way of a reconciliation or roll forward as part of the notes to the statement of cash flows. The measurement of assets, liabilities, income and expenditure in the financial statements will be unaffected.

From reporting periods beginning on or after 1 July 2016, the College will need to comply with the requirements of AASB 124 *Related party disclosures*. That accounting standard requires a range of disclosures about the remuneration of key management personnel, transactions with related parties/entities, and relationships between parent and controlled entities. The College already discloses information about the remuneration expenses for key management personnel (refer to Note 5) in compliance with requirements from Queensland Treasury. Therefore, the most significant implications of AASB 124 for the College's financial statements will be the disclosures to be made about transactions with related parties, including transactions with key management personnel or close members of their families.

AASB 15 *Revenue from contracts with customers* will become effective from reporting periods beginning on or after 1 January 2018. This standard contains much more detailed requirements for the accounting for certain types of revenue from customers. Depending on the specific contractual terms, the new requirements may potentially result in a change to the timing of the College's fee revenue, such that some revenue may need to be deferred to a later reporting period to the extent that the College has received cash but has not met its associated obligations (such amounts would be reported as a liability, unearned revenue, in the meantime). The College is yet to complete its analysis of current arrangements for fee revenue, but at this stage does expect a significant impact on its present accounting practices.

AASB 9 *Financial instruments* and AASB 2014-7 *Amendments to Australian Accounting Standards arising from AASB 9* (December 2014) will become effective from reporting periods beginning on or after 1 January 2018. The main impacts of these standards on the College are that they will change the requirements for the classification, measurement, impairment and disclosures associated with the College's financial assets. AASB 9 will introduce different criteria for whether financial assets can be measured at amortised cost or fair value.



# Notes To and Forming Part of the Financial Statements

for the year ended 31 December 2016

## 1 Basis of Financial Statements preparation (continued)

### (f) *New and Revised Accounting Standards (continued)*

The College has commenced reviewing the measurement of its financial assets against the new AASB 9 classification and measurement requirements. As the classification of financial assets at the date of initial application of AASB 9 will depend on the facts and circumstances existing at that date, the College's conclusions will not be confirmed until closer to that time. At this stage, and assuming no change in the types of transactions the QCT enters into, the College does not expect any change in measurement. In the case of the College's current receivables, as they are short-term in nature, the carrying amount is expected to be a reasonable approximation of fair value. Changes in the fair value of those assets will be reflected in the College's operating result.

Another impact of AASB 9 relates to calculating impairment losses for the College's receivables. Assuming no substantial change in the nature of the College's receivables, as they don't include a significant financing component, impairment losses will be determined according to the amount of lifetime expected credit losses. On initial adoption of AASB 9, the College will need to determine the expected credit losses for its receivables by comparing the credit risk at that time to the credit risk that existed when those receivables were initially recognised.

The College will not need to restate comparative figures for financial instruments on adopting AASB 9 as from 2019. However, changed disclosure requirements will apply from that time. Assuming no change in the types of financial instruments that the College enters into, the most likely ongoing disclosure impact is expected to relate to the credit risk of financial assets subject to impairment.

AASB 16 *Leases* will become effective for reporting periods beginning on or after 1 January 2019. When applied, the standard supersedes AASB 117 *Leases*, AASB Interpretation 4 *Determining whether an Arrangement contains a Lease*, AASB Interpretation 115 *Operating Leases—incentives* and AASB Interpretation 127 *Evaluating the Substance of Transactions involving the Legal Form of a Lease*.

Unlike AASB 117 *Leases*, AASB 16 introduces a single lease accounting model for lessees. Lessees will be required to recognise a right-of-use asset (representing rights to use the underlying leased asset) and a liability (representing the obligation to make lease payments) for all leases with a term of more than 12 months, unless the underlying assets are of low value.

In effect, the majority of operating leases (as defined by the current AASB 117) will be reported on the statement of financial position under AASB 16. There will be a significant increase in assets and liabilities for agencies that lease assets. The impact on the reported assets and liabilities would be largely in proportion to the scale of the agency's leasing activities.

The right-of-use asset will be initially recognised at cost, consisting of the initial amount of the associated lease liability, plus any lease payments made to the lessor at or before the commencement date, less any lease incentive received, the initial estimate of restoration costs and any initial direct costs incurred by the lessee. The right-of-use asset will give rise to a depreciation expense.

The lease liability will be initially recognised at an amount equal to the present value of the lease payments during the lease term that are not yet paid. Current operating lease rental payments will no longer be expensed in the Statement of Comprehensive income. They will be apportioned between a reduction in the recognised lease liability and the implicit finance charge (the effective rate of interest) in the lease. The finance cost will also be recognised as an expense.

# Notes To and Forming Part of the Financial Statements

for the year ended 31 December 2016

## 1 Basis of Financial Statements preparation (continued)

### (f) *New and Revised Accounting Standards (continued)*

AASB 16 allows a 'cumulative approach' rather than full retrospective application to recognising existing operating leases. If a lessee chooses to apply the 'cumulative approach' it does not need to restate comparative information. Instead, the cumulative effect of applying the standard is recognised as an adjustment to the opening balance of accumulated surplus (or other component of equity, as appropriate) at the date of initial application. The College will await further guidance from Queensland Treasury on the transitional accounting method to be applied.

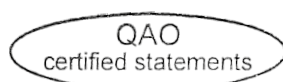
The College has not yet quantified the impact on the Statement of Comprehensive Income or the Statement of Financial Position of applying AASB 16 to its current operating leases, including the extent of additional disclosure.

All other Australian accounting standards and interpretations with future commencement dates are either not applicable to the College's activities, or have no material impact on the College.

### (g) *Accounting Estimates and Judgements*

The preparation of financial statements necessarily requires the determination and use of certain critical accounting assumptions and management judgements that have the potential to cause material adjustment to the carrying amounts of assets and liabilities within the next financial year. Such estimates, judgements and underlying assumptions are reviewed on an ongoing basis. Revisions to accounting estimates are recognised in the period in which the estimate is revised and in future periods as relevant.

Estimates and assumptions that have a potential significant effect are outlined in the financial statement notes: Depreciation note 7, Intangibles note 12 and Plant and Equipment note 13.



## Notes To and Forming Part of the Financial Statements

for the year ended 31 December 2016

|   | 2016<br>\$       | 2015<br>\$       |
|---|------------------|------------------|
| <b>2 Fees</b>                             |                  |                  |
| Teacher Registration and Application fees | 9,346,352        | 8,905,281        |
| Late Payment fees                         | 70,680           | 190,021          |
| Other fees                                | 5,901            | 5,542            |
| <b>Total</b>                              | <b>9,422,933</b> | <b>9,100,844</b> |

### *Accounting Policy*

Amounts disclosed as revenue are, where applicable, net of returns, allowances and duties and taxes. Revenue is recognised for each of the College's major activities as follows:

#### *Registration fees*

Annual registration fees are recognised as revenue on receipt.

Registration fees received from teachers as part of the 5 yearly Renewal of Registration process are only recognised as revenue upon receipt of the re-registration assessment documentation as this constitutes a valid application for re-registration. Any amounts received which are not accompanied by assessment documentation are disclosed in note 16 as unearned application and renewal fees.

#### *Application Fees and Criminal History Check Fees*

Application fees and criminal history check fees charged to prospective teachers are recognised as revenue on receipt. The initial registration fee that is received with application fees is recognised as revenue only upon registration of the applicant. Until the applicant is registered, the fee is recorded as unearned fees in note 16.

|                        | 2016<br>\$    | 2015<br>\$     |
|------------------------|---------------|----------------|
| <b>3 Other Revenue</b> |               |                |
| Copyright fees         | 3,239         | –              |
| Contracting fees       | –             | 47,252         |
| Advertising            | 25,000        | 25,000         |
| Reimbursement          | 65,232        | 67,068         |
| <b>Total</b>           | <b>93,471</b> | <b>139,320</b> |

### *Accounting Policy*

#### *Other Revenue*

Other revenue is recognised when goods or services are delivered.

#### *Interest Revenue*

Interest revenue is recognised on a time proportionate basis that takes into account the effective yield on the financial asset (cash).



# Notes To and Forming Part of the Financial Statements

## for the year ended 31 December 2016

|  | As at<br>31 December<br>2016 | As at<br>31 December<br>2015 |
|--|------------------------------|------------------------------|
| <b>4 Employee Expenses/Number of Employees</b> |                              |                              |
| <i>Employee benefits:</i>                      |                              |                              |
| Wages salaries and annual leave                | 5,153,350                    | 4,972,267                    |
| Employee superannuation contributions          | 595,414                      | 574,524                      |
| Long service leave levy                        | 106,255                      | 102,252                      |
| <i>Employee related expenses</i>               |                              |                              |
| Workers compensation premium                   | 9,149                        | 9,535                        |
| Payroll tax                                    | 268,599                      | 254,375                      |
| Other Employee related expenses                | 61,186                       | 77,744                       |
| <b>Total</b>                                   | <b>6,193,953</b>             | <b>5,990,697</b>             |

The number of employees including both full-time employees and part-time employees measured on a full-time equivalent basis is:

|                            | As at<br>31 December<br>2016 | As at<br>31 December<br>2015 |
|----------------------------|------------------------------|------------------------------|
| <b>Number of Employees</b> | <b>59.94</b>                 | <b>56.31</b>                 |

### Accounting Policy

Employer superannuation contributions and long service leave levies are regarded as employee benefits.

Payroll tax and workers' compensation insurance are a consequence of employing employees, but are not counted in an employee's total remuneration package. They are not employee benefits and are recognised separately as employee related expenses.

### Wages, Salaries, and Sick Leave

Wages, and salaries due but unpaid at reporting date are recognised in the Statement of Financial Position at the current salary rates.

As the College expects such liabilities to be wholly settled within 12 months of reporting date, the liabilities are recognised at their undiscounted values.

Prior history indicates that on average, sick leave taken each reporting period is less than the entitlement accrued. This is expected to continue in future periods. Accordingly, it is unlikely that existing accumulated entitlements will be used by employees and no liability for unused sick leave entitlements is recognised. As sick leave is non-vesting, an expense is recognised for this leave as it is taken.

### Superannuation

Employer superannuation contributions are paid to QSuper, the superannuation plan for Queensland Government employees, at rates determined by the Treasurer on the advice of the State Actuary. Contributions are expensed in the period in which they are paid or payable. The College's obligation is limited to its contribution to QSuper.

The QSuper scheme has defined benefit and defined contribution categories. The liability for defined benefits is held on a whole-of-government basis and reported in those financial statements pursuant to AASB 1049 *Whole of Government and General Government Sector Financial Reporting*.

# Notes To and Forming Part of the Financial Statements

## for the year ended 31 December 2016

### 5 Key Executive Management Personnel and Remuneration

#### (a) Key Executive Management Personnel

The following details for key executive management personnel include those positions that had authority and responsibility for planning, directing and controlling the activities of the Queensland College of Teachers during 2016. Further information on these positions can be found in the body of the Annual Report under the section relating to Executive Management.

| Position                                     | Responsibilities   | Current Incumbents   |   |
|--|--|--|---|
|  |  | Contract classification and appointment authority  | Date appointed to position (Date resigned from position)            |
| Director                                     | The Director is responsible for providing advice to the Minister on strategic educational issues and manages the staff, functions and resources of the Office of the College in accordance with relevant legislation.                  | The Director is at classification level SES 2.5 (High) under s 110 of the <i>Public Service Act 2008</i> . | Contract start date 08/05/2016, contract completion date 07/05/2019 |
| Executive Manager, Professional Standards    | The Executive Manager, Professional Standards leads the development, implementation and promotion of College's policy approach to Professional Standards, Continuing Professional learning, and reporting.                             | AO 8 classification level under sections 119 of the <i>Public Service Act 2008</i> .                       | Appointment date 4/02/2013.   |
| Executive Manager, Legal and General Counsel | The Executive Manager, Legal and General Counsel is responsible for the development and implementation of strategies to support the disciplinary aspect of the College's professional conduct functions.                               | PO 6 classification level under sections 119 of the <i>Public Service Act 2008</i> .                       | Appointment date 20/04/2009.  |
| Executive Manager, Professional Conduct      | The Executive Manager, Professional Conduct is responsible for the development and implementation of strategies to support the investigative aspect of the College's professional conduct functions.                                   | AO 7 classification level under sections 119 of the <i>Public Service Act 2008</i> .                       | Appointment date 31/03/2008.  |
| Executive Manager, Registration              | The Executive Manager, Registration is responsible for the development and implementation of strategies to support the College's registration functions.   | AO 8 classification level under sections 119 of the <i>Public Service Act 2008</i> .                       | Appointment date 21/02/2013.  |
| Business Manager, Corporate Services         | The Business Manager, Corporate Services is accountable for the delivery of strategic corporate outcomes and the development, implementation and evaluation of College's corporate and information technology governance arrangements. | AO 8 classification level under sections 119 of the <i>Public Service Act 2008</i> .                       | Appointment date 09/10/2006.  |

# Notes To and Forming Part of the Financial Statements

for the year ended 31 December 2016

## 5 Key Executive Management Personnel and Remuneration (continued)

### (b) Remuneration

#### *Key management personnel and remuneration*

Key management personnel and remuneration disclosures are made in accordance with section 5 of the *Financial Reporting Requirement for Queensland Government Agencies* issued by Queensland Treasury and Trade.

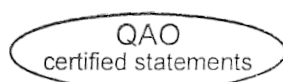
Remuneration policy for the agency's key executive management personnel is set by the Queensland Public Service Commission as provided for under the *Public Service Act 2008*. The remuneration and other terms of employment for the key executive management personnel are specified in employment contracts. The contract provides for the provision of motor vehicle benefits.

For the 2016 year, remuneration of key executive management personnel increased by 2.5% in accordance with government policy.

Remuneration packages for key executive management personnel comprise the following components:

- Short term employee benefits which include:
  - Base—consisting of base salary, allowances and leave entitlements paid and provided for the entire year or for that part of the year during which the employee occupied the specified position. Amounts disclosed equal the amount expensed in the Statement of Comprehensive Income.
  - Non-monetary benefits—consisting of provision of vehicle together with fringe benefits tax applicable to the benefit.
- Long term employee benefits include long service leave paid.
- Post employment benefits include superannuation contributions.
- Redundancy payments are not provided for within individual contracts of employment. Contracts of employment provide only for notice periods or payment in lieu of notice on termination, regardless of the reason for termination.
- Performance bonuses are not paid under contracts in place.

Total fixed remuneration is calculated on a 'total cost' basis and includes the base and non-monetary benefits, long term employee benefits and post-employment benefits.





# Notes To and Forming Part of the Financial Statements

for the year ended 31 December 2016

## 5 Key Executive Management Personnel and Remuneration (continued)

### (b) Remuneration (continued)

1 January 2016–31 December 2016

| Position<br>(Date Resigned<br>if applicable)       | Short Term<br>Employee<br>Benefits |                                 | Long Term<br>Employee<br>Benefits | Post<br>Employment<br>Benefits | Total<br>Remuneration |
|--|------------------------------------|---------------------------------|-----------------------------------|--------------------------------|-----------------------|
|  | Base \$'000                        | Non-Monetary<br>Benefits \$'000 | \$'000                            | \$'000                         | \$'000                |
| Director   | 195                                | –                               | 4                                 | 21                             | 220                   |
| Executive Manager,<br>Legal and General<br>Counsel | 122                                | –                               | 3                                 | 15                             | 140                   |
| Executive Manager,<br>Professional Conduct         | 107                                | –                               | 3                                 | 13                             | 123                   |
| Executive Manager,<br>Registration                 | 120                                | –                               | 3                                 | 14                             | 137                   |
| Executive Manager,<br>Professional Standards       | 120                                | –                               | 3                                 | 14                             | 137                   |
| Business Manager,<br>Corporate Services            | 116                                | –                               | 3                                 | 15                             | 133                   |
| <b>Total Remuneration</b>                          | <b>780</b>                         | <b>–</b>                        | <b>19</b>                         | <b>92</b>                      | <b>890</b>            |

# Notes To and Forming Part of the Financial Statements

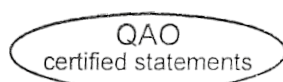
for the year ended 31 December 2016

## 5 Key Executive Management Personnel and Remuneration (continued)

### (b) Remuneration (continued)

1 January 2015–31 December 2015

| Position<br>(Date Resigned<br>if applicable)       | Short Term<br>Employee<br>Benefits |                                 | Long Term<br>Employee<br>Benefits<br>\$'000 | Post<br>Employment<br>Benefits<br>\$'000 | Total<br>Remuneration<br>\$'000 |
|--|------------------------------------|---------------------------------|---|--|---------------------------------|
|  | Base \$'000                        | Non-Monetary<br>Benefits \$'000 |   |  |                                 |
| Director   | 193                                | –                               | 4   | 20                                       | 217                             |
| General<br>Counsel,<br>Legal and<br>Investigations | 108                                | –                               | 3   | 14                                       | 125                             |
| Executive Manager,<br>Discipline and<br>Appeals    | 113                                | –                               | 3   | 13                                       | 129                             |
| Executive Manager,<br>Registration                 | 113                                | –                               | 3   | 14                                       | 130                             |
| Executive Manager,<br>Professional<br>Standards    | 121                                | –                               | 3   | 14                                       | 138                             |
| Business Manager,<br>Corporate Services            | 120                                | –                               | 3   | 14                                       | 137                             |
| <b>Total Remuneration</b>                          | <b>780</b>                         | <b>–</b>                        | <b>19</b>                                   | <b>89</b>                                | <b>876</b>                      |



# Notes To and Forming Part of the Financial Statements

## for the year ended 31 December 2016

|   | 2016<br>\$       | 2015<br>\$       |
|---|------------------|------------------|
| <b>6 Supplies and services</b>                        |                  |                  |
| Administration and finance*                           | 1,056,296        | 1,344,229        |
| Asset operating costs                                 | 14,972           | 22,794           |
| Consulting, contracting and bureau fees               | 835,115          | 1,638,437        |
| Professional Conduct and Disciplinary costs           | 118,901          | 347,746          |
| Property costs and maintenance                        | 530,054          | 665,155          |
| Losses from disposal of property, plant and equipment | —                | 9,836            |
| <b>Total</b>  | <b>2,555,338</b> | <b>4,028,197</b> |

\* Total external audit fees paid to the Queensland Audit Office relating to the 2016 financial statements are estimated to be \$27,000 (2015: \$22,000). There are no non-audit services included in this amount. The College also engaged the services of Vincents Chartered Accountants to perform internal audits at a cost of \$10,700 (2015: \$20,109).

## 7 Depreciation and Amortisation

Depreciation and amortisation were incurred in respect of:

|                     |                |                |
|---------------------|----------------|----------------|
| Plant and equipment | 224,711        | 123,716        |
| Software Purchased  | 136,037        | 135,663        |
| <b>Total</b>        | <b>360,748</b> | <b>259,379</b> |

### Accounting Policy

Plant and equipment are depreciated on a straight-line basis so as to allocate the net cost of each asset, less its estimated residual value, progressively over its estimated useful life to the College.

Assets (including intangibles) under construction (work in progress) are not depreciated until they reach service delivery capacity. Service delivery capacity relates to when construction is complete and the asset is first put to use or is installed ready for use in accordance with its intended application. These assets are then reclassified to the relevant classes within plant and equipment or intangibles.

Where assets have separately identifiable components that are subject to regular replacement, these components are assigned useful lives distinct from the asset to which they relate and are depreciated accordingly.

Any expenditure that increases the originally assessed capacity or service potential of an asset is capitalised and the new depreciable amount is depreciated over the remaining useful life of the asset to the College.

Items comprising the College's technical library are expensed on acquisition.

For each class of depreciable asset the following depreciation and amortisation rates are used:

| Class                | Depreciation/<br>Amortisation<br>Rate % |
|----------------------|---|
| Plant and equipment: |   |
| Other equipment      | 10–50                                   |
| Intangible assets:   |   |
| Software purchased   | 12.5                                    |



# Notes To and Forming Part of the Financial Statements

for the year ended 31 December 2016

## 7 Depreciation and Amortisation (continued)

All non-current physical assets are assessed for indicators of impairment on an annual basis. If an indicator of possible impairment exists, the College determines the asset's recoverable amount. Any amount by which the asset's carrying amount exceeds the recoverable amount is recorded as an impairment loss.

The asset's recoverable amount is determined as the higher of the asset's fair value less costs to sell and depreciated replacement cost.

An impairment loss is recognised immediately in the Statement of Comprehensive Income.

Where an impairment loss subsequently reverses, the carrying amount of the asset is increased to the revised estimate of its recoverable amount, but so that the increased carrying amount does not exceed the carrying amount that would have been determined had no impairment loss been recognised for the asset in prior years. A reversal of an impairment loss is recognised as income.

|   | 2016<br>\$     | 2015<br>\$       |
|---|----------------|------------------|
| <b>8 Criminal History Checks</b>                |                |                  |
| Incurred in respect of Applications             | 130,685        | 158,613          |
| Incurred in respect of Renewal of Registration* | 446,866        | 1,289,167        |
| <b>Total</b>                                    | <b>577,551</b> | <b>1,447,780</b> |

\* Teacher registrations are required to be renewed every five years. Approximately 16,730 teachers who registered during 2011 and 2012 representing 16% of registered teachers in Queensland, were consequently required to renew their registration during 2016 (2015: 62,533).

## 9 Cash and cash equivalents

|                  |                  |                  |
|------------------|------------------|------------------|
| Cash on hand     | 1,000            | 800              |
| Cash at bank     | 947,792          | 864,593          |
| Deposits at call | 8,970,914        | 7,938,345        |
| <b>Total</b>     | <b>9,919,706</b> | <b>8,803,738</b> |

Cash deposited with the Queensland Treasury Corporation earned interest at rates between 3.66% and 2.43% (2015: 3.88% and 2.71%).

Funds totalling \$3.97 million (2015: \$3.94 million) of the above Deposits held at call have been invested in a designated account to cater for the future Criminal History Checks commitment detailed in Note 21.

### Accounting Policy

For the purposes of the Statement of Financial Position and the Statement of Cash Flows, cash and cash equivalents include all cash and cheques receipted but not banked at 31 December as well as deposits at call with financial institutions. It also includes investments with short periods to maturity that are readily convertible to cash on hand at the College's option and that are subject to a low risk of changes in value.



## Notes To and Forming Part of the Financial Statements

for the year ended 31 December 2016

|                                   | 2016<br>\$     | 2015<br>\$       |
|-----------------------------------|----------------|------------------|
| <b>10 Receivables</b>             |                |                  |
| GST receivable                    | 72,492         | 217,548          |
| GST payable                       | (3,879)        | (103)            |
|                                   | <b>68,613</b>  | <b>217,445</b>   |
| Long service leave reimbursements | 19,425         | 17,177           |
| Other receivables                 | 37,869         | 1,088,955        |
| <b>Total</b>                      | <b>125,907</b> | <b>1,323,577</b> |

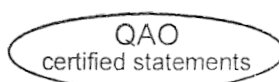
### *Accounting Policy*

Receivables are comprised of other debtors, and generally arise from transactions outside the usual operating activities of the College, being recognised at their assessed values. Terms are a maximum of three months, no interest is charged and no security is obtained.

The collectability of receivables is assessed periodically with allowance being made for impairment.

## **11 Other current assets**

|             |        |        |
|-------------|--------|--------|
| Prepayments | 51,921 | 71,669 |
|-------------|--------|--------|



# Notes To and Forming Part of the Financial Statements

for the year ended 31 December 2016

|                               | 2016<br>\$     | 2015<br>\$     |
|-------------------------------|----------------|----------------|
| <b>12 Intangible assets</b>   |                |                |
| <i>Software purchased</i>     |                |                |
| At cost                       | 1,086,801      | 1,086,801      |
| Less accumulated amortisation | (928,455)      | (792,417)      |
| <b>Total</b>                  | <b>158,346</b> | <b>294,384</b> |

|                    | Carrying<br>amount at<br>1 January | Acquisitions | Disposals | Amortisation     | Carrying<br>amount at<br>31 December |
|--------------------|------------------------------------|--------------|-----------|------------------|--------------------------------------|
| 2016               | \$                                 | \$           | \$        | \$               | \$                                   |
| Software purchased | <b>294,384</b>                     | –            | –         | <b>(136,037)</b> | <b>158,346</b>                       |
| 2015               | \$                                 | \$           | \$        | \$               | \$                                   |
| Software purchased | <b>430,047</b>                     | –            | –         | <b>(135,663)</b> | <b>294,384</b>                       |

Amortisation of the purchased software intangible is included in the line item “Depreciation and Amortisation” in the Statement of Comprehensive Income and in note 7.

The purchased software intangible asset of the College has a finite useful life and is amortised on a straight line basis. Refer to note 7.

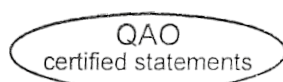
## Accounting Policy

Intangible assets with a cost or other value being greater than \$100,000 are recognised in the financial statements, items with a lesser value being expensed. Each intangible asset is amortised over its estimated useful life to the College, less any anticipated residual value. The residual value is zero for all the College’s intangible assets.

It has been determined that there is not an active market for any of the College’s intangible assets. As such, the assets are recognised and carried at cost less accumulated amortisation and accumulated impairment losses.

## Purchased Software

The purchase cost of this software has been capitalised and is being amortised on a straight-line basis over the period of the expected benefit to the College, namely 8 years.



# Notes To and Forming Part of the Financial Statements

## for the year ended 31 December 2016

|                               | 2016<br>\$       | 2015<br>\$       |
|-------------------------------|------------------|------------------|
| <b>13 Plant and Equipment</b> |                  |                  |
| <i>Leasehold Improvements</i> |                  |                  |
| At cost                       | 1,151,672        | 1,123,520        |
| Less accumulated depreciation | (168,150)        | –                |
|                               | <b>983,522</b>   | <b>1,123,520</b> |
| <i>Plant and equipment</i>    |                  |                  |
| At cost                       | 494,050          | 486,607          |
| Less accumulated depreciation | (445,864)        | (389,304)        |
|                               | <b>48,186</b>    | <b>97,303</b>    |
| <b>Total</b>                  | <b>1,031,708</b> | <b>1,220,823</b> |

### Plant and Equipment Reconciliation

|                        | Carrying<br>amount at<br>1 January | Acquisitions | Disposals | Transfers<br>between<br>Classes | Depreciation | Carrying<br>amount at<br>31 December |
|------------------------|------------------------------------|--------------|-----------|---------------------------------|--------------|--------------------------------------|
| 2016                   | \$                                 | \$           | \$        | \$                              | \$           | \$                                   |
| Leasehold Improvements | <b>1,123,520</b>                   | 28,152       | –         | –                               | (168,150)    | <b>983,522</b>                       |
| Plant and equipment    | <b>97,303</b>                      | 7,444        | –         | –                               | (56,561)     | <b>48,186</b>                        |
|                        | <b>1,220,823</b>                   | 35,596       | –         | –                               | (224,711)    | <b>1,031,708</b>                     |
| 2015                   | \$                                 | \$           | \$        | \$                              | \$           | \$                                   |
| Leasehold Improvements | –                                  | 1,123,520    | –         | –                               | –            | <b>1,123,520</b>                     |
| Plant and equipment    | <b>212,169</b>                     | 18,686       | (9,836)   | –                               | (123,716)    | <b>97,303</b>                        |
|                        | <b>2212,169</b>                    | 1,142,206    | (9,836)   | –                               | (123,716)    | <b>1,220,823</b>                     |

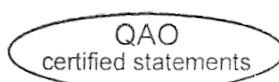
The College has plant and equipment with an original cost of \$220,279 (2015: \$ 220,279) and a written down value of zero which is still being used in the provision of services.

Plant and equipment is valued at cost in accordance with *Queensland Treasury's Non-current Asset Policies for the Queensland Public Sector*.

### Acquisitions of Assets

Actual cost is used for the initial recording of all non-current physical and intangible asset acquisitions. Cost is determined as the value given as consideration plus cost incidental to the acquisition, including all other costs incurred in getting the assets ready for use. However, any training costs are expensed as incurred.

Where assets are received free of charge from a Queensland department (whether as a result of a machinery-of-Government or other involuntary transfer), the acquisition cost is recognised as the gross carrying amount in the books of the transferor immediately prior to the transfer together with any accumulated depreciation.



# Notes To and Forming Part of the Financial Statements

for the year ended 31 December 2016

## 13 Plant and Equipment (continued)

### *Plant and Equipment*

Items of plant and equipment, with a cost or other value in excess of \$5,000 are recognised for financial reporting purposes in the year of acquisition. Items with a lesser value are expensed in the year of acquisition.

Expenditure is only capitalised if it increases the service potential or useful life of the existing asset. Maintenance expenditure that merely restores original service potential (arising from ordinary wear and tear etc.) is expensed.

Plant and equipment is measured at cost in accordance with the Treasurer's Non-Current Asset Policies.

|                              | 2016<br>\$     | 2015<br>\$       |
|------------------------------|----------------|------------------|
| Trade creditors              | 137,711        | 119,798          |
| Criminal history checks      | 80,646         | 819,499          |
| Other creditors and accruals | 210,183        | 429,794          |
| <b>Total</b>                 | <b>428,540</b> | <b>1,369,091</b> |

### *Accounting Policy*

Trade creditors are recognised upon receipt of the goods or services ordered and are measured at the agreed purchase/contract price, gross of applicable trade and other discounts. Amounts owing are unsecured and are generally settled on 30 day terms.

## 15 Accrued Employee Benefits

### *Current*

|                           |                |                |
|---------------------------|----------------|----------------|
| Salaries Payable          | 90,892         | 76,112         |
| Annual leave              | 378,400        | 355,158        |
| Salaries on costs payable | 70,728         | 51,919         |
| <b>Total</b>              | <b>540,020</b> | <b>483,189</b> |

### *Non-Current*

|              |                |                |
|--------------|----------------|----------------|
| Annual leave | <b>153,164</b> | <b>137,590</b> |
|--------------|----------------|----------------|

### *Accounting Policy*

#### *Annual Leave*

A provision is recognised in the College's financial statements for annual leave as the liability vests with the entity and is reported in these financial statements at note 15. The provision covers the cost of employees' annual leave (including leave loading and on-costs). A fortnightly allowance is levied based on employees annual leave allocation with amounts paid to employees for annual leave being deducted from the provision.

Annual leave is disclosed as a current liability to the extent that the College expects to pay such liabilities within the 12 months following balance date. Otherwise, annual leave liabilities are classified as non-current liabilities.





# Notes To and Forming Part of the Financial Statements

## for the year ended 31 December 2016

### 15 Accrued Employee Benefits (continued)

Entitlements expected to be paid within 12 months following balance date are recognised at their undiscounted values. Entitlements expected to be settled more than one year after the end of the reporting period have been measured at the present value of the estimated future cash outflows to be made for those benefits. In determining the liability, consideration is given to employee wage increases and the probability that the employee may satisfy vesting requirements. Cash flows are discounted using market yields on high quality corporate bond rates incorporating bonds rated AAA or AA by credit agencies, with terms to maturity that match the expected timing of cash flows. Changes in the measurement of the liability are recognised in the surplus or deficit.

#### *Long Service Leave*

Under the Queensland Government's long service leave scheme, a levy is made on the College to cover this cost. Levies are expensed in the period in which they are paid or payable. Amounts paid to employees for long service leave are claimed from the scheme quarterly in arrears.

No provision for long service leave is recognised in the financial statements, the liability being held on a whole-of-Government basis and reported in the financial report prepared pursuant to AASB 1049 *Whole of Government and General Government Sector Financial Reporting*.

|                             | 2016<br>\$       | 2015<br>\$       |
|-----------------------------|------------------|------------------|
| <b>16 Other Liabilities</b> |                  |                  |
| <i>Current</i>              |                  |                  |
| Unearned fees               | 203,438          | 175,751          |
| Lease Incentive Liability   | 141,532          | 136,119          |
| <b>Total</b>                | <b>344,970</b>   | <b>311,870</b>   |
| <i>Non-Current</i>          |                  |                  |
| Lease Incentive Liability   | <b>1,274,500</b> | <b>1,067,176</b> |

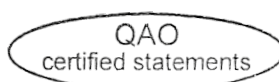
#### *Accounting Policy*

A distinction is made in the financial statements between finance leases that effectively transfer from the lessor to the lessee substantially all risks and benefits incidental to ownership, and operating leases, under which the lessor retains substantially all risks and benefits. The College does not hold any Finance leases.

Where a non-current physical asset is acquired by means of a finance lease, the asset is recognised at the lower of the fair value of the leased property and the present value of the minimum lease payments. The lease liability is recognised at the same amount.

Operating lease payments are representative of the pattern of benefits derived from the leased assets and are expensed in the periods in which they are incurred.

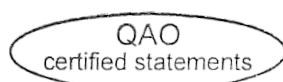
Incentives received on entering into operating leases are recognized as liabilities. Lease payments are allocated between rental expense and reduction of the liability in order to comply with the requirements of AASB 1048 *Interpretation of Standards* in respect of the rent reduction periods of leases for premises.



# Notes To and Forming Part of the Financial Statements

for the year ended 31 December 2016

|   | 2016<br>\$       | 2015<br>\$         |
|---|------------------|--------------------|
| <b>17 Reconciliation of Operating Surplus to Net Cash from Operating Activities</b> |                  |                    |
| Operating result  | <b>201,122</b>   | <b>(2,047,624)</b> |
| Depreciation and amortisation   | 360,748          | 259,379            |
| Losses from disposal of property, plant and equipment                               | –                | 9,836              |
| Change in assets and liabilities  |                  |                    |
| Decrease/(Increase) in other receivables  | 1,051,086        | (1,086,075)        |
| Decrease/(Increase) in GST receivables  | 145,055          | (118,121)          |
| (Increase)/Decrease in LSL reimbursement  | (2,248)          | 2,370              |
| Decrease/(Increase) in prepayments  | 19,747           | (14,808)           |
| (Decrease)/Increase in payables   | (940,552)        | 952,761            |
| Increase in accrued employee benefits   | 72,405           | 79,197             |
| Increase/(Decrease) in unearned revenue   | 27,687           | (33,547)           |
| Increase in lease incentive liability   | 212,738          | 1,203,295          |
| Increase in GST payable   | 3,776            | 155                |
| <b>Net cash from/used in operating activities</b>                                   | <b>1,151,564</b> | <b>(793,182)</b>   |



# Notes To and Forming Part of the Financial Statements

for the year ended 31 December 2016

## 18 Financial Instruments

### *Accounting Policy*

#### *Recognition*

Financial assets and financial liabilities are recognised in the Statement of Financial Position when the College becomes party to the contractual provisions of the financial instrument.

#### *Classification*

Financial instruments are classified and measured as follows:

- Cash and cash equivalents—held at fair value through profit and loss
- Receivables—held at amortised cost
- Payables—held at amortised cost

The College does not enter into transactions for speculative purposes, nor for hedging. Apart from cash and cash equivalents, the College holds no financial assets classified at fair value through profit and loss.

### *Disclosure*

#### *(a) Categorisation of Financial Instruments*

The College has the following categories of financial assets and financial liabilities:

| Category  | Note | 2016<br>\$        | 2015<br>\$        |
|---|------|-------------------|-------------------|
| <i>Financial assets</i>                           |      |                   |                   |
| Cash and cash equivalents                         | 9    | 9,919,706         | 8,803,738         |
| Receivables                                       | 10   | 125,907           | 1,323,577         |
| <b>Total</b>                                      |      | <b>10,045,613</b> | <b>10,127,315</b> |
| <i>Financial liabilities</i>                      |      |                   |                   |
| Financial liabilities measured at amortised cost: |      |                   |                   |
| Payables  | 14   | 428,540           | 1,369,091         |
| <b>Total</b>                                      |      | <b>428,540</b>    | <b>1,369,091</b>  |

#### *(b) Financial Risk Management*

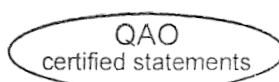
The College's exposure to a variety of financial risks—interest rate risk, credit risk, liquidity risk and market risk—is limited by the nature of its activities and is more fully detailed under the respective headings below.

#### *(c) Credit Risk Exposure*

Credit risk exposure refers to the situation where the College may incur financial loss as a result of another party to a financial instrument failing to discharge their obligation.

The maximum exposure to credit risk at balance date in relation to each class of recognised financial asset is the gross carrying amount of those assets inclusive of any allowance for impairment.

No collateral is held as security and no credit enhancements relate to the financial assets held by the College.



# Notes To and Forming Part of the Financial Statements

for the year ended 31 December 2016

## 18 Financial Instruments (continued)

### (c) Credit Risk Exposure (continued)

The College does not extend credit in the normal course of business and reduces its exposure to credit default by ensuring that it invests in secure capital guaranteed assets, predominantly with the Queensland Treasury Corporation, monitoring all funds owed on a timely basis.

No financial assets and financial liabilities have been offset and presented net in the Statement of Financial Position.

There is no recognised impairment loss for the current year.

No financial assets have had their terms renegotiated so as to prevent them from being past due or impaired, and are stated at the carrying amounts as indicated.

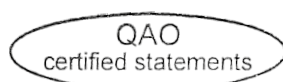
Aging of past due but not impaired are disclosed in the following tables:

#### 2016 Financial Assets Past Due But Not Impaired

|              | Less than<br>30 Days<br>\$ | 30–60<br>Days<br>\$ | Overdue<br>61–90<br>Days<br>\$ | More than<br>90 Days<br>\$ | Total<br>\$    |
|--------------|----------------------------|---------------------|--------------------------------|----------------------------|----------------|
| Receivables  | 125,907                    | –                   | –                              | –                          | 125,907        |
| <b>Total</b> | <b>125,907</b>             | <b>–</b>            | <b>–</b>                       | <b>–</b>                   | <b>125,907</b> |

#### 2015 Financial Assets Past Due But Not Impaired

|              | Less than<br>30 Days<br>\$ | 30–60<br>Days<br>\$ | Overdue<br>61–90<br>Days<br>\$ | More than<br>90 Days<br>\$ | Total<br>\$      |
|--------------|----------------------------|---------------------|--------------------------------|----------------------------|------------------|
| Receivables  | 1,323,577                  | –                   | –                              | –                          | 1,323,577        |
| <b>Total</b> | <b>1,323,577</b>           | <b>–</b>            | <b>–</b>                       | <b>–</b>                   | <b>1,323,577</b> |



# Notes To and Forming Part of the Financial Statements

for the year ended 31 December 2016

## 18 Financial Instruments (continued)

### (d) Liquidity Risk

Liquidity risk refers to the situation where the College may encounter difficulty in meeting obligations associated with financial liabilities that are settled by delivering cash or another asset.

The College is exposed to liquidity risk through its trading in the normal course of business. The College does not currently have any borrowings. The College's obligation to conduct Criminal History Checks together with the funding thereof is detailed in note 21.

Liquidity is monitored by management to ensure that sufficient funds are available to meet employee and supplier obligations at all times whilst ensuring that minimum levels of cash are held in low interest yielding accounts.

The following table sets out the liquidity risk of financial liabilities held by the College. It represents the contractual maturity of financial liabilities, calculated based on cash flows relating to the repayment of the principal amount outstanding at reporting date.

Due to the short term of maturity of these financial liabilities the carrying values approximate the undiscounted cash flow amounts.

|                       | Note | 2016 Payable in |                |                 | Total<br>\$    |
|-----------------------|------|-----------------|----------------|-----------------|----------------|
|                       |      | < 1 year<br>\$  | 1–5 year<br>\$ | > 5 years<br>\$ |                |
| Financial liabilities |      |                 |                |                 |                |
| Payables              | 14   | 428,540         | –              | –               | 428,540        |
| <b>Total</b>          |      | <b>428,540</b>  | <b>–</b>       | <b>–</b>        | <b>428,540</b> |

|                       | Note | 2015 Payable in  |                |                 | Total<br>\$      |
|-----------------------|------|------------------|----------------|-----------------|------------------|
|                       |      | < 1 year<br>\$   | 1–5 year<br>\$ | > 5 years<br>\$ |                  |
| Financial liabilities |      |                  |                |                 |                  |
| Payables              | 14   | 1,369,091        | –              | –               | 1,369,091        |
| <b>Total</b>          |      | <b>1,369,091</b> | <b>–</b>       | <b>–</b>        | <b>1,369,091</b> |

### (e) Market Risk

The College does not trade in foreign currency. The College is exposed to interest rate risk through cash deposited in interest bearing accounts. Details have been disclosed in the liquidity and interest risk tables. The College does not undertake any hedging in relation to interest risk.

# Notes To and Forming Part of the Financial Statements

for the year ended 31 December 2016

## 18 Financial Instruments (continued)

### (f) Interest Rate Sensitivity Analysis

The following interest rate sensitivity analysis is based on the outcome to profit and loss if interest rates would change by +/- 1% from the year end rates applicable to the College's financial assets and liabilities. With all other variables held constant, the College would have a surplus and equity increase/ (decrease) of \$99,197 (2015: \$ 88,037). This is attributable to the College's exposure to variable interest rates on its cash invested.

|  |                 | 2016 Interest Rate Risk |                |                |                |
|--|-----------------|-------------------------|----------------|----------------|----------------|
| <i>Financial Instruments</i>                         | Carrying Amount |                         | -1%            |                | +1%            |
|  |                 | Profit<br>'000          | Equity<br>'000 | Profit<br>'000 | Equity<br>'000 |
| <b>Financial Assets</b>                              |                 |                         |                |                |                |
| Cash   | 9,919,706       | (99)                    | (99)           | 99             | 99             |
| <b>Overall effect on operating result and equity</b> |                 | <b>(99)</b>             | <b>(99)</b>    | <b>99</b>      | <b>99</b>      |

|  |                 | 2015 Interest Rate Risk |                |                |                |
|--|-----------------|-------------------------|----------------|----------------|----------------|
| <i>Financial Instruments</i>                         | Carrying Amount |                         | -1%            |                | +1%            |
|  |                 | Profit<br>'000          | Equity<br>'000 | Profit<br>'000 | Equity<br>'000 |
| <b>Financial Assets</b>                              |                 |                         |                |                |                |
| Cash   | 8,803,738       | (88)                    | (88)           | 88             | 88             |
| <b>Overall effect on operating result and equity</b> |                 | <b>(88)</b>             | <b>(88)</b>    | <b>88</b>      | <b>88</b>      |

### Fair value

The College does not recognise any financial assets or financial liabilities at fair value. The fair value of receivables and payables is assumed to approximate the value of the original transaction less any impairment.

## 19 Segment Information

The Queensland College of Teachers' business is predominantly to regulate the teaching profession in Queensland.



# Notes To and Forming Part of the Financial Statements

for the year ended 31 December 2016

## 20 Commitments for Expenditure

### *Non-Cancellable Operating Lease*

At 31 December the College had the following operating lease commitments inclusive of GST:

| Operating leases for property, and office equipment           | 2016<br>\$       | 2015<br>\$       |
|---|------------------|------------------|
| Outstanding lease commitments are due for payment as follows: |                  |                  |
| not later than one year                                       | 742,166          | 439,548          |
| later than one year and not later than five years             | 3,237,674        | 3,128,187        |
| later than five years   | 1,637,311        | 2,488,964        |
| <b>Total</b>  | <b>5,617,151</b> | <b>6,056,699</b> |

## 21 Accumulated Surpluses

In considering the College's equity position, reference is made to the following significant events:

### *Criminal History Checks*

The College has an obligation at its own expense to conduct Criminal History Checks for teachers seeking to renew their registration, six months prior to the termination of their initial 5 year registration period. Based on present registrations and current Criminal History Check fees, management has estimated the cash outflow over the next five years to be in excess of \$2.65 million (2015: \$2.63 million).

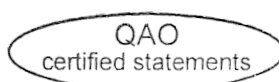
### *Revenue Recognition*

In complying with current accounting standards and practice pertaining to revenue recognition, the College's reported retained income and fees have been significantly increased by amounts that were previously considered unearned revenue.

As a consequence the 2016 reporting period contains \$4.57 million (2015:\$4.48 million) representing the receipt of 2017 renewal fees received during November and December 2016. Given the profile of the College's teacher register, its future operations will require the utilisation of this portion of the retained income and associated cash balances in the short term to meet expenditure until the receipt of 2018 fees in November and December 2017.

## 22 Contingencies

There were no known contingent assets or liabilities of a significant nature as at 31 December 2016 (2015: Nil).



# Notes To and Forming Part of the Financial Statements

## for the year ended 31 December 2016

### 23 Remuneration of Board Members

The College's Board comprises the following members as at 31 December 2016:

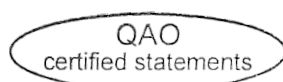
| <i>Name</i>                 | <i>Membership Category</i>  |
|-----------------------------|---|
| Dr J McCorley (Chairperson) | Nominee of the Minister for Education   |
| C Heffernan                 | Nominee of the Director-General, Department of Education and Training   |
| Professor N Alloway         | Nominee of the Higher Education Forum who is a practising teacher educator  |
| P Anderson                  | Practising teacher nominated by the Queensland Teachers' Union  |
| N Clarke                    | Elected State school practising teacher   |
| S Blair                     | Practising teacher representing State schools, nominated by the Director-General  |
| A Connellan                 | Practising teacher nominated by the Queensland Independent Education Union  |
| S Forsyth                   | Nominee of the Qld Public Sector Union who is a registered teacher  |
| J Wise                      | Nominee of the Association of Independent Schools of Queensland (AISQ).   |
| K Campradt                  | Nominee of Qld Council of Parents and Citizens' Associations  |
| A Lima                      | Elected State school practising teacher   |
| E Power                     | Practising teacher representing State schools, nominated by the Director-General  |
| C Galvin                    | Practising teacher representing non-State schools, jointly nominated by the QCEC and AISQ                                       |
| E Siganto                   | Joint Nominee of Federation of Parents and Friends Associations of Catholic Schools and Qld Independent Schools Parents Council |
| P Hill                      | Nominee of the Qld Catholic Education Commission (QCEC)   |

#### *Total Remuneration paid to Board Members*

|                             | 2016          | 2015          |
|-----------------------------|---------------|---------------|
|                             | \$            | \$            |
| Dr J McCorley (Chairperson) | 9,160         | 8,093         |
| Professor N Alloway         | 2,071         | 1,298         |
| S Forsyth                   | 2,581         | 3,273         |
| Dr R Hunter +               | –             | 2,738         |
| M Leary +                   | –             | 2,339         |
| K Campradt                  | 2,369         | –             |
| J McGowan *                 | 798           | 2,440         |
| S Munday-Lake +             | –             | 2,095         |
| E Siganto                   | 1,548         | 1,843         |
|                             | <b>18,526</b> | <b>24,119</b> |

\* Resigned effective 13 June 2016

+ Resigned with effect from 1 January 2016





# Notes To and Forming Part of the Financial Statements

for the year ended 31 December 2016

## 23 Remuneration of Board Members (continued)

Board Remuneration included fees of \$17,350 and superannuation of \$1,176 (2015: fees of \$22,321 and superannuation of \$1,798).

Board members employed by the Department of Education, Training and Employment are not entitled to remuneration from the College.

## 24 Budget vs Actual Comparison

### Statement of Comprehensive Income

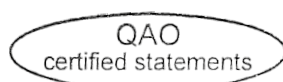
|  | Variance<br>Notes | Original<br>Budget<br>2016<br>\$ | Actual<br>Result<br>2016<br>\$ | Variance<br>\$   | Variance<br>% of<br>Budget |
|--|-------------------|----------------------------------|--------------------------------|------------------|----------------------------|
| <b>Income from Continuing Operations</b>           |                   |                                  |                                |                  |                            |
| <b>Revenue</b>                                     |                   |                                  |                                |                  |                            |
| Fees   | 1                 | 9,019,948                        | 9,422,933                      | (402,985)        | -4%                        |
| Interest   | 2                 | 275,000                          | 207,213                        | 67,788           | 25%                        |
| Criminal history checks                            |                   | 162,040                          | 165,095                        | (3,055)          | -2%                        |
| Other revenue                                      |                   | 97,000                           | 93,471                         | 3,529            | 4%                         |
| <b>Total Income from Continuing Operations</b>     |                   | <b>9,553,988</b>                 | <b>9,888,712</b>               | <b>(334,723)</b> | <b>-4%</b>                 |
| <b>Expenses from Continuing Operations</b>         |                   |                                  |                                |                  |                            |
| Employee expenses                                  | 3                 | 6,022,041                        | 6,193,953                      | (171,911)        | -3%                        |
| Supplies and services                              | 4                 | 2,622,998                        | 2,555,338                      | 67,660           | 3%                         |
| Depreciation and amortisation                      |                   | 360,400                          | 360,748                        | (348)            | -                          |
| Criminal history checks                            | 5                 | 547,580                          | 577,551                        | (29,971)         | -5%                        |
| <b>Total Expenses from Continuing Operations</b>   |                   | <b>9,553,019</b>                 | <b>9,687,590</b>               | <b>(134,571)</b> | <b>-1%</b>                 |
| <b>Operating Result from Continuing Operations</b> |                   | <b>969</b>                       | <b>201,122</b>                 | <b>(200,152)</b> | <b>-</b>                   |
| <b>Other Comprehensive Income</b>                  |                   |                                  |                                |                  |                            |
|  |                   | -                                | -                              | -                | -                          |
| <b>Total Comprehensive Income</b>                  |                   | <b>969</b>                       | <b>201,122</b>                 | <b>(200,152)</b> | <b>-</b>                   |

# Notes To and Forming Part of the Financial Statements

for the year ended 31 December 2016

## 24 Budget vs Actual Comparison (continued)

| <b>Statement of Financial Position</b> |                   |                                  |                                |                 |                            |
|--|-------------------|----------------------------------|--------------------------------|-----------------|----------------------------|
|  | Variance<br>Notes | Original<br>Budget<br>2016<br>\$ | Actual<br>Result<br>2016<br>\$ | Variance<br>\$  | Variance<br>% of<br>Budget |
| <b>Current Assets</b>                  |                   |                                  |                                |                 |                            |
| Cash and cash equivalents              | 6                 | 10,004,634                       | 9,919,706                      | 84,929          | 1%                         |
| Receivables                            | 7                 | 79,400                           | 125,907                        | (46,507)        | -59%                       |
| Other                                  | 8                 | 80,000                           | 51,921                         | 28,079          | 35%                        |
| <b>Total Current Assets</b>            |                   | <b>10,164,034</b>                | <b>10,097,534</b>              | <b>66,500</b>   |                            |
| <b>Non-Current Assets</b>              |                   |                                  |                                |                 |                            |
| Intangible assets                      |                   | 158,388                          | 158,346                        | 42              | —                          |
| Plant and equipment                    | 9                 | 996,162                          | 1,031,708                      | (35,546)        | -4%                        |
| <b>Total Non-Current Assets</b>        |                   | <b>1,154,550</b>                 | <b>1,190,054</b>               | <b>(35,504)</b> |                            |
| <b>Total Assets</b>                    |                   | <b>11,318,584</b>                | <b>11,287,588</b>              |                 |                            |
| <b>Current Liabilities</b>             |                   |                                  |                                |                 |                            |
| Payables                               | 10                | 475,169                          | 428,540                        | 46,629          | 10%                        |
| Accrued employee benefits              | 11                | 458,724                          | 540,020                        | (81,296)        | -18%                       |
| Unearned revenue                       | 12                | 649,751                          | 344,970                        | 304,781         | 47%                        |
| <b>Total Current Liabilities</b>       |                   | <b>1,583,644</b>                 | <b>1,313,530</b>               | <b>270,114</b>  |                            |
| <b>Non-Current Liabilities</b>         |                   |                                  |                                |                 |                            |
| Accrued employee benefits              | 11                | 114,681                          | 153,164                        | (38,483)        | -34%                       |
| Other Liabilities                      |                   | 1,274,017                        | 1,274,500                      | (483)           | —                          |
| <b>Total Non-Current liabilities</b>   |                   | <b>1,388,698</b>                 | <b>1,427,664</b>               | <b>(38,966)</b> |                            |
| <b>NET ASSETS</b>                      |                   | <b>8,346,242</b>                 | <b>8,546,394</b>               | <b>231,148</b>  |                            |
| <b>EQUITY</b>                          |                   |                                  |                                |                 |                            |
| Accumulated surplus                    |                   | 8,346,242                        | 8,546,395                      |                 |                            |
| <b>Total Equity</b>                    |                   | <b>8,346,242</b>                 | <b>8,546,395</b>               |                 |                            |



# Notes To and Forming Part of the Financial Statements

for the year ended 31 December 2016

## 24 Budget vs Actual Comparison (continued)

| <b>Statement of Cash Flows</b>                            |                   |                                  |                                |                |                            |
|---|-------------------|----------------------------------|--------------------------------|----------------|----------------------------|
|   | Variance<br>Notes | Original<br>Budget<br>2016<br>\$ | Actual<br>Result<br>2016<br>\$ | Variance<br>\$ | Variance<br>% of<br>Budget |
| <b>Cash Flows from operating activities</b>               |                   |                                  |                                |                |                            |
| <b>Inflows:</b>   |                   |                                  |                                |                |                            |
| Receipts from customers                                   | 13                | 10,697,943                       | 10,760,272                     | (62,328)       | -1%                        |
| Interest  | 14                | 275,000                          | 207,213                        | 67,788         | 25%                        |
| GST input tax credits from ATO                            |                   | 397,548                          | 406,948                        | (9,400)        | -2%                        |
| GST collected from customers                              |                   | 110,600                          | 117,197                        | (6,597)        | -6%                        |
| <b>Outflows:</b>  |                   |                                  |                                |                |                            |
| Employee expenses   | 15                | (6,071,485)                      | (6,123,796)                    | 52,311         | -1%                        |
| Supplies and services                                     |                   | (3,858,110)                      | (3,840,956)                    | (17,154)       | 0%                         |
| GST paid to suppliers                                     | 16                | (240,000)                        | (261,893)                      | 21,893         | -9%                        |
| GST remitted to ATO                                       |                   | (110,600)                        | (113,421)                      | 2,821          | -3%                        |
| <b>Net cash used in operating activities</b>              |                   | <b>1,200,896</b>                 | <b>1,151,564</b>               | <b>49,334</b>  | <b>4%</b>                  |
| <b>Cash flows from investing activities</b>               |                   |                                  |                                |                |                            |
| <b>Outflows:</b>  |                   |                                  |                                |                |                            |
| Payments for plant and equipment                          | 17                | –                                | (35,596)                       | 35,596         |                            |
| <b>Net cash used in investing activities</b>              |                   | <b>–</b>                         | <b>(35,596)</b>                | <b>35,596</b>  |                            |
| Net decrease in cash and cash equivalents                 |                   | 1,200,896                        | 1,115,968                      |                |                            |
| Cash and cash equivalents at beginning of financial year  |                   | 8,803,738                        | 8,803,738                      |                |                            |
| <b>Cash and cash equivalents at end of financial year</b> |                   | <b>10,004,634</b>                | <b>9,919,706</b>               |                |                            |

# Notes To and Forming Part of the Financial Statements

for the year ended 31 December 2016

## 24 Budget vs Actual Comparison (continued)

### *Explanations of major variances*

#### *Statement of Comprehensive Income*

1. Impact of 2015 Renewals process on following years income not as significant as originally envisaged.
2. Interest Rates have remained at record low levels impacting on the returns earned on surplus funds.
3. Additional staff engaged to undertake project work and completion of processes associated with the finalisation of the 2015 renewals process.
4. Savings achieved across a number of expenditure categories.
5. Larger volume of Criminal History Checks associated with renewals occurred in 2016 than initially envisaged.

#### *Statement of Financial Position*

6. A higher level of Cash was estimated in line with an increased unearned revenue balance.
7. Sundry income was invoiced later than initially envisaged.
8. Significant planned prepayment did not occur in 2016.
9. Variance is due to final adjustments to leasehold improvements exceeding forecast.
10. Largely due to the savings in Supplies and Services expenditure as per note 4 above.
11. Recreation leave balances increased during the year and the additional staff engaged as per note 3 above resulted in this variance.
12. Unearned income did not achieve the levels experienced in previous years due to improvements in the renewals processes.

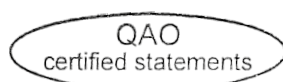
#### *Statement of Cash Flows*

13. Cash inflow exceeded budget for variance noted in 1.
14. As per note 2.
15. Outflow exceeds budgeted amount for reason discussed in 3 above.
16. GST Payments made in early part of year exceeded forecast due to finalisation of lease fit out costs.
17. Final adjustments for expenditure made on completion of lease fit out.

## 25 Events occurring after balance date

The Department of Education and Training has undertaken a review of the QCT Act that considered the operations of the College as a statutory body, its functions associated with the regulation of the teaching profession, the nature and level of disciplinary powers required to provide protection for students and engender public confidence in the profession, and the governance structure required to underpin these functions. The amendments to the QCT Act were passed by Government in 2016, and are being implemented progressively from 8 September 2016.

There are no other events subsequent to balance date that have arisen that require adjustment or disclosure in these financial statements.



# Notes To and Forming Part of the Financial Statements

for the year ended 31 December 2016

## 26 Other Information

### *Insurance*

The College's non-current physical assets and other risks are insured through the Queensland Government Insurance Fund, premiums being paid on a risk assessment basis. In addition, the College pays premiums to WorkCover Queensland in respect of its obligations for employee compensation.

### *Taxation*

The Queensland College of Teachers is a State body as defined under the *Income Tax Assessment Act 1936* and is exempt from Commonwealth taxation with the exception of Fringe Benefits Tax and Goods and Services Tax (GST). As such, GST credits receivable from/payable to the Australian Taxation Office are recognised and accrued (see note 10).

Revenues, expenses and assets are recognised net of the amount of GST, except where the amount of GST incurred is not recoverable from the ATO. In these circumstances, the GST is recognised as part of the cost of acquisition of the asset or part of an item of expense.

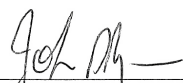
Receivables and payables in the Statement of Financial Position are shown inclusive of GST.

**Queensland College of Teachers**  
**Notes To and Forming Part of the Financial Statements**  
**for the year ended 31 December 2016**

**CERTIFICATE OF QUEENSLAND COLLEGE OF TEACHERS**

These general purpose financial statements have been prepared pursuant to section 62(1) of the *Financial Accountability Act 2009* (the Act), relevant sections of the *Financial and Performance Management Standard 2009* and other prescribed requirements. In accordance with Section 62(1) (b) of the Act we certify that in our opinion:

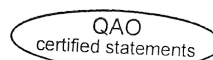
- a) the prescribed requirements for establishing and keeping the accounts have been complied with in all material respects;
- b) the statements have been drawn up to present a true and fair view, in accordance with prescribed accounting standards, of the transactions of the Queensland College of Teachers for the financial year ended 31 December 2016 and of the financial position of the College at the end of that year; and
- c) these assertions are based on an appropriate system of internal controls and risk management processes being effective, in all material respects, with respect to financial reporting throughout the reporting period.

  
\_\_\_\_\_  
J. Ryan  
Director

10 February 2017

  
\_\_\_\_\_  
Dr J McGorley  
Chairperson

10 February 2017



## INDEPENDENT AUDITOR'S REPORT

To the Queensland College of Teachers

### Opinion

I have audited the financial report of Queensland College of Teachers, which comprises the statement of financial position as at 31 December 2016, the statement of comprehensive income, statement of changes in equity and statement of cash flows for the year then ended, notes to the financial statements including significant accounting policies and other explanatory information, and the certificate given by the *directors*.

In accordance with s.40 of the *Auditor-General Act 2009* –

- (a) I have received all the information and explanations which I have required;
- (b) I consider the prescribed requirements in relation to the establishment and keeping of accounts have been complied with in all material respects; and
- (c) In my opinion, the accompanying financial report gives a true and fair view of the financial position of the entity as at 31 December 2016, and of its financial performance and its cash flows for the year then ended in accordance with the prescribed requirements under the *Financial Accountability Act 2009*.

### Basis of Opinion

I conducted the audit in accordance with the *Auditor-General of Queensland Auditing Standards*, which incorporate the Australian Auditing Standards. My responsibilities under those standards are further described in the *Auditor's Responsibilities for the Audit of the Financial Report* section of my report. I am independent of the entity in accordance with the *Auditor-General Act 2009* and the ethical requirements of the Accounting Professional and Ethical Standards Board APES 110 *Code of Ethics for Professional Accountants* (APES 110) that are relevant to my audit of the financial report in Australia. I have also fulfilled my other ethical responsibilities in accordance with the Code. I believe that the audit evidence I have obtained is sufficient and appropriate to provide a basis for my opinion.

### Responsibilities of the Board for the Financial Report

The Board is responsible for the preparation of the financial report that gives a true and fair view in accordance with prescribed requirements of the *Financial Accountability Act 2009* and its subordinate legislation, the *Financial and Performance Management Standard 2009*. These prescribed requirements include the Australian Accounting Standards and having regard to the minimum reporting requirements included in the *Financial Reporting Requirements for Queensland Government Agencies*. The Board's responsibility also includes such internal control as the Board determines is necessary to enable the preparation of the financial report that gives a true and fair view and is free from material misstatement, whether due to fraud or error.

In preparing the financial report, the Board is responsible for assessing the entity's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless management either intends to liquidate the entity or to cease operations, or has no realistic alternative but to do so.



## Auditor's Responsibilities for the Audit of the Financial Report

My objectives are to obtain reasonable assurance about whether the financial report as a whole is free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes my opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with the Australian Auditing Standards will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of this financial report.

As part of an audit in accordance with the Australian Auditing Standards, I exercise professional judgement and maintain professional scepticism throughout the audit. I also:

- Identify and assess the risks of material misstatement of the financial report, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for my opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by management.
- Conclude on the appropriateness of management's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the entity's ability to continue as a going concern. If I conclude that a material uncertainty exists, I am required to draw attention in my auditor's report to the related disclosures in the financial report or, if such disclosures are inadequate, to modify my opinion. My conclusions are based on the audit evidence obtained up to the date of my auditor's report. However, future events or conditions may cause the entity to cease to continue as a going concern.

I communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that I identify during my audit.



J F WELSH FCPA  
(as Delegate of the Auditor-General of Queensland)



Queensland Audit Office  
Brisbane



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# Appendices

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## Appendix 1: Constitution, functions and powers

The Queensland College of Teachers (QCT) is a statutory body established on 1 January 2006 by Act of Parliament under the provisions of the *Education (Queensland College of Teachers) Act 2005*.

Section 3 of the Act states the main objects of the Act as follows:

- (1) The main objects of the Act are—
  - (a) to uphold the standards of the teaching profession; and
  - (b) to maintain public confidence in the teaching profession; and
  - (c) to protect the public by ensuring education in schools is provided in a professional and competent way by approved teachers.
- (2) The objects are to be achieved mainly by—
  - (a) establishing the Queensland College of Teachers; and
  - (b) conferring on the college functions and powers about—
    - (i) granting registration or permission to teach to persons; and
    - (ii) taking disciplinary action against approved teachers; and
    - (iii) monitoring compliance with and enforcing this Act; and
  - (c) establishing the Office of the Queensland College of Teachers to help the college in the performance of its functions.

The major functions and powers of the QCT are defined under sections 230–236 of the Act, as follows:

### *230 College's functions about registration and permission to teach*

The college has the following functions about registration of, and permission to teach for, teachers in Queensland—

- (a) to be responsible to the Minister for granting registration or permission to teach to persons under this Act;
- (b) deciding how a person must satisfy initial and ongoing eligibility requirements for registration and permission to teach;
- (c) deciding applications for registration or permission to teach and applications for renewal of registration or permission to teach;
- (d) ensuring approved teachers continue to meet the eligibility requirements mentioned in paragraph (b), including, for example, monitoring the compliance of approved teachers with conditions of registration or permission to teach;
- (e) arranging checks of the criminal history of approved teachers and applicants for registration or permission to teach;
- (f) reviewing registration of teachers, and the granting of permission to teach to teachers;
- (g) reporting, and making recommendations, to the Minister about the matters mentioned in paragraph (f);
- (h) approving and monitoring preservice teacher education programs for provisional registration;
- (i) developing or adopting, and applying, professional standards for entry to, and continuing membership of, the teaching profession;
- (j) keeping a register of, and records relating to, approved teachers.

### ***230A College's functions for testing applicants for registration***

- (1) The college has the function of testing of applicants for registration in relation to literacy, numeracy or science.
- (2) Without limiting subsection (1), the college may do the following—
  - (a) develop and revise the tests;
  - (b) purchase and revise tests developed by entities other than the college;
  - (c) develop and revise documents and procedures for the administration of the tests;
  - (d) conduct and mark the tests;
  - (e) assess or reassess the results of a person who took the test and give the results to the person;
  - (f) analyse systemic information about the performance of persons who took the test and report the results of the analysis to the Minister, the chief executive and higher education institutions.
- (3) The college may engage another entity to undertake a function mentioned in subsection (1) or (2).
- (4) In this section—  
*higher education institution* means a higher education institution that provides a course of education for a qualification required for registration as a teacher.

### ***231 College's discipline and enforcement functions***

The college has the following functions about disciplining approved teachers and former approved teachers and enforcing this Act—

- (a) monitoring compliance with this Act and prosecuting persons who fail to comply with it;
- (b) receiving and assessing complaints;
- (c) conducting investigations, in relation to a complaint or on the college's own initiative, about—
  - (i) the professional conduct or competence of an approved teacher or former approved teacher; or
  - (ii) a contravention of this Act;
- (d) referring disciplinary matters to a disciplinary committee;
- (e) giving effect to and monitoring compliance with disciplinary orders;
- (f) developing and applying codes of practice about the professional conduct or practice of approved teachers.

### ***232 College's other functions***

The college's functions also include the following—

- (a) undertaking or supporting reviews and research relevant to the regulation of the teaching profession, including reviews and research commissioned and funded by the Minister;
- (b) collecting data about approved teachers, and providing the data to other persons, as required or permitted under this Act;
- (c) promoting the teaching profession to the public;
- (d) advising relevant entities in Queensland and interstate regulatory authorities about the operation of this Act, as required or permitted under this Act;
- (e) informing approved teachers and the public about the operation of this Act;
- (f) reviewing the operation of this Act and reporting to the Minister about its operation;
- (g) performing other functions conferred on the college under this or another Act.

### ***233 Primary considerations of college in performing its functions***

In performing its functions under this Act, the welfare and best interests of children are to be the primary considerations of the college.

### ***234 Powers of college***

- (1) The college has all the powers of an individual and may, for example, do any of the following—
  - (a) enter into contracts;
  - (b) acquire, hold, dispose of, and deal with, property;
  - (c) appoint agents and attorneys;
  - (d) engage consultants;
  - (e) produce documents in performing its functions and charge for advertising in the documents;
  - (f) fix charges and other terms for services and other facilities it supplies;
  - (g) do anything else necessary or convenient to be done in performing its functions.
- (2) However, the college must not enter into an agreement about real property, including, for example, leasing premises for its accommodation, unless the Minister has approved its entering into the agreement.
- (3) Without limiting subsection (1), the college has the powers given to it under this or another Act.
- (4) The college may exercise its powers inside or outside Queensland.
- (5) Without limiting subsection (4), the college may exercise its powers outside Australia.

### ***235 Professional standards***

- (1) The college must—
  - (a) adopt the national professional standards; or
  - (b) with the approval of the Minister, adopt or develop standards other than the national professional standards.
- (2) The college may amend standards it has adopted or developed under subsection (1)(b).
- (3) When acting under subsection (1) or (2), the college—
  - (a) must consult with the chief executive and the representative entities; and
  - (b) may consult with other entities it considers appropriate.
- (4) The purpose of the professional standards is to detail the abilities, experience, knowledge or skills expected of teachers to help the college decide—
  - (a) whether to approve a preservice teacher education program; and
  - (b) whether an applicant for provisional or full registration, or an applicant for the renewal of full registration, meets the professional practice requirements.
- (5) The professional standards may provide for all or any of the following matters—
  - (a) the abilities, knowledge and skills required for provisional registration;
  - (b) the abilities, experience, knowledge and skills required for full registration;
  - (c) the abilities, experience, knowledge and skills required for renewal of full registration.
- (6) If the professional standards are inconsistent with a requirement under this Act, the standards are invalid to the extent of the inconsistency.
- (7) The college must—
  - (a) make the professional standards available for inspection on its internet site; and
  - (b) ensure copies of the professional standards, and each document applied, adopted or incorporated by the standards, are kept available for inspection, free of charge, at the office.
- (8) In this section—

*national professional standards* means the national professional standards prescribed under a regulation.

## **236 Approval of preservice teacher education programs**

- (1) A higher education entity may apply in writing to the college for the approval of a preservice teacher education program.
- (2) The college may approve the program only if—
  - (a) it considers the qualification resulting from successful completion of the program is suitable to be prescribed as a qualification for provisional registration under section 9(1)(a)(i); and
  - (b) the college is reasonably satisfied a person who completes the program will attain the abilities, knowledge and skills required under the professional standards; and
  - (c) the program is offered at a place in Queensland.
- (3) The college must decide whether to approve the program as soon as practicable after receiving the application.
- (4) If the college approves the program, it must give the applicant notice of the approval.
- (5) If the college decides not to approve the program, it must give the applicant an information notice about the decision.
- (6) An approval of a program given by the college under this section has effect only in relation to the professional practice requirements for provisional registration under this Act.

## **Appendix 2: Committees**

The terms of reference and composition of all committees administered by the QCT in 2016 are indicated below.

All committees are chaired by a Board member and (except for the Suitability to Teach and Eligibility Declarations Committees, where a deputy is unnecessary) have a deputy chair who is also a Board member. In each case, the Committee chairperson and deputy chairperson are appointed by the Board from among the Board members on the Committee. Appointments to committees are subject to annual review.

### ***Audit and Risk Committee***

#### ***Terms of reference***

The A&R committee will advise the Board of the QCT about:

- Risk Management
  - the identification and management of strategic corporate risks and critical regulatory operational risks
- Information Communication & Technology
  - the strategic and operational ICT workplan
  - the budget to facilitate the workplan
- Compliance
  - the QCT's compliance with Government legislation and other standards policies to ensure conformity with its statutory responsibilities in the areas of governance and finance
- External and Internal Audit
  - the QCT's internal and external audit relationships, including the charter, authority and effectiveness of the internal audit function
  - the QCT's corporate governance including systems of internal control, internal audit activities (including fraud control) and any reports issued by internal and external auditors
- Finance
  - the QCT's investment policy and the performance of its investment funds
  - management of major contracts (over \$250k) entered into by the QCT
  - QCT's Annual Budget
  - QCT's Annual Financial Statements prior to their submission to the Board for approval
  - significant transactions which are not part of the QCT's normal business

### *Membership*

- Two Board members with specific skills or interest in governance and risk;
- An external nominee with high-level ICT expertise;
- An external nominee with high-level expertise in the area of finance and/or accounting; and
- The Director of the Office of the QCT, or his/her nominee (*ex officio*).

The Committee may, in consultation with the Director, request any officer or employee of the QCT or the QCT's legal counsel, investment advisor or auditor to attend a meeting of the Committee or to meet with any members of, or consultants to, the Committee.

All Committee members will be financially literate or become financially literate within a reasonable period of appointment.

The Committee met three times in 2016.

### *Eligibility Declarations Committee*

#### *Terms of reference*

- To determine eligibility declaration applications..

#### *Membership*

The Director QCT and the Executive Manager Legal & Professional Conduct are delegated/authorised to appoint members to constitute the committee as required, with membership to consist of two appropriate members of the QCT Office and a Board member who is a practising teacher and is not a member of the Suitability to Teach Committee.

The Committee was not required to meet in 2016 as there were no relevant applications.

### *Internal Review Committee*

#### *Terms of reference*

The Committee is established under section 211 of the *Education (Queensland College of Teachers) Act 2005*:

- To deal with applications for internal review under section 210 of the Act;
- To conduct the reviews and make recommendations in accordance with the requirements of section 211 of the Act.

#### *Membership*

Three Board members (including one who is a practising teacher and one who is a representative of major teacher employing authorities) and two nominees of the Director (of whom at least one is a practising teacher educator from the higher education sector).

The Committee met eleven times in 2016.

### *Professional Practice and Conduct Committee*

#### *Terms of reference*

The Committee is established under section 113 of the *Education (Queensland College of Teachers) Act 2005* to hear and decide minor disciplinary matters, authorise investigations and refer matters to the Queensland Civil and Administrative Tribunal (QCAT).

### *Membership*

Under section 114 of the Act, the Committee is to comprise three Board members of whom two are to be registered teachers and one is to be not a registered teacher.

The Committee met ten times in 2016.

### *Professional Standards Committee*

#### *Terms of reference*

- To oversee the application of professional standards for teachers to the range of QCT functions;
- To accredit and monitor initial teacher education programs;
- To oversee the application, monitoring and review of the CPD framework;
- To oversee the application, monitoring and review of policies and guidelines for Returning to Teaching programs;
- To monitor national initiatives in the areas of professional standards, teacher registration, teacher education including professional experience, accreditation and professional development; and
- To provide advice to the Board of the QCT on policy issues relating to professional standards and their application to the range of QCT functions, including implications of national initiatives in these areas for QCT policies and processes.

#### *Membership*

- Two members of the Board of the QCT who must be practising teachers, at least one of whom must be an elected teacher representative;
- One additional Board member;
- Three nominees of the Queensland Deans of Education Forum (to include a range of types of institutions providing teacher education programs);
- A nominee of the Department of Education and Training;
- A nominee of Education Queensland who must be a practising teacher;
- A nominee of Queensland Catholic Education Commission;
- A nominee of Independent Schools Queensland;
- A nominee of the Early Childhood Teachers' Association;
- A nominee of the Director of the Queensland Curriculum and Assessment Authority;
- Two practising teachers who are not Board members of whom:
  - One is identified by the Queensland Teachers' Union;
  - One is identified by the Queensland Independent Education Union;
- A nominee of the Queensland Indigenous Education Consultative Committee; and
- The Executive Manager (Professional Standards) in the Office of the QCT (ex officio).

All members should have expertise relevant to the Committee's terms of reference.

The Committee held eight meetings in 2016.

## ***Registration Committee***

### ***Terms of reference***

To make decisions about matters referred by the Director of the Office of the QCT; these will be contentious matters or matters in which the Director considers that s/he has a conflict of interest, including those regarding:

- applications for teacher registration (e.g. where it is not clear that applicants meet the *professional practice requirements* for registration);
- applications for full registration (e.g. where a Principal's Report assesses that some or all of the Professional Standards have not been met and the applicant disagrees with that assessment);
- applications for renewal of full registration;
- applications from approved teachers for review of conditions imposed on registration or permission to teach;
- failure by a teacher holding provisional registration or a person holding permission to teach to comply with a condition imposed on their registration or permission to teach; and
- failure by a teacher holding full registration to comply with a 'returning to teaching' condition.

### ***Membership***

- A member of the Board of the QCT;
- A nominee of the Deans of Education Forum;
- A nominee of Department of Education and Training;
- A joint nominee of Queensland Catholic Education Commission and Independent Schools Queensland who is a Board member;
- Two practising registered teachers who are not Board members of whom:
  - One is identified by the Queensland Teachers' Union; and
  - One is identified by the Queensland Independent Education Union; and
- A nominee of the Director of the Office of the QCT (*ex officio*).

All members should have expertise relevant to the Committee's terms of reference.

The Committee met once in 2016.

## ***Strategic Futures Committee***

### ***Terms of reference***

- To provide advice to the Board of the QCT on:
  - environmental scans/reports identified by the staff of the QCT or Committee members relating to education and/or regulation
  - drivers that will significantly influence education and/or regulation in the future
  - QCT's Strategic Plan and its development
  - QCT's research plan
  - QCT's data plan
  - sustainability of the QCT (including workforce and succession planning, ICT and facilities).

### *Membership*

- Two Board members with specific interest and skills related to some or all of the terms of reference
- An external member with skills and interest in education/regulation and futures planning
- A nominee, external to the Board, from a Queensland teacher employer organisation with skills and knowledge in strategic planning
- The Director of the QCT (ex officio)
- A QCT staff member with an interest in futures planning, to be nominated by the Director (ex officio)

The Committee met once in 2016.

### *Suitability to Teach Committee*

#### *Terms of reference*

- To determine the suitability to teach of applicants for registration or permission to teach who have criminal history or other 'suitability' matters not clearly within the delegated authority of the QCT Office to determine;
- To determine the suitability to teach of applicants for registration or permission to teach who have previously received a prohibition order from a disciplinary committee;
- To determine the suitability to teach of applicants with eligibility declarations.

#### *Membership*

Three members of the Board including at least one of the members who constitute the PP&C Committee. Of the three committee members, two must be registered practising teachers. The third member must not be a registered teacher and must be one of the community/parent nominees (Queensland Council of Parents and Citizens' Associations nominee, Minister's community nominee or joint nominee of Catholic Parents & Friends and Independent Parents).

The Director QCT and the Executive Manager Legal and Professional Conduct are delegated/authorised to appoint a chair and replace members in the event of unavailability or conflict of interest of usual members.

The Committee met five times in 2016.



## **Appendix 3: Approved and accredited ITE programs offered in Queensland**

### *Australian Catholic University*

#### *Programs accredited in accordance with national standards and procedures*

- Master of Teaching (Early Years)
- Master of Teaching (Primary)
- Master of Teaching (Secondary)
- Bachelor of Teaching/Bachelor of Arts (Humanities)
- Bachelor of Teaching (Honours)/Bachelor of Arts (Humanities)
- Bachelor of Education (Early Childhood & Primary)
- Bachelor of Education (Primary)
- Bachelor of Teaching/Bachelor of Science

#### *Programs approved in accordance with Queensland state requirements*

- Graduate Diploma in Education (Secondary)

### *Central Queensland University*

#### *Programs accredited in accordance with national standards and procedures*

- Bachelor of Education (Early Childhood)
- Bachelor of Education (Primary)
- Bachelor of Education (Secondary)
- Master of Teaching (Primary)

#### *Programs approved in accordance with Queensland state requirements*

- Graduate Diploma of Learning and Teaching (Secondary)

### *Christian Heritage College*

#### *Programs accredited in accordance with national standards and procedures*

- Bachelor of Education (Primary)
- Bachelor of Education (Secondary)
- Bachelor of Arts/Bachelor of Education (Secondary)

#### *Programs approved in accordance with Queensland state requirements*

- Graduate Diploma in Education (Secondary)

### *Griffith University*

#### *Programs accredited in accordance with national standards and procedures*

- Master of Teaching (Primary)
- Bachelor of Education (Primary Major)
- Bachelor of Education (Secondary Major)
- Bachelor of Education (Primary/Special Needs Double Major)
- Bachelor of Education (Primary/Health and Physical Education Double Major)

#### *Programs approved in accordance with Queensland state requirements*

- Graduate Diploma of Education (Secondary)

## ***James Cook University***

### ***Programs accredited in accordance with national standards and procedures***

- Bachelor of Education (Primary)
- Bachelor of Education (Secondary)
- Bachelor of Education (Secondary)-Bachelor of Arts
- Bachelor of Education (Secondary)-Bachelor of Science
- Bachelor of Sport and Exercise Science-Bachelor of Education (Secondary)
- Bachelor of Education (Early Childhood Education)
- Master of Teaching and Learning (Primary)

### ***Programs approved in accordance with Queensland state requirements***

- Graduate Diploma of Education (Secondary)

## ***Queensland University of Technology***

### ***Programs accredited in accordance with national standards and procedures***

- Bachelor of Education (Early Childhood)
- Bachelor of Education (Primary)
- Bachelor of Education (Secondary)
- Master of Teaching (Early Childhood)
- Master of Teaching (Primary)

### ***Programs approved in accordance with Queensland state requirements***

- Graduate Diploma in Education (Senior Years)

## ***Southern Cross University (Gold Coast Campus)***

### ***Programs accredited in accordance with national standards and procedures***

- Bachelor of Arts/Bachelor of Education (Early Childhood and Primary)
- Bachelor of Arts/Bachelor of Education (Primary)
- Bachelor of Arts/Bachelor of Education (Primary and Secondary)
- Bachelor of Arts/Bachelor of Education (Secondary)
- Master of Teaching (Secondary)

## ***University of Queensland***

### ***School of Education***

#### ***Programs accredited in accordance with national standards and procedures***

- Master of Teaching (Primary)
- Bachelor of Education (Primary)
- Bachelor of Music/Bachelor of Education (Secondary)
- Bachelor of Arts/Bachelor of Education (Secondary)
- Bachelor of Science/Bachelor of Education (Secondary)
- Bachelor of Business Management/Bachelor of Education (Secondary)
- Bachelor of Mathematics/Bachelor of Education (Secondary)

#### ***Programs approved in accordance with Queensland state requirements***

- Graduate Diploma in Education (Secondary)

### ***School of Human Movement Studies***

#### ***Programs accredited in accordance with national standards and procedures***

- Bachelor of Health, Sport and Physical Education (Honours)

## *University of Southern Queensland*

### *Programs accredited in accordance with national standards and procedures*

- Bachelor of Education (Secondary)
- Bachelor of Education (Sport, Health & Physical Education—Secondary)
- Bachelor of Education (Primary)
- Bachelor of Education (Special Education)
- Bachelor of Education (Sport, Health & Physical Education—Primary)
- Bachelor of Education (Early Childhood)
- Master of Learning and Teaching (Secondary)
- Master of Learning and Teaching (Primary)

### *Programs approved in accordance with Queensland state requirements*

- Graduate Diploma of Learning and Teaching (Secondary 8–12)

## *University of the Sunshine Coast*

### *Programs accredited in accordance with national standards and procedures*

- Bachelor of Education (Secondary)/Bachelor of Arts
- Bachelor of Education (Secondary)/Bachelor of Science
- Bachelor of Education (Secondary)/Bachelor of Recreation and Outdoor Environmental Studies
- Bachelor of Education (Secondary) (Graduate Entry)
- Bachelor of Primary Education
- Bachelor of Education (Primary) (Graduate Entry)
- Bachelor of Education (Early Childhood)

### *Programs approved in accordance with Queensland state requirements*

- Graduate Diploma in Education (Secondary)

## Appendix 4: Endorsed *Returning to Teaching* programs

| <i>Provider</i>                                 | <i>Name of program</i>               |
|---|--------------------------------------|
| Department of Education and Training Queensland | <i>Restart Teaching</i>              |
| Australian Catholic University                  | <i>Return to Teaching in Schools</i> |
| Teacher Training Australia                      | <i>Return to Teaching</i>            |

## Appendix 5: Publications

Publications of the QCT in 2016 are listed below.

These can be accessed from the QCT website [www.qct.edu.au](http://www.qct.edu.au).

### **Annual Report**

*Annual Report of the Queensland College of Teachers for 2015*

### **Strategic Plan**

*Strategic Plan 2016–2019*

### **Periodicals**

*QCT eNews*—February, March, April, May, June, August, September, October, December

### **Other**

*Professional Boundaries: A Guideline for Queensland Teachers*

## Appendix 6: Remuneration of Board members

| Position                        | Name            | Meetings/<br>sessions<br>attendance | Approved<br>daily fee | Approved<br>sub-committee<br>fees if applicable          | Actual fees<br>received |
|---------------------------------|-----------------|-------------------------------------|-----------------------|--|-------------------------|
| Chair                           | Joseph MCCORLEY | 9                                   | \$650                 | –  | \$9,160                 |
| Member                          | Nola ALLOWAY    | 7                                   | \$500                 | –  | \$2,071                 |
| Member                          | Kaylee CAMPRADT | 7                                   | \$500                 | –  | \$2,369                 |
| Member                          | Susan FORSYTH   | 7                                   | \$500                 | \$1,150<br>(as Board member and<br>on one sub-committee) | \$3,731                 |
| Member                          | James MCGOWAN   | 3                                   | \$500                 | –  | \$798                   |
| Member                          | Lisa SIGANTO    | 6                                   | \$500                 | –  | \$1,548                 |
| No. scheduled meetings/sessions |                 | 9                                   |                       |  |                         |
| Total out of pocket expenses    |                 | \$27,526                            |                       |  |                         |

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# Glossary

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|                 |   |
|-----------------|---|
| <b>AITSL</b>    | Australian Institute for Teaching and School Leadership |
| <b>APST</b>     | Australian Professional Standards for Teachers          |
| <b>ARC</b>      | Audit and Risk Committee                                |
| <b>ATRA</b>     | Australasian Teacher Regulatory Authorities             |
| <b>CAA</b>      | Corporate Administration Agency                         |
| <b>CPD</b>      | Continuing Professional Development                     |
| <b>DET</b>      | Department of Education and Training                    |
| <b>HEI</b>      | Higher education institution                            |
| <b>ICT</b>      | Information and Communication Technology/ies            |
| <b>ITE</b>      | Initial teacher education                               |
| <b>IRC</b>      | Internal Review Committee                               |
| <b>PP&amp;C</b> | Professional Practice and Conduct [Committee]           |
| <b>PSC</b>      | Professional Standards Committee                        |
| <b>PTT</b>      | Permission to Teach                                     |
| <b>QCAT</b>     | Queensland Civil and Administrative Tribunal            |
| <b>QCT</b>      | Queensland College of Teachers                          |
| <b>QPS</b>      | Queensland Police Service                               |
| <b>RTT</b>      | Returning to Teaching                                   |
| <b>STT</b>      | Suitability to Teach [Committee]                        |
| <b>TEMAG</b>    | Teacher Education Ministerial Advisory Group            |
| <b>WHS</b>      | Work Health and Safety                                  |

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# Reader feedback form

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The QCT is keen to obtain responses from readers of its *Annual Report for 2016* on the report's content and design. Readers' comments will be taken into account in producing future reports.

Please take a few moments to answer the following questions or provide feedback online through the Queensland Government Get Involved website: [www.qld.gov.au/annualreportfeedback](http://www.qld.gov.au/annualreportfeedback)

**1. How well did the report achieve its communication objectives? (see page 4)**

- Very well ☐
- Satisfactorily ☐
- Poorly ☐
- Not at all ☐

**2. How do you rate the following aspects of the report? Please circle the relevant number.**

1= Excellent 2= Good 3= Satisfactory 4= Poor

- Level of detail provided: 1 2 3 4
- Language and style of text: 1 2 3 4
- Design and general appearance: 1 2 3 4
- Relevance: 1 2 3 4

**3. If you think the annual report could be improved, please suggest how:**

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**4. For what purpose did you read or refer to the annual report?**

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**5. What feature of the annual report did you like the most?**

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**6. If you have any other comments please give them here:**

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**7. Do you identify with any of these groups?**

- Registered teacher employed in a school ☐
- Registered teacher employed elsewhere ☐
- Retired registered teacher ☐
- Preservice student teacher ☐
- School principal ☐
- Education authority ☐
- University-based teacher educator ☐
- Union ☐
- Queensland government ☐
- Community member ☐
- Other ☐

Thank you for participating in this survey.

**Please return feedback to:**

Mail: Principal Executive Officer  
Office of the Director  
Queensland College of Teachers  
Reply Paid 389  
Toowong Qld 4066

Fax: 07 3870 5006

Email: [enquiries@qct.edu.au](mailto:enquiries@qct.edu.au)



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