



# Annual Report 2017

 **QUEENSLAND**  
COLLEGE OF TEACHERS

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

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 2017.

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.

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

#### Street address

Level 5  
601 Coronation Drive  
Toowong, Queensland

#### Postal address

Queensland College of Teachers  
GPO Box 702  
Brisbane Qld 4001 Australia

#### General telephone numbers

(07) 3377 4777  
1300 720 944 (unlimited charge)

#### Fax numbers

(07) 3870 5006  
(07) 3876 7248

#### Email enquiries

[Enquiries@qct.edu.au](mailto:Enquiries@qct.edu.au)

#### Website

[www.qct.edu.au](http://www.qct.edu.au)



### 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.

## Letter of compliance

28 February 2018

The Honourable Grace MP  
Minister for Education and Minister for Industrial Relations  
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 2017.

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:  
[http://www.qct.edu.au/Publications/Corporate/QCT\\_Annual\\_Report\\_2017.pdf](http://www.qct.edu.au/Publications/Corporate/QCT_Annual_Report_2017.pdf)  
and a checklist outlining the annual reporting requirements can be accessed at:  
[http://www.qct.edu.au/Publications/Corporate/QCT\\_Annual\\_Report\\_2017\\_Compliance.pdf](http://www.qct.edu.au/Publications/Corporate/QCT_Annual_Report_2017_Compliance.pdf)

Yours sincerely



Emeritus Professor Wendy Patton  
Chairperson of the Board

Queensland College of Teachers  
601 Coronation Drive  
TOOWONG QLD 4066

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# About the Queensland College of Teachers

The Queensland College of Teachers (QCT) 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 QCT works in the best interests of the public and the profession to ensure that teachers approved to teach in Queensland schools 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.

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 Service Commission shared values: *Customers first; Ideas into action; Unleash potential; Be courageous; and Empower people*

## 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 & the profession

<sup>1</sup> See Glossary for meaning of acronyms used throughout Report.

## Chairperson's introduction

Before proceeding with this Chairperson's introduction to the 2017 Annual Report, I want to acknowledge the service of my predecessor, Dr Joe McCorley OAM, who chaired the Board from 2009 to 2017. All who have worked with Dr McCorley acknowledge his passionate support for the teaching profession and the education community in Queensland, and for all areas of the work of the College. He is held in high regard by all Board members who served with him, as well as by all stakeholders.

As incoming Chair, I am very grateful for the time Dr McCorley afforded me in briefing me for my role. I also would like to take the opportunity to thank all QCT staff, Board members and our stakeholders for their warm welcome. It was an honour to meet with the important stakeholders in Queensland's education community, including the major teacher employers, the teacher unions, and parent and community groups, and I look forward to working with them during 2018.

During my first few months as Chair, I have come to see how the QCT is committed to the Queensland public service values and their supporting behaviours. The following sections of the Annual Report demonstrate how the Board and staff are guided by these values in the way they work. For example, we know our customers and deliver what matters (Customers first), we encourage and embrace new ideas and work across boundaries (Ideas into action), we lead and set clear expectations (Unleash potential), we act with transparency (Be courageous) and we develop ourselves and those around us.

During the first half of 2017, board consultants Directors Australia were engaged to conduct a review of the performance of the Board and its committees. Overall, the review found that the Board members have a clear passion for, and commitment to, the QCT and the fulfilment of its statutory functions. In the interests of continual improvement, the report recommended a number of actions in the context of the Board moving from its current 'good' state to focusing on what it could do to be a 'great' board. The recommendations arising from this are being implemented. In particular, an external consultant will facilitate a workshop early in 2018 for the Board and senior managers to develop a new high-level four-year strategic plan for the QCT. In addition, the Board approved the engaging of a consultant to facilitate a workshop for the Board and senior managers on risk management.

Given the national review of teacher registration due to take place in 2018, the Board began considering how consistency within and across jurisdictions in various aspects of teacher regulation might be enhanced. The QCT continues to work with other state/territory teacher regulatory authorities to reduce remaining inconsistencies in teacher regulation and accreditation of initial teacher education programs and to facilitate teacher mobility across jurisdictions while also ensuring protections for the safety of children in schools.

A number of amendments to the legislation under which the QCT operates came into effect in 2017. These related to the Returning to Teaching



condition, professional practice and conduct matters, the Internal Review Committee and Board membership. These changes are detailed later in this Report.

During the year the Board agreed that the QCT Office would further develop guidelines and procedures on suspension of teachers' registration for unacceptable risk of harm to a child. It was agreed that the College would seek stakeholders' views on these through a workshop process. Following a number of revisions, a draft guideline on suspension of teachers' registration for posing an unacceptable risk of harm to a child was approved.

It was a delight to host the QCT annual Excellence in Teaching awards presentation in conjunction with World Teachers' Day. The Minister for Education announced the awards, and it was wonderful that all the living award eponyms were in attendance at the event – Dr Roger Hunter OAM, Dr John Dwyer, and Dr Alan Druery OAM. I want to thank again the sponsors of these awards – Teachers' Union Health, RACQ Bank, and The Courier-Mail and The Sunday-Mail.

This year the QCT hosted its inaugural photo competition, with the focus being 'Capturing inspiring teacher moments'. More than 500 photos were submitted from schools all around the State. It was an honour to join Rob Buchanan, the state manager of Teachers' Mutual Bank who sponsored the competition, to visit the winning schools and award the prizes. These two promotions are wonderful ways to showcase the inspiring work of our teachers.

So important is the promotion of teachers to the work of the QCT that the Board this year agreed to develop a plan, including identification of a timeline and resources required, to create a collaborative approach (with stakeholders) to the promotion of the profession. This work will be a significant focus during 2018.

I want to acknowledge the work of all Board members throughout 2017, especially those members who chair or are members of Board committees. These committees involve intensive and at many times complex work across all operational areas of the QCT.

A new initiative of the Board during 2017 was the agreement to develop a brief summary of outcomes following each meeting. This communiqué is located on the QCT website and it is hoped that it will provide a useful source of information for our stakeholders.

Finally, I want to acknowledge the tireless work of the QCT Director, Mr John Ryan, his Executive Managers, and all the staff of the QCT. Their commitment to the teaching profession in Queensland and to legislative and professional advancements is outstanding.



Emeritus Professor Wendy Patton  
Chairperson of the Board

# 2017 Performance against Strategic Plan

The QCT Strategic Plan for 2017–2020 identifies the objectives, strategies and performance indicators shown in Table 1 below. The table indicates achievements against the strategies and performance indicators in 2017. 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 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
- Enhancing teachers' knowledge of the teaching of literacy and numeracy skills
- 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 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 government objective is to reduce regulation and unnecessary bureaucracy. Realistic application of regulation will enhance relationships with stakeholders and the Minister for Education.

### 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.

### High threshold standards

The QCT applies threshold standards to many critical decisions about registration. Threshold standards must be set at an appropriately high 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.

The objectives and strategies identified in the Strategic Plan for 2017–2020 remain relevant for the 2018 financial year and will remain in place pending the development of a new Strategic Plan.

See pages 10-15

Table 1: Achievements against Strategic Plan in 2017

## Outcome

### Registered teachers are qualified, competent and suitable to teach

**Strategic objective** Admit and retain as registered teachers only persons who are competent, qualified and suitable to teach

#### Performance

Percentage of matters where the register is updated within one working day of receipt of disciplinary suspension notifications:

**Target: 100%**

**Achieved: 100%\***

**Target**



**Achieved**

100%

\*Actual figures: #Total s48 Notifications received– 13

# Updates to register within 1 working day or receiving s48- 13

Reduction in data requests to Higher Education Institutions during program accreditation processes:

**Target: Yet to be set.**

**Target** benchmarks yet to be set – obtaining baseline



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 the Department of Education and Training (DET) to monitor that persons engaged to teach are approved to teach</li> <li>Continued to improve security and functionality of the myQCT portal</li> <li>Published data and reports on Queensland teachers</li> <li>Introduced a fully online application process for five-yearly renewal of full registration</li> <li>Launched a fully online application process for employers and applicants seeking permission to teach (PTT)</li> <li>Implemented 2017 Compliance Management Plan</li> <li>Implemented system and policy changes to accommodate amendments to the QCT's governing legislation and regulations</li> <li>Implemented changed processes to Professional Capacity and Teacher Conduct Committee (PC&amp;TCC) consequent to legislative amendments</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>In partnership with the Learning Sciences Institute Australia, published the report 'Why choose teaching? A matter of choice: Evidence from the field'</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, trialled a teaching performance assessment to support demonstration of 'readiness' of graduates for entering the profession</li> </ul>

Strategies	Activities
Develop and /or apply appropriate standards and procedures to decisions on registration and initial teacher education program approval	<p><b>Registration</b></p> <ul style="list-style-type: none"> <li>• Refused 103 applications for teacher registration or permission to teach due to applicants not meeting eligibility requirements</li> <li>• Implemented a revised returning to teaching (RTT) policy due to legislative amendments made in 2016</li> <li>• Reviewed over 8,000 RTT conditions on teachers' registration to ensure that they aligned with the new RTT policy</li> <li>• Revised policy for employers and applicants seeking PTT</li> <li>• Published (following legislative amendments) professional conduct policies, guidelines and information sheets for health assessments and impairment and practice and conduct agreements</li> <li>• Conducted the first annual Continuing Professional Development (CPD) audit of a sample of fully registered teachers according to the CPD Framework</li> </ul> <p><b>Initial Teacher Education (ITE) program approval</b></p> <ul style="list-style-type: none"> <li>• Published updated guidelines to national accreditation standards and procedures</li> <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> </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>• Collaborated with DET on the development of the PTT online process and increased use of data sharing</li> <li>• Conducted workshops for supervising teachers and Higher Education Provider (HEP) staff to complement the Professional Experience Reporting Framework and Evidence Guide developed by the QCT</li> <li>• Conducted 'train the trainer' workshops to facilitate consistent decision-making and greater use of support resources for supervising teachers</li> <li>• Provided workshops to HEP staff about ITE program accreditation requirements</li> <li>• Commenced the role as certifying authority for the DET pilot of a certification process for Highly Accomplished and Lead Teachers</li> <li>• Developed resources and conducted information sessions including webinars 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> <li>• Initiated regional partnerships across sectors to support understanding of the Australian Professional Standards for Teachers (APST) and mentoring of beginning teachers</li> <li>• Conducted workshops with teachers, principals, parents' association representatives, DET and teacher unions on suspension of teachers for unacceptable risk of harm</li> </ul>
Work collaboratively with stakeholders to enforce the regulatory framework	<ul style="list-style-type: none"> <li>• Assessed 115 potential breaches of the requirement that only registered teachers can be employed in Queensland schools and issued warning letters</li> <li>• Conducted 2017 census of teachers in schools, with all Queensland schools participating</li> <li>• Granted 126 people PTT</li> <li>• Continued building strategic relationship with principals' associations to improve understanding of the QCT's work</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> <li>• Liaised with stakeholders about professional conduct policies, guidelines and information sheets</li> </ul>

Table 1: Achievements against Strategic Plan in 2017

## Outcome

**Stakeholders are empowered and enrolled by partnering with the QCT to develop solutions to issues**

**The QCT's services are delivered efficiently and effectively through contemporary mediums**

**Strategic objective** Develop and provide effective and efficient processes and services

### Performance

% of respondents to customer and stakeholder surveys who are satisfied with their experience of the QCT:

**Target: 80%**

**Achieved: 95%\***

**Target**



**Achieved**

\* Average based on responses to customer satisfaction surveys (application processes) and web conference satisfaction surveys

In addition:

- All major stakeholder groups expressed satisfaction with QCT during biannual meetings with Chair and Director
- Overall satisfaction rating for teacher engagement workshops was 4.5 on a scale from 1 (very poor) to 5 (very good)

Strategies	Activities
Develop innovative approaches to the delivery of services	<ul style="list-style-type: none"> <li>• Introduced the iTunesU public space to enable teachers to provide digital evidence of their professional practice against the APST</li> <li>• Continued to rely on a centralised data exchange with DET to reduce reporting requirements of State school principals</li> <li>• Introduced new online PTT application process</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 Review 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>• QCAT external review sought on 1 decision: QCT decision upheld on external review</li> </ul>
Enhance transparency of information by releasing data sets to the public	<ul style="list-style-type: none"> <li>• Published (deidentified) data on why Queensland teachers choose teaching as a career in the report <b>Why choose teaching? A matter of choice: Evidence from the field</b></li> <li>• Published open data in conjunction with Annual Report</li> </ul>
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>• Continued to collaborate with the Australian Institute of Teaching and School Leadership (AITSL) on the Australian Teacher Workforce Data Strategy</li> <li>• Collaborated with AITSL on the national reforms to ITE accreditation</li> <li>• Held regular meetings with the Principals' Reference Group to consult on a range of QCT activities and policy directions</li> </ul>

Strategies	Activities
Implement a robust and cost-efficient regulatory framework that reflects risk, necessity and proportionality	<ul style="list-style-type: none"> <li>Established Health Practitioners panel and policies, procedures and guidelines to implement legislative amendments concerning professional conduct</li> <li>Implemented the revised RTT policy and guidelines to respond to legislative amendments and teachers' needs to return to contemporary contexts</li> <li>Implemented an updated CPD Policy and Framework</li> <li>Revised the employing authority notification guidelines and information sheets in response to legislative amendments</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 the inaugural QCT Photo Competition</li> <li>Implemented a communication strategy to ensure that over 8,000 teachers with a RTT condition were advised of the new QCT policy, changes in requirements for the condition and resources available in their myQCT account</li> <li>Published the 2017 'Connections to your teacher registration in Queensland booklet'</li> <li>Conducted a range of face-to-face information sessions and webinars to support teachers' understanding of teacher registration and the APST</li> <li>Published eight issues of QCT eNews 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>Presented webinar regarding practical application of the professional boundaries guideline</li> <li>Provided a presentation to preservice teachers regarding ethical conduct for teachers</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 HEP partners</li> </ul>



Table 1: Achievements against Strategic Plan in 2017

## Outcome

The QCT has sound financial administration and uses good governance practices

**Strategic objective** Maintain the QCT as a financially sustainable organisation overseen by good governance

### Performance

% by which current assets exceed current liabilities (excluding Criminal History Check Fund):

Indicator threshold:

Red <150%

Green 150-200%,

Amber >200%

**Achieved: 400%\*\***

**Assets** \$6,000,000



**Liabilities** \$1,500,000

\*\*As at 31 December 2017

\$ Assets = \$6m \$ Liabilities = \$1.5m

The majority of the QCT's income is received in the first and fourth quarters of the calendar year.

% by which Criminal History Check Fund exceeds anticipated expense

**Target: 150%**

**Achieved: 150%\***

**Target**



**Achieved**

\*Based on December financial report:

\$ CHC Commitment = \$2,800,000.00

\$ CHC Fund = \$4,200,000.00

Strategies	Activities
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>Implemented legislative amendment made in 2016 regarding Board membership</li> <li>Conducted review of Board performance and began implementing review recommendations</li> <li>Reviewed strategic risks and ensured risk minimisation actions were in place</li> <li>Developed 2017 operating budgets to support strategic priorities and accountabilities</li> <li>Improved internal reporting systems</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>Continued engagement of Vincents Chartered Accountants to provide internal audit services (performance audits)</li> <li>Began implementation of Information and Communication Technology Strategic Plan</li> <li>Further developed QCT contracts and agreements monitoring</li> </ul>

Table 1: Achievements against Strategic Plan in 2017

## Outcome

### The QCT has an agile, engaged, skilled and productive workforce

**Strategic objective** Build the human capacity of the QCT

#### Performance

% of staff with positive work morale

**Target: 70%**

**Achieved: 86%\***

**Target**



**Achieved**

86%

\*Based on responses to Working for Queensland survey 2017: 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'

% of staff who feel they receive quality feedback and regular recognition of work performance

**Target: 65%**

**Achieved: 57%\***

**Target**



**Achieved**

57%

\*Based on responses to Working for Queensland survey 2017: positive responses to Q28a 'I received useful feedback on my performance'

Strategies	Activities
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>

# Outlook for 2018

## Quality teaching and quality teacher education

- Work with ITE providers and program accreditation panels to consider programs for Stage 2 Accreditation
- Conduct a state-based moderation of teaching performance assessments to validate consistent judgements of classroom readiness of ITE graduates
- Continue to support capacity within Queensland schools to make quality judgements of preservice teacher performance and recommendations for full registration
- Develop a Queensland model for certification of Highly Accomplished and Lead Teachers that is approved and operational to create quality, moderated and consistent judgements
- Develop and implement an annual systems audit process for fully registered teachers to flag any compliance concerns

## Protecting the public and the profession

- Enhance the suitability to teach framework
- Develop and enhance the disciplinary regime
- Enhance Information Sharing Arrangements with teacher regulatory authorities and relevant Queensland agencies
- Consider, monitor and participate in the progression of relevant recommendations of the Royal Commission into Institutional Responses to Child Sexual Abuse
- Consider, monitor and participate in the progression of relevant recommendations of the Queensland Family and Child Commission review of the blue card system
- Develop and implement a quality assurance audit of declarations by applicants for renewal of registration in respect to recency of practice, compliance with a condition and continuing professional development

## Reduced regulatory burden

- Review documentation requirements for teacher registration and identify digital options for document provision and verification
- Launch online identification verification checks for applicants
- Refine annual CPD audit processes
- Contribute to the implementation of the Graduate Teacher Performance Assessment to reduce impact in schools

## Digital strategy

- Refine resources in myQCT for teachers undertaking a RTT program
- Enhance the digital public space for teachers to evidence achievement of the APST and access other QCT resources
- Pursue the identification of opportunities, and implement strategies, to enhance user experience in digital interactions with the QCT
- Launch a more mobile-device-friendly, responsive design for myQCT
- Broaden the range of documents teachers can obtain via their myQCT mailboxes
- Implement a process for accredited teachers from New South Wales to obtain Queensland registration via mutual recognition provisions

## Strategic partnerships

- Participate with Learning Sciences Institute Australia and 13 ITE providers around Australia to implement a Graduate Teacher Performance Assessment
- Work with other regulatory bodies (e.g. Tertiary Education Quality and Standards Agency and Australian Children's Education and Care Quality Authority) to reduce regulatory burden/duplication on higher education providers

## Promotion of the profession

- Enhance the QCT Excellence in Teaching Awards
- Review recent national and international literature relevant to promotion of the teaching profession in Queensland

## Research and data

- Undertake literature review on investigating and analysing factors that relate to teachers transgressing professional boundaries
- Undertake literature review on best practice in factors to consider in making child-safety decisions
- Produce a teacher profile using data visualisation on registration and attrition
- Repeat the teacher attrition survey of 2013 and analyse current data on Queensland graduate teachers to identify trends
- Survey fully registered teachers to ascertain their preferences for receiving information about their registration and professional obligations

## Organisational sustainability

- Implement an Information and Communication Technology Strategic Plan
- Transition QCT's Information Technology infrastructure to the "Cloud"
- Implement the QCT staff personal and organisational development plan
- Address the QCT's results on the 2017 Working for Queensland survey
- Review mail-house provider

# Queensland's approved teachers

## 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 (PTT).

The following table (Table 2) shows the number of teachers on the register as at 31 December 2017 and the numbers of applications received, withdrawn, refused, and approved during the year, as compared with the previous four years. At the end of 2017 the Register contained the names of 106,915 approved teachers (up 2.3 percent from the end of 2016).

During 2017 a total of 3,520 teachers had their registration cancelled or were removed from the register for one of the following reasons: their fees had not been paid, their period of provisional registration 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). The number of teachers removed from the register in 2017 was 42.7 per cent less than in 2016, mainly because fewer teachers had reached the end of their five-year full registration period the previous year and surrendered their registration or decided not to renew their registration.

**Table 2:** Register of teachers in Queensland, 2013 – 2017

Registration activity	2013	2014	2015	2016	2017
<b>Register of teachers</b>					
Number of approved teachers as at 31 December	99,984	101,768	104,216	104,510	106,915
<b>Applications for teacher registration</b>					
New applications received	6,364	6,872	6,773	6,805	7,081
In progress as at 31 Dec*	1,210	1,113	775	644	854
<b>Outcomes of applications for registration or permission to teach (PTT)</b>					
Applications refused	76	104	90	125	103
Applications withdrawn	162	155	211	157	116
Applications approved	5,645	6,645	6,811	6,595	6,562
<b>Applications for renewal/restoration of registration</b>					
Received	3,841	3,368	51,438	16,706	6,631
Processed	3,878	3,293	42,838	24,751	6,799
In progress as at 31 Dec	181	281	8,785	473	280

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



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

Reason	2016	2017
Cancellation due to fee not being paid*	1,193	1,826
End of period of provisional registration	535	506
End of five-year full registration	2,611	168
Voluntary surrender	1,157	845
Deceased	47	52
Other	351	123
Total	5,894	3,520

\*Cancellation under section 66 of the Act is required where a teacher has not paid the annual fee in the required time.

## Teacher data

### Age profile and gender

Table 4 shows the average age of applicants and approved teachers. The average age of applicants is 34.5 years and the average age of teachers on the register is 44.8 years. The average ages for applicants and teachers have remained relatively stable for the past few years.

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

Applicants/teachers	Average age	
	2016	2017
All applicants	34.6	34.5
–Female applicants	34.1	34
–Male applicants	36.0	35.9
Approved teachers on the register	44.6	44.8

Table 5 shows the age profile of approved teachers and the gender breakdown by age group. Overall, over three-quarters (76.5 per cent) of teachers on the register are female and half of all teachers (50 per cent) are aged 45 years or older, with 15 per cent of teachers being 60 years of age or older. The declining proportions of younger teachers and male teachers are reflective of trends evident in teaching forces across Australia.

**Table 5:** Age profile and gender of approved teachers as at 31 December 2017. (Percentages are rounded and may not add to 100 per cent)

Age group	Percentage of Register	Male	Female
0-24	3.8%	18.9%	81.1%
25-29	9.7%	21.9%	78.1%
30-34	11.6%	21.7%	78.3%
35-39	12.9%	22.7%	77.3%
40-44	12.0%	22.7%	77.3%
45-49	13.0%	22.9%	77.1%
50-54	11.2%	24.2%	75.8%
55-59	10.6%	26.0%	74.0%
Over 60	15.2%	30.8%	69.2%

### Location and employment

Approximately 95 per cent of approved teachers have Queensland addresses. Most of the remainder have interstate addresses (4 per cent of the register, about half of these being in New South Wales). Less than one per cent of teachers are located overseas. These proportions have remained almost identical since 2006.

According to data on the Register, at the end of 2017, 66 per cent of approved teachers were known to be employed in permanent or long-term temporary teaching positions in Queensland schools (2016: 65.4 per cent). This proportion has been gradually increasing since 2013, when it was 60.5 per cent. About 1.7 per cent of approved teachers in 2017 were known to be employed in other educational institutions (e.g. Technical and Further Education (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 employed in education-related positions outside of schools (e.g. curriculum development, system administration, education programs in cultural institutions); teachers teaching interstate or overseas; as well as retired teachers and those in other fields of employment who maintain teacher registration for various 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, 66.8 per cent were in State schools and 33.2 per cent were in non-State schools (2016: 67 and 33 respectively). This distribution has remained fairly constant in recent years. 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 2017

Employment sector	Percentage
Non-State Primary	16.1%
Non-State Secondary	17.1%
State Primary	40.7%
State Secondary	26.1%

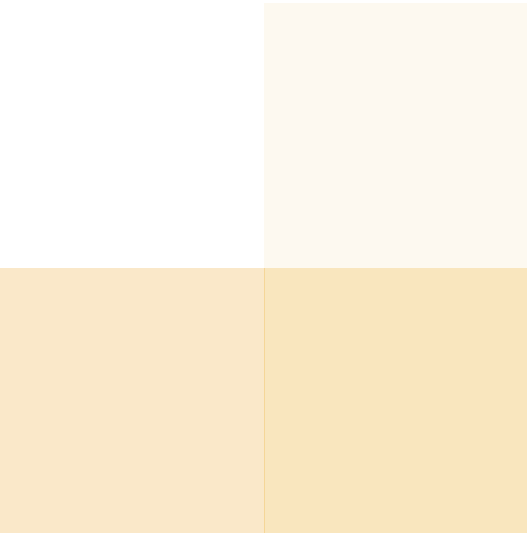
Of those employed in a permanent or long-term temporary teaching position in a Queensland school, 93.2 per cent held full registration and the remainder provisional registration. The ratio of fully registered teachers to provisionally registered teachers in schools has remained relatively constant compared to 2016.

### Qualifications

Most approved teachers (89 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) (2016: 88 per cent). Tables 7 and 8 indicate the qualifications of registered teachers overall and by age group. The percentage of teachers with at least four years of teacher education is gradually increasing as those more recently admitted to the register become a greater proportion of all registered teachers.

**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 qualifications
4 Years or more	42%	89%
3 Years	26%	10%
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
24 and under	0%	0%	100%
25-29	0%	1%	99%
30-34	0%	1%	99%
35-39	0%	1%	99%
40-44	1%	4%	95%
45-49	1%	16%	83%
50-54	1%	20%	79%
55-59	1%	21%	78%
60 and over	5%	18%	77%

## Registration activity

### Applications for registration

The QCT received a total of 7,081 applications for teacher registration (an increase of 3.9 per cent on the previous year). The majority of these (55 per cent) were from people who had attained an initial teaching qualification from a Queensland institution within the past two years; the remainder had interstate or overseas qualifications or Queensland qualifications gained more than two years ago.

The QCT has several 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 2016 (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 APST using guidelines and a proforma submission developed by the QCT.

In 2017, 30 portfolio submissions were received (2016: 26). This resulted in 22 (2016: 19) applicants being approved for registration: one for full registration, nine for provisional registration and twelve for provisional registration with a professional development condition. Three applicants were refused registration. Five portfolios submitted in 2017 are still in progress.

A standards-based policy introduced in 2016 for experienced applicants with recognised three-year teaching qualifications resulted in the registration during 2017 of an additional 20 (2016:17) 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 are able 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 2017, the QCT received a total of 608 (2016: 626) applications from teachers whose initial teacher education was undertaken outside Australia. The proportion of applications received from overseas applicants was 8.5 per cent of all applications received in 2017 (2016: 9.2 per cent). The number of overseas applications in 2017 was 13 per cent lower than that in 2016. Wider dissemination of information about the QCT's robust standards, for instance in assessing English language proficiency and evidence of the elements required in initial teacher education, may have deterred some applicants from applying.

As in previous years, most overseas 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 provisions (see below).

During 2017, 460 overseas-trained teachers were admitted to the register (2016: 457).

### Mutual recognition of teachers from interstate and New Zealand

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 2017 is shown in Table 9.

**Table 9:** Mutual recognition applications approved in 2017 by jurisdiction of origin

Jurisdiction	2017
Australian Capital Territory	50
Northern Territory	93
South Australia	92
Tasmania	46
Victoria	319
Western Australia	101
New Zealand	154
TOTAL	855

Because of legislative changes to be effected in New South Wales from 1 January 2018, it is anticipated that the QCT will be able to mutually recognise accredited teachers from New South Wales in 2018.

## **Movement from provisional 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 2017 a total of 506 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, 434 did not re-apply for registration by 31 December 2017.

During 2017, 3,417 provisionally registered teachers successfully transitioned from provisional to full registration. This was a slight decrease (3.9 per cent) compared to 2016, reversing the increases of the previous two years.

Further information about progression from provisional to full registration is given in the section on 'Strengthening our profession' later in this report.

## **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:

- a) 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
- b) has knowledge, qualifications, skills or training reasonably considered by the QCT to be relevant to the position the person has been offered
- c) is suitable to teach
- d) 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 new application must be made to the QCT.

The number of applications received and approved for PTT continues to increase steadily each year. The proportion of those granted PTT who are initial teacher education students is increasing. During 2017, 154 (2016:126) people were at some stage teaching under the authority of a PTT. The great majority of these (88 per cent) were enrolled in an initial teacher education program (2016: 74 per cent; 2015: 77 per cent).

Most PTT holders were approved to teach in state schools (73 per cent), with the remainder in independent and Catholic schools. Just over half (55 per cent) of PTTs were granted for a period of less than six months.

Labour market forces constitute the most common reason for employers being unable to find a registered teacher for a position. Certain subject areas (Industrial Design and Technology, Mathematics and Arabic), as well as general primary teaching, have for several years consistently featured among the areas occasioning most PTT applications. In 2017, the highest proportion of PTT approvals were for primary teachers, including one music and two special education specialists. PTT approvals in 2017 for teaching of particular subjects were highest in the areas of Industrial Design and Technology (including manual arts and engineering skills), English and Mathematics. Approvals for Arabic and Health and Physical Education were the next most common subject approvals.

## **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.



Activity regarding renewal and restoration of registration during 2017 is summarised in Table 10. As required under the Act, renewal applications were sent to around 9861 teachers whose registration end-date occurred during 2017. A total of 2137 teachers who did not renew by their due date were required to complete an application for restoration of their full registration.

**Table 10:** Applications for renewal or restoration of registration in 2017

Activity	Number
Renewal applications sent	9861
Restoration notices sent	2137
Renewals processed	6926
Renewals processed with Returning to Teach condition	369
Teachers surrendering their registration and not renewing	32
Renewal refused (not suitable to teach)	1

### **‘Suitability to teach’ checks**

All applicants for teacher registration, PTT and renewal or restoration must undergo a ‘suitability to teach’ criminal history check. In 2017 9,945 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 another 4,415 applicants.

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

During 2017, 103 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 made by the QCT can apply for a review of the decision. (This provision is restricted to decisions where an information notice is required to be given under the Act.) The person must apply within 28 days after the decision is given to them. The application for review is considered by the QCT’s Internal Review Committee (IRC).

Amendments to the Act which came into effect on 1 July 2017 changed the way internal reviews are dealt with by the IRC. Previously the IRC, after reviewing an original decision, made 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.

Under the amendments, in most cases (that is, cases where the original decision was made within the QCT office under delegated power) the IRC is no longer required to make a recommendation to the QCT Board. Instead, the IRC must now make a decision (a review decision) about whether to confirm the original decision, amend the original decision, or substitute another decision for the original decision.

In cases where the original decision was made by the QCT Board or the PC&TCC, the IRC must still make a recommendation to the QCT Board.

Five decisions of the QCT based on professional practice requirements for registration were reviewed by the IRC from January to June 2017. In four of these cases the IRC recommended the original decision be confirmed and in one case recommended substituting another decision for the original decision. The QCT Board endorsed the recommendations of the IRC in all cases.

Two decisions made under delegated power and concerning professional practice requirements were reviewed by the IRC from July to December 2017. In both cases the IRC confirmed the original decision.

The seven review applications made in 2017 constituted a significant decrease from the seventeen received in 2016. The number of review applications has varied considerably over the past five years, with no overall trend discernible.

# Strengthening the profession

## Engaging the profession

Each year the QCT delivers information sessions for preservice and 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 organisation's role, 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 the *Evidence guide for provisionally registered early childhood teachers*, were very positively received.

The QCT provides information sessions to preservice teachers upon request by Queensland higher education providers (HEPs). 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 and the process of applying for provisional registration, using digital tools to demonstrate evidence of achievement, as well as Professional Boundaries workshops.

The Professional Standards team delivered presentations to over 2000 preservice teachers in 2017. The Professional Conduct team also provided professional conduct and ethics training to preservice students.

In addition to sessions for preservice teachers, the Professional Standards team delivered 16 workshops and information sessions to over 640 provisionally registered teachers and their mentors throughout Queensland. Additional events requested by regional school clusters in Cairns and Thursday Island promoted the use of the APST, quality professional learning, and inducting and mentoring graduate teachers.

The QCT has expanded its facilitation of online workshops for all registered teachers through web conferences. These webinars attracted over 1100 'live' participants and more than 2000 who watched recordings of the sessions accessible via the QCT website. For the first time, preservice teachers were able to access webinars and workshops via the online booking system in 2017, resulting in a large increase in preservice teacher participation, especially for the Professional Boundaries webinars.

Evaluations indicated 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.

Pupil Free Day seminars (Digital technologies, Professional Boundaries, Transition to full registration) were very well attended. Active promotion of these has been the key to their popularity.

The range of QCT Digital Portfolio templates was expanded to support teachers using this format to demonstrate their achievement of the standards across all career junctures from Graduate to Lead Teacher.

The QCT iTunesU space was developed and launched in 2017, hosting Digital Portfolio templates, accompanying resources and user support, and averaged 250 views of site materials per day, with 1544 downloads between March and September. Fifty events and seven web conferences were offered, to support QCT stakeholders (preservice teachers, registered teachers, assessors, academic staff) in their use of the digital portfolio templates and resources.

The QCT ClassMovies (Filmpond) Channel was expanded with a new 'pond' showcasing the work of mentor teachers and their mentees. The Channel has 66 published films with five more in development.

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

- Beginning Teachers networks
- Train the trainer – Supervising teacher training program – Cairns and Rockhampton
- DET Teach Queensland and Teach Rural Career Fairs
- Griffith University Health and Physical Education: Initial Teacher Education Summit 2017
- Presentations to school clusters on a range of topics
- Webinars and training workshops (conducted in the Metropolitan, Far North and North Coast regions) for DET assessors and teachers involved in the trial for certification of Highly Accomplished and Lead Teachers, including use of digital portfolios for evidence
- Quarterly meetings of the Principals' Engagement Reference Group convened by the QCT with representatives from all sectors
- DET Professional learning hubs

## 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
- 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 have been 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 2017, the QCT recognised 147 fully registered teachers as appropriately qualified and experienced reviewers of provisionally registered kindergarten teachers to assist their transition to full registration.

Similarly, in 2017, the QCT recognised 10 reviewers as appropriately qualified and experienced to support provisionally registered TAFE and university educators to transition to full registration.

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.

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.

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

In 2017 the QCT began implementing a revised CPD Framework, including communicating changes and expectations to teachers through targeted articles and quizzes in three issues of QCT's eNews.

The new annualised CPD audit commenced in Term 3 with the selection of 200 teachers representing a range of categories on the register.

## Returning to Teaching (RTT) condition

Where a fully registered teacher applies for renewal or restoration of registration at the end of their five-year registration 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.

Legislative changes which came into effect from 1 January 2017 mean that the QCT is no longer required to impose a RTT condition, but can now impose any condition it considers necessary for the applicant to meet renewal requirements. While there is no longer a legislated 'RTT condition', the QCT still requires teachers without recency of practice to undertake professional development on their return to a school, to ensure that their knowledge, skills and practice are up-to-date. This is still informally referred to as a RTT condition.

Revisions introduced by the QCT in 2017 included the introduction of mandatory professional development elements – focussed on code of conduct, child protection and understanding of the APST – for all returning teachers, with further obligations about updating skills and knowledge following completion of a threshold number of teaching days after their return to the classroom. While the three existing, endorsed RTT programs and the school-based pathway remain, a QCT web-based support system (individual QCT RTT pathway) has been created to support teachers in meeting this requirement and is accessed via a

teacher's myQCT account. In this pathway, the teacher engages in a range of user-selected professional development activities, in which they satisfy the elements and program content, but which have not been formally approved by the QCT.

Early in 2017, the RTT conditions on the registration of 8,690 teachers were amended to align with the new RTT policy and guidelines; these teachers were issued with a new approval notice and information on the change and how to access professional development in order to comply with the condition.

The number of teachers using each pathway to meet a RTT condition in 2017 and 2016 is shown in Table 11 below.

**Table 11:** Number of teachers using each pathway to meet a RTT condition in 2017 and 2016

Pathway	2016	2017
Web-based individual QCT RTT pathway	n/a	137
QCT-endorsed RTT professional development programs	233	150
School/Employer-based pathway	168	57

During 2017, 276 renewing teachers had a RTT condition applied to their teacher registration.

By the end of the year a total of 7,718 fully registered teachers had a RTT condition on their registration (2016: 8,626).

## Initial teacher education program accreditation and approval

During 2017, the QCT continued its implementation of national accreditation processes, including: panel consideration and approval by the QCT's Professional Standards Committee (PSC) of new programs for seven Queensland ITE providers; panel consideration and PSC approval of two programs at Stage 2 of accreditation for two providers; PSC consideration of requests from one provider for significant changes to programs; and PSC consideration and approval of extensions to accreditation periods for two providers.

The following programs were granted accreditation under the national system in 2017

### **Central Queensland University**

- Master of Teaching (Secondary) Stage 1
- Master of Teaching (Primary) Stage 2

### **Christian Heritage College**

- Master of Teaching (Secondary) Stage 1
- Master of Teaching (Primary) Stage 1

### **Griffith University**

- Master of Secondary Teaching Stage 1

### **James Cook University**

- Master of Teaching and Learning (Secondary) Stage 1

### **Queensland University of Technology**

- Master of Teaching (Secondary) Stage 1
- Master of Teaching (Primary) Stage 1
- Master of Teaching (Early Childhood) Stage 1

### **University of Queensland**

- Master of Teaching (Secondary) Stage 1
- Master of Teaching (Primary) Stage 2

### **University of the Sunshine Coast**

- Master of Teaching (Secondary) Stage 1
- Master of Teaching (Primary) Stage 1

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

Implementation of the national ITE accreditation processes includes training of panel members by AITSL. In 2017, an additional 12 Queensland teachers, teacher educators and employer representatives

completed the training (online modules and face-to-face workshop), to add to the pool of 54 panel members and panel chairs trained in 2016. Relevant QCT officers and PSC members have undertaken the training.

A number of ITE programs were submitted for Stage 2 accreditation in 2017. The QCT provided in-house training for panel chairs and members in March, including procedures for site visits. The QCT also conducted a forum in October 2017 to support HEPs who are submitting programs for Stage 2 accreditation in 2018.

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. Annual Statements for all institutions were considered and approved by the PSC. Changes of format for the Annual Statement will be implemented in 2018 to ensure better alignment between the template and the data collected by providers as required for accreditation.

Revised national accreditation standards and procedures were published in December 2015, with accompanying guidelines published in February 2016, and updated in June 2016. The implementation of the revised national process required all Queensland ITE providers to complete transition plans for their existing accredited programs. Plans for the implementation of the Literacy and Numeracy Test for Initial Teacher Education, primary specialisation and non-academic entry requirements for ITE programs were included in the transition plans. Plans for all providers were considered and approved by the PSC.

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

A Graduate Teacher Performance Assessment (GTPA) developed by the Learning Sciences Institute Australia (LSIA) in consultation with the QCT and piloted in 2016, was trialled extensively by 13 HEPs across Australia during 2017. The GTPA is designed to satisfy the 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 five core practices – planning, teaching, assessing, reflecting and appraising. 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 GTPA was cited by the majority of Queensland ITE providers as evidence for Program Standard 1.2 in their submissions for program accreditation and in their transition plans in 2017.

## Internship authorisations issued

In 2017 a total of 1,491 final-year students across all Queensland HEPs undertook authorised internships. The bulk of the internships were associated with programs offered by University of Southern Queensland, Queensland University of Technology and Central Queensland University.

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 HEP, employing sectors, teacher unions and the regulatory authority. All internship requests need to be authorised by the QCT.

## Research and data analysis

### Graduate teacher performance assessment

As mentioned above, the QCT's research partnership with Learning Sciences Institute Australia to develop a teaching performance assessment tool designed to satisfy Program Standard 1.2 of the revised national Accreditation of Initial Teacher Education Programs in Australia: Standards and Procedures, continued with a trial of the GTPA in selected ITE programs by 13 higher education providers across Australia during in 2017.

The GTPA trial, funded partially by AITSL, included comprehensive standards setting, moderation and pairwise comparison activities using over 400 early childhood, primary and secondary preservice teacher work samples as empirical evidence for each practice.

QCT staff have actively participated in the full range of activities as well as with the compilation of reports.

The 13 institutions will continue to engage with the GTPA in 2018, with the focus being on staged implementation across all ITE programs.

### Quality assurance of ITE accreditation decisions

The QCT embarked on a range of quality assurance activities in 2017 to develop jurisdictional capacity and to support national consistency of judgement in accreditation decisions as a priority. Three activities were designed to build capacity internally and test consistency in judgements and decision-making in an external environment.

The activities involved:

- assessment of internal processes in accrediting a sample of Master of Teaching (Secondary) programs
- a moderation exercise between New South Wales Education Standards Authority, ACT Teacher Quality Institute and the QCT
- a parallel accreditation process using an expert ghost panel hosted by AITSL.

Reports were generated for the first two activities and shared with Australian Teacher Regulatory Authorities, the Queensland Deans of Education and AITSL.

### Why choose teaching? A Matter of Choice: Evidence from the Field

In 2016, the QCT commissioned Learning Sciences Institute Australia to undertake Stage 2 of an investigation into the factors that influence people to choose teaching as a career.

To investigate influences on the choice of teaching in a contemporary Queensland context, a large-scale survey of 12,695 Queensland teachers was undertaken in late 2016. A comprehensive report on this stage of the project was published in June 2017.

Ensuring that Queensland has a sustainable teacher workforce to meet current and future demands is a significant strategic issue for all stakeholders across the education sector.

This new research report offers empirical evidence of what Queensland teachers have to say in response to a key question: 'Why choose teaching?'. It provides stakeholders with information about specific drivers of choice that can be used to inform targeted recruitment strategies and other decisions. It identifies the intrinsic

motivators that influence a person's choice to become a teacher, who influences their decision and how this information can be used.

The report highlights that Queensland teachers have a high level of satisfaction with their choice of teaching as a career and do not view teaching as a fall-back career. This is despite the challenging nature of the profession and the way it is sometimes presented in the media and by some influential parties.

## National leadership

The QCT continued to play a significant role in 2017 in the area of national reform related to teacher quality.

Further work related to the recommendations from the report of the Teacher Education Ministerial Advisory Group (TEMAG), *Action Now: Classroom Ready Teachers, progressed 2017*, particularly related to the teaching performance assessment and primary teacher specialisation. As the first jurisdiction in the nation to commence Stage 2 accreditation processes, the QCT contributed significantly to the national conversations and directions in this area as well as other policies designed to support improvements to initial teacher education in Australia.

## 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 APST 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.

Throughout 2017 the QCT regularly provided advice on national issues to both the Queensland Minister for Education, and the Director-General of the Queensland DET.

The QCT engages with key Queensland stakeholder groups such as principals' 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 understanding by the wider community of the work of the QCT.

## Certification of Highly Accomplished and Lead Teachers pilot program

This program 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, certification applies national processes and quality assurance measures. The pilot program in 2017 attracted 500 applicants from DET's Far North Queensland and North Coast regions. The pilot is facilitated by DET with the QCT as the certifying authority and responsible for the final assessment of each application. The QCT has also been responsible for the development, adaption and provision of support materials for applicants and assessors.

Applicants were divided into three groups for assessment, with two groups assessed in 2017 and one to be assessed in Semester Two 2018. Staff from DET and the QCT's Professional Standards team provided training and support to applicants. The process is not yet cross-sectoral; however, the Catholic system was involved via some training of assessors in 2017 and has indicated further involvement in 2018. An evaluation of the pilot is currently underway through DET.

## 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 on page 32 (Table 12) shows for 2017 and 2016 the volume of disciplinary information received by the QCT and activity undertaken by the QCT in relation to disciplinary matters. Most of the figures for 2017 are similar to those in 2016. Exceptions include the number of assessments on renewal, where the higher figure in 2016 reflects the large cohort applying to renew registration at the end of 2015, and the number of 'risk' suspensions, where the higher figure in 2017 reflects the lower threshold now applying to these.

**Table 12:** Professional conduct and disciplinary-related activity in 2017 and 2016

Type of information or activity	Explanation	Activity	2017	2016
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	22	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	162	166
Employing authority notifications	Following amendments to the Act on 1 July 2017, an employing authority must notify the QCT when it starts to deal with and when it stops dealing with an allegation of harm caused or likely to be caused to a child because of the conduct of a teacher. Prior to 1 July 2017, an employing authority was required to notify the QCT when it commenced and finalised an investigation into an allegation of harm caused, or likely caused, to a child because of the conduct of a teacher.  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 – conduct	225	197
		Employer notifications – competence	6	6
Other	The QCT can receive information other than mandatory notifications and complaints through information sharing arrangements and generally.	Other	7	12
		Total disciplinary matters received:	422	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.  Where criminal history or other conduct-related information exists, this must be assessed.	Assessments of applications for registration /PTT	436	448
		Assessments of applications for renewal of registration	796	3266
		Total:	1232	3714
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	20	14

**Table 12:** Professional conduct and disciplinary-related activity in 2017 and 2016 (continued)

Type of information or activity	Explanation	Activity	2017	2016
Suspension of registration/PTT	<p>The QCT must suspend a teacher's registration or PTT if the teacher is charged with a serious offence. 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 imminent risk of harm to children. Suspensions are referred to QCAT for review. Since 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>Serious offences include serious child-related sexual offences under the Criminal Code and certain offences under the Classification of Computer Games and Images Act 1995, the Classification of Films Act 1991 and the Classification of Publications Act 1991.</p>	Suspension of registration/PTT – serious offence	13	15
		Suspension of registration – unacceptable risk	18	4
Cancellation of registration/PTT	The QCT must cancel a teacher's registration or PTT if the teacher is convicted of a serious offence or the teacher becomes a relevant excluded person.	Cancellation of registration/PTT	4	3
Excluded persons	An excluded person 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 serious offence but have ceased to be registered or hold PTT when convicted.	Excluded persons	7	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 PC&TCC (prior to July 2017, the PP&CC) or QCAT.			
Professional Practice & Conduct Committee (PP&CC)	The PP&CC was established under the QCT Act (version pre-July 2017) to deal with disciplinary matters where minor disciplinary action was appropriate. Minor disciplinary action includes issuing a warning or a reprimand or accepting an undertaking from the relevant teacher. QCT-authorized investigations had to be referred to the PP&CC.	PP&CC hearings conducted	30	44

**Table 12:** Professional conduct and disciplinary-related activity in 2017 and 2016 (continued)

Type of information or activity	Explanation	Activity	2017	2016
Practice and Conduct (P & C) Agreements	From 1 July 2017, the college may with written consent of the relevant teacher, enter into an agreement (a Practice and Conduct Agreement) with the teacher.	P & C Agreements finalised	18	n/a
Professional Capacity and Teacher Conduct Committee (PC&TCC)	The PC&TCC is established under the QCT Act at 1 July 2017 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-authorized investigations must be referred to the PC&TCC.	PC&TCC hearings conducted	18	n/a
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	1
		Suspension	0	0
		Prohibition	3	5
		Reprimand	0	3
		Conditions	0	4
		'Serious offence' suspension continued	13	14
		'Imminent/unacceptable risk' suspension continued	15	3
		Appeal	0	1

# Communication with and promotion of the teaching profession

## Quality customer service

The QCT continued to pursue initiatives, including digital solutions, to deliver good customer services and engage with customers and stakeholders.

During 2017, the registration area of the QCT office responded to 31,062 telephone enquiries and 3,714 email enquiries.

Each approved teacher was emailed a reminder to update their address on the Register and to pay their annual fee. As a result, the number of teachers not paying their annual fee and consequently being removed from register fell from 3,801 in 2016 to 1,826 in 2017.

The integrity of data on the Register is also regularly checked. For example, in 2017 nearly 2,000 teachers without an email address on the Register were personally contacted to request an email address, with the result that the Register now holds email addresses for 99.8 per cent of teachers.

Letters of professional standing (for purposes of accreditation, registration, or employment outside Australia) were issued on request to 127 approved teachers.

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.

Customer satisfaction surveys are delivered to teachers via email at the completion of the application processes for teacher registration, mutual recognition, moving from provisional to full registration and renewal of full registration. Although the number of responses was very small, 94 per cent of respondents were 'satisfied' or 'very satisfied' with the application process.

## myQCT

In 2017 the QCT continued to promote and develop its myQCT portal. Teachers are now able to use this portal to:

- apply to move from provisional to full registration
- update their personal details
- update their CPD records
- pay fees
- utilise RTT resources
- retrieve their Certificate of Registration
- view recently sent PDFs of notices from QCT
- watch web conference recordings

Teachers and employers continue to make significant use of myQCT accounts.

## Business innovation

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 2017:

- The process for applying for permission to teach was moved online in October.
- Ongoing password management improvements have increased the security of teachers' personal information.
- A front-end identity verification project was commenced in 2017 and will be introduced as part of three types of applications for teacher registration early in 2018. Identity verification was first introduced in 2015 as part of the QCT's 'in office' identity checking process. Identity verification is being driven nationally to help combat fraud and money laundering.



## Registration communications and record keeping

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.

## 2017 QCT Photo Competition

The QCT photo library is used for a range of communication channels. Photo stocks are refreshed annually through photo shoots at schools located in or near Brisbane. These activities produce high quality images, but from a limited range of schools and settings. To broaden the QCT's access to images of the profession, a QCT Photo Competition was trialled in 2017.

The competition was launched in August and entries closed in September. The competition attracted 527 entries. From these, 66 were selected for the finalists' gallery and the winners judged from this selection. Winners were announced on 6 November 2017 via a video announcement on the QCT website: <http://www.qct.edu.au/photo-competition/winners-gallery>

- First place – Eatons Hill State School and photographer Amy Feeney
- Second place – West Moreton Anglican College and photographer Edgar Bringham
- Third place – Ithaca Creek State School and photographer Sam Donovan.

Benefits from running the competition, apart from image creation, have included:

- Creation of state-wide interest
- Engagement with schools and their communities of teachers, students and supporters
- Celebration and recognition of the great moments in being a teacher
- Promotion of the teaching profession
- Powerful visual social media opportunities
- Real life images based on real life situations in a school setting.

## QCT eNews

The QCT eNews is emailed to all teachers every four to six weeks of the school year. 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 2017 eight issues were produced. The relatively high open rates for the email indicate that readers continue to find the format and content 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 2017 grants were awarded to three applicants to assist them to present papers or workshops based on their research to the following conferences: the Australian Curriculum Studies Association conference in Sydney in October (one applicant) and the Australian Association for Research in Education annual conference in Canberra in November (two applicants).

## 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 has been celebrated annually in Australia for over 20 years to recognise the valuable contribution teachers make to society. In Australia the day is commonly celebrated on the last Friday in October.

The QCT maintains dedicated pages on its main website focused on World Teachers' Day, providing information about the day's origin, suggestions for celebrating the day, and links to other relevant sites. In 2017 a range of specially designed, downloadable 'thank-a-teacher' cards were provided for use by students and parents.

On its Teacher Stories website (<http://stories.qct.edu.au/eit.html>) the QCT profiled all teachers nominated for its Excellence in Teaching Awards. The QCT's small Communications team wrote 218 stories over a couple of months, and sourced a photo for almost every story. The Teacher Stories website was a huge success – there were 88,771 page views throughout September and October, with 42,333 unique visitors.

The QCT produced and posted on its website a short video featuring the QCT chairperson and the heads of the three parent organisations in Queensland thanking teachers. For the third year in a row, the QCT arranged for the Brisbane City Council to light up Brisbane's Story Bridge in special colours for teachers on the

evening before World Teachers' Day. In 2017 the Council also lit up the Victoria Bridge for teachers.

Along with other major education stakeholders, the QCT contributed to a promotional campaign featuring World Teachers' Day ribbons for teachers and a public mural in Fortitude Valley, Brisbane.

## 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 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 220 nominations in 2017, were presented by the then Minister for Education, the Honourable Kate Jones MP. QCT Board member, Ms Cathy Galvin, was master of ceremonies. Ms Dominika Wilberforce, a Year 10 student at St James' College in Brisbane, gave a heartfelt speech about the importance of education and the crucial role teachers had played in her life since her arrival in Australia as a refugee two years ago. The event was streamed live so that finalists' colleagues and students could share in the proceedings.

This year the QCT achieved unprecedented media coverage of the Excellence in Teaching Awards finalists in the lead-up to the awards ceremony, with 19 of the 21 finalists each covered at least twice in media, including local papers, The Courier-Mail, ABC radio and commercial television.

Nominees and finalists were also featured on social media, with some posts by nominees reaching more than 8,000 people. The QCT was frequently thanked by teachers on social media and via email for the recognition they received as a result of QCT posts and stories. A QCT Twitter post on the Story Bridge lighting up for teachers was the most liked and retweeted QCT post ever.

## QCT Excellence in Teaching Awards: 2017 finalists

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

Sponsored by Teachers' Union Health

- Dr Jennifer Bannan – Kirwan State High School
- Bianca Battoraro – Townsville Grammar School
- Tahnee Brown – Wisdom College (Winner)
- Tania Cowley – Kawana Waters State College
- Tangi Montfort – Tropical North Learning Academy – Smithfield State High School
- Morgan Stebbings – Cavendish Road State High School

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

Sponsored by RACQ Bank

- Andrew Devoy – Marist College Ashgrove
- Jane Greffe – Marymount College (Winner)
- Steven Griffiths – Cavendish Road State High School
- Zoe Hiddins – Kirwan State High School
- Deborah Mackinnon – Mitchelton Special School

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

Sponsored by RACQ Bank

- Dianne Aylward – Moreton Bay Environmental Education Centre (Winner)
- Joanna Cornwell – St Peter's Catholic Primary School, Rockhampton

- Marius Marx – Pimpama State School
- Louise McGuire – St Aidan's Anglican Girls' School
- Dr Carolyn Moores – Townsville Grammar School

### **The Courier-Mail Professor Betty H Watts OBE Memorial Award for an Outstanding Contribution to Teaching Award**

- Leanne Collins – Fraser Coast Anglican College
- Jill Green – Fitzgerald State School
- Lynette Kim Sing – Bwgcolman Community School
- Dr Lyn Nothdurft – St Patrick's College, Gympie (Winner)
- Jeff Symms – The Southport School, Preparatory School

# Regulating the profession

## 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 2017 *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 grant an applicant registration or PTT with a condition 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.

The internal processes the QCT implemented in 2016 have greatly assisted in the ongoing robust monitoring and management of conditions.

Table 13 shows the outcome of monitoring and management of conditions in 2017.

## Annual census

The QCT conducted the 2017 online annual census of teachers in non-State schools in June via each school's QCT account. Principals at non-State schools were emailed instructions on how to complete and submit the census return online on the relevant date. 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 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 middle of 2017, all Queensland schools had completed a census return.

**Table 13:** Outcome of conditions monitoring in 2017

Type of condition	Action	No. of teachers
Overseas criminal history check	Condition removed – requirement met	284
	Registration cancelled – failure to comply	2
Further study	Condition removed – requirement met	5
Professional development	Condition removed – requirement met	8
RTT	Condition reviewed on request	665
	Condition removed – requirement met	342
	Condition omitted*	217

\*s42 of the Act provides for a condition to be omitted if doing so is not adverse to the teacher's interests. Omission of the condition is often due to teachers realising that they had incorrectly answered a question on their renewal form and did in fact have evidence of recency of practice for their preceding five-year registration period.

## 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 by the Act. In 2017 the QCT completed audits of the employment records of four schools. The QCT assisted schools to address and resolve nine compliance issues identified.

## General offences

The QCT continued to partner with DET through the DET-QCT data exchange, further enhancing the QCT's ability to monitor compliance in State schools.

In relation to potential compliance issues concerning the legal requirement that only approved teachers can teach in schools, the QCT assessed 115 matters, issuing 63 warning letters and determining that no further action was required in 52 cases.

General assistance was provided to employing authorities concerning the requirements to notify the QCT about particular allegations against teachers and about dismissals of teachers for competency reasons. The QCT also provided specific recommendations and advice to three employing authorities following compliance audits.

## Monitoring compliance on renewal of registration

### **RTT conditions**

In the renewal process, teachers with a RTT condition on their registration are required to demonstrate that they have complied with the condition. 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. In 2017, no teachers with a RTT condition on their registration who applied for renewal were refused, three completed (and one is in the process of completing) their RTT requirement, and three applicants provided evidence that they had previously answered the question about their recent teaching experience incorrectly.

### **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-seven teachers had their condition regarding CPD monitoring removed due to meeting the requirements of the condition.

## 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 2017, the QCT engaged with all stakeholder groups including teachers, State and non-State school employing authorities, QPS and Unions.

# Financial performance

## Summary of financial performance and position

The bulk of the QCT's income (95 per cent) is derived from the various fees it administers in accordance with the Act and Regulation. Its major expenses are employee-related expenses (64 per cent) and supplies and services (30 per cent, mostly leasing of office space).

The QCT's 2017 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 \$ 4.2 million, after twelve 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 \$17,000, in fact it achieved a surplus of about \$180,000. This difference is largely due to a higher than expected number of registration applications and a lower number of removals from the Register. The QCT currently holds total assets worth about \$11.3 million. No major changes to the QCT's income or expenses are foreseen over the next three to five years.

## Notes to the statements on pages 42-44

1. Impact of higher level of teacher applications and lower rates of cancellations.
2. Interest Rates continued to remain at historically low levels impacting on the returns earned on surplus funds.
3. Additional staff engaged to undertake project work.
4. Savings achieved across a number of expenditure categories and activities.
5. A higher level of Cash was estimated in line as no capital expenditure was included in original budget.
6. Higher level of GST receivable at year-end than budgeted.
7. Unplanned higher level of prepayments occurred close to end of financial period.
8. Variance due to unplanned capital expenditure as per 5 above.
9. Decrease in activities completed close to year-end, and in Supplies and Services expenditure as per note 4 above.
10. Level of Accrued benefits under-estimated at planning phase.
11. Net difference of current and non-current portions results in a slight variance attributable to a higher unearned revenue figure than was budgeted.
12. Cash inflow exceeded budget for variance noted in 1.
13. As per note 2.
14. Outflow exceeds budgeted amount for reason discussed in 3 above.
15. GST Payments made in early part of year exceeded forecast.
16. Capital expenditure as per note 8.

A comprehensive set of financial statements covering all aspects of the QCT's activities begins at page 53.

### Budget vs Actual Comparison

Statement of Comprehensive Income

		<b>Budget</b>	<b>Actual</b>	<b>Variance</b>	<b>%</b>
	Notes	2017	2017		
Revenue					
Fees	1	9,761,000	9,966,143	(205,143)	-2%
Interest	2	275,000	200,784	74,216	27%
Criminal history checks		168,000	174,504	(6,504)	-4%
Other revenue		84,000	146,575	(62,575)	-74%
<b>Total Income from Continuing Operations</b>		<b>10,288,000</b>	<b>10,488,006</b>	<b>(200,006)</b>	<b>-2%</b>
Expenses from Continuing Operations					
Employee expenses	3	6,457,629	6,603,471	(145,842)	-2%
Supplies and services	4	3,194,716	3,081,244	113,471	4%
Depreciation and amortisation		306,000	310,491	(4,491)	-1%
Criminal history checks		312,499	312,769	(270)	0%
<b>Total Expenses from Continuing Operations</b>		<b>10,270,844</b>	<b>10,307,975</b>	<b>(37,131)</b>	<b>0</b>
Operating Result from Continuing Operations		17,156	180,031	(162,876)	0%
Other Comprehensive Income					
			-		
<b>Total Comprehensive Loss/Income</b>		<b>17,156</b>	<b>180,031</b>	<b>0</b>	<b>0</b>



## Budget vs Actual Comparison

### Statement of Financial Position

		Budget	Actual	Variance	%
	Notes	2017	2017		
Current assets					
Cash and cash equivalents	5	10,249,078	10,052,457	196,621	2%
Receivables	6	80,000	117,749	(37,749)	-47%
Other	7	40,000	83,616	(43,616)	-109%
<b>Total current assets</b>		<b>10,369,078</b>	<b>10,253,822</b>	<b>115,256</b>	
Non-current assets					
Intangible assets	8	23,000	262,255	(239,255)	-1040%
Plant and equipment		862,000	862,183	(183)	0%
<b>Total non-current assets</b>		<b>885,000</b>	<b>1,124,439</b>	<b>(239,439)</b>	
<b>TOTAL ASSETS</b>		<b>11,254,078</b>	<b>11,378,261</b>		
Current liabilities					
Payables	9	510,000	451,445	58,555	11%
Accrued employee benefits	10	629,850	684,816	(54,966)	-9%
Other Liabilities	11	330,000	380,474	(50,474)	-15%
<b>Total current liabilities</b>		<b>1,469,850</b>	<b>1,516,734</b>	<b>(46,884)</b>	
Non - Current liabilities					
Other Liabilities	11	1,220,772	1,135,100	85,672	7%
Total non-current liabilities		1,220,772	1,135,100	85,672	
<b>NET ASSETS</b>		<b>8,563,456</b>	<b>8,726,426</b>	<b>38,787</b>	
Equity					
Accumulated Surplus		8,563,156	8,726,426		
<b>TOTAL EQUITY</b>		<b>8,563,156</b>	<b>8,726,426</b>		

## Budget vs Actual Comparison

### Statement of Cash Flows

		Budget	Actual	Variance	%
	Notes	2017	2017		
Cash Flows from operating activities					
Inflows:					
Receipts from customers	12	10,113,000	10,357,090	(244,090)	-2%
Interest	13	275,000	200,784	74,216	27%
GST input tax credits from ATO		240,000	323,323	(83,323)	-35%
GST collected from customers		300	13,912	(13,612)	-4537%
Outflows:					
Employee expenses	14	(6,531,779)	(6,597,880)	66,101	-1%
Supplies and services		(3,611,443)	(3,542,203)	(69,239)	2%
GST paid to suppliers	15	(240,000)	(359,632)	119,632	-50%
GST remitted to the ATO		(4,000)	(17,766)	13,766	-344%
<b>Net cash used in operating activities</b>		<b>241,078</b>	<b>377,627</b>	(136,549)	-57%
Cash Flows from investing activities					
Outflows:					
Payments for Intangible Assets	16	0	(244,875)		
<b>Net cash used in investing activities</b>		<b>0</b>	<b>(244,875)</b>		
Net decrease in cash and cash equivalents		241,078	132,752		
Cash and cash equivalents at beginning of financial year		10,008,000	9,919,707		
<b>Cash and cash equivalents at end of financial year</b>		<b>10,249,078</b>	<b>10,052,459</b>		

# Corporate governance

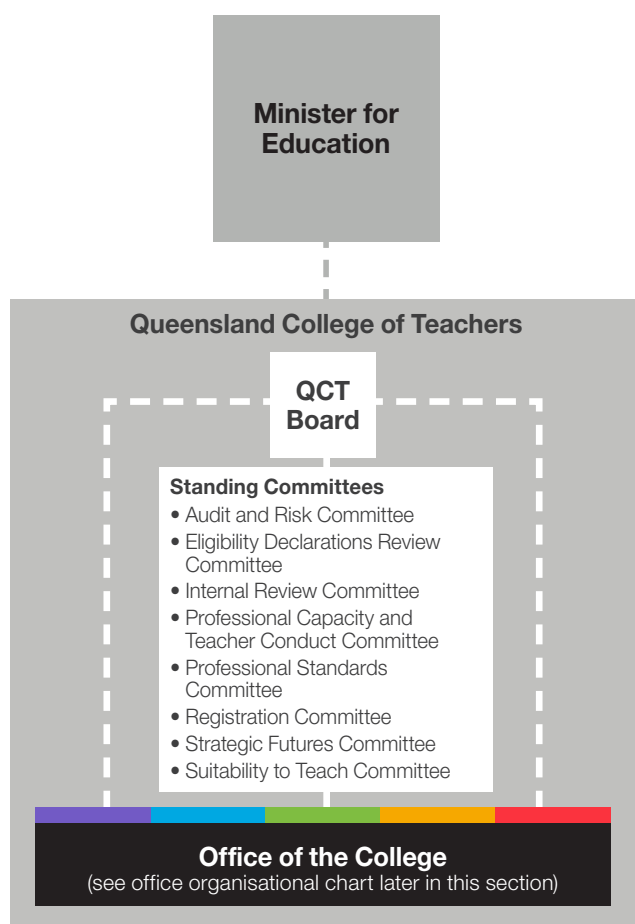
## Organisational structure

Under the Act, the QCT consists of the Board and its committees, and the office. The QCT is responsible to the Minister.

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

## Role and achievements of the 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. In 2017 the QCT Board was in the second year of its fourth term. The terms of appointment of all members were to 31 December 2018.

Under the Act, the Board must appoint a member to be deputy chairperson. At the first meeting in 2017, the Board elected a new deputy chair, as the member previously serving in this capacity was no longer on the Board.

From January 2017, changes to the composition of the Board introduced by legislative amendments passed in 2016 came into effect, reducing the size of the Board to 15 by removing two positions: the nominee of the Queensland Public Sector Union and the nominee of the Minister representing the interests of the community.

The member occupying the position of nominee of the chief executive officer in 2016 (Ms Cathy Heffernan) resigned in January. This position, and that of the elected practising teacher – non-state school sector (vacated at the end of 2016), remained vacant until new appointments were formalised in August.

**Diagram 1:**  
Organisational structure

The position of Minister's nominee (serving as chairperson) was vacated at the end of June by Dr Joe McCorley. A new nominee, Professor Emeritus Wendy Patton, was appointed as chair from August.

#### **Members in 2017 were as follows:**

Dr Joseph **McCorley** OAM (**Chairperson**)  
*Nominee of the Minister (to 30 June)*

Professor Emeritus Wendy **Patton** (**Chairperson**)  
*Nominee of the Minister (from 3 August)*

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**\*  
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 sector*

Ms Aleisha **Connellan** (**Deputy Chairperson**)  
Teacher, non-state school  
*Nominee of the Queensland Independent Education Union*

Ms Bev **Day**\*  
Teacher, non-state school  
*Elected practising teacher – non-state sector (from 3 August)*

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 Leigh **Pickering**  
Assistant Director-General, Human Resources, DET  
*Nominee of the chief executive (from 3 August)*

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 sector*

Miss Eloise **Power**\*  
Teacher, state school  
*Practising teacher representing state schools, nominated by the chief executive*

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

\*Member was a registered teacher in 2017

The Board met eight times in 2017, holding meetings every six weeks from February to December. Member attendance is recorded in Table 14.

The total amount of fees paid to members of the Board for the period 1 January 2017 to 31 December 2017 was \$18,344. 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 \$32,003. Further details of remuneration to Board members are provided online via the following page of the QCT website: [www.qct.edu.au/Publications/CorporatePub.html](http://www.qct.edu.au/Publications/CorporatePub.html) or on the Queensland Government Open Data website at <https://data.qld.gov.au>.

**Table 14:** QCT Board member attendance record 2017

NAME	FEB	MAR	MAY	JUN	JUL	SEP	OCT	DEC	TOTAL
Dr Joe MCCORLEY (CHAIR to 30 June)	✓	✓	✓	✓	<b>Resigned effective 30 June</b>				4/4
Prof Wendy PATTON (CHAIR, appointed 3 August)						✓	✓	✓	3/3
Professor Nola ALLOWAY	✓	✓	✓	✓	✓	A	✓	✓	7/8
Mr Perry ANDERSON	✓	✓	✓	✓	✓	✓	✓	✓	8/8
Ms Samantha BLAIR (formerly COLBERT)	✓	✓	✓	✓	A	✓	✓	✓	7/8
Ms Kaylee CAMPRADT	✓	✓	✓	✓	A	A	✓	✓	6/8
Ms Natalie CLARKE	✓	✓	✓	✓	✓	✓	✓	A	7/8
Ms Aleisha CONNELLAN	✓	✓	✓	✓	✓	✓	✓	✓	8/8
Ms Bev DAY (appointed 3 August)						✓	A	A	1/3
Ms Cathy GALVIN	✓	✓	✓	P	✓	✓	✓	✓	7/8
Mr Peter HILL	✓	P	✓	P	✓	✓	✓	✓	6/8
Ms Alota LIMA	✓	A	✓	A	✓	✓	✓	A	5/8
Ms Leigh PICKERING (appointed 3 August)	O	O	O	O	O	✓	✓	✓	3/3
Ms Eloise POWER	✓	✓	✓	✓	A	✓	✓	✓	7/8
Ms Lisa SIGANTO	A	✓	✓	✓	✓	P	✓	✓	6/8
Ms Josephine WISE	✓	✓	✓	✓	✓	✓	✓	A	7/8

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

## Committees

According to legislation, the QCT must have the following:

- a Professional Capacity and Teacher Conduct Committee (prior to 30 June the requirement was for 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. Six additional committees have been established by the Board:

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

Current terms of reference and membership of all QCT committees and the number of meetings held in 2017 are given in Appendix 2.

As a result of legislative amendments taking effect from 1 July, the formal membership of the Internal Review Committee changed; however, the actual membership was not altered as the existing composition conformed to the new legislation.

## Ministerial directions

No Ministerial directions were received during 2017.

## 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.

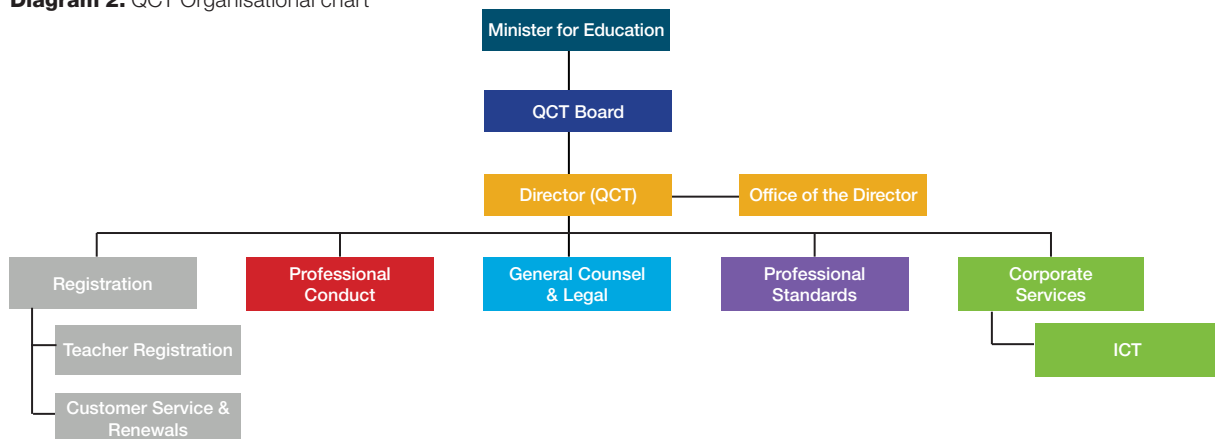
In 2017 the office had the following main operational areas: Registration, Professional Conduct, General Counsel and Legal, Professional Standards, Corporate Services, and the Office of the Director. The structure of the QCT office is shown in the organisational chart below (Diagram 2).

## Executive management

The executive team in the Office, at the end of 2017, consisted of:

- Director: Mr John Ryan DipT, BEd, MEd, Grad Dip Mgmt
- Executive Manager, Registration: Ms Kim Newman BBus(Comm), MA(Applied Ethics)
- Executive Manager, Professional Conduct: Ms Anita Morrison
- Executive Manager, Professional Standards: Ms Deanne Fishburn BIntBus, PG DipEd
- General Counsel and Executive Manager, Legal: Mr Andrew (Drew) Braban LL.M
- Business Manager: Mr Robert Beazley BCom, BAcc, CA(SA).

**Diagram 2:** QCT Organisational chart



## Strategy for corporate governance

Activities undertaken in 2017 aimed at ensuring the QCT's sustainability and compliance with legislative requirements included:

- reviewing strategic risks and ensuring risk minimisation actions were in place
- developing 2017 operating budgets to support strategic priorities and accountabilities
- improving internal reporting systems
- 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
- re-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 2017 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.

On 22 June 2017, the following Queensland Audit Office (QAO) report was tabled in the Queensland legislative assembly: 'Universities and grammar schools: 2016 results of financial audits (Report 18: 2016-17)' .

This report summarises the results of QAO financial audits of:

- the seven Queensland public universities and their controlled entities,
- the eight Queensland grammar schools, and
- a small number of other education-specific entities with a financial year end of 31 December (including the QCT).

The report provides an overview of finances at 31 December 2016 and of the financial accounting issues that arose during the audits.

There were no recommendations from the Queensland Audit Office's audit of the QCT for the 2016 financial year.

The independent audit report on the QCT's financial statements for the year ending 31 December 2017 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 2017 work commenced in implementing the ICT Strategic Plan developed in 2016 to provide a long-term vision for the delivery of ICT services across the QCT.

Other achievements during the period included:

- implementing Case Management enhancements to the QCT's core system to better support the operations of the Investigations section
- improving the functionality and accessibility of the myQCT portal
- investigating options for the QCT to move its physical Infrastructure to "the cloud"
- ensuring that all core software licensing remained current

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.

## Consultancies and overseas travel

Publication of this information is available online via the following page of the QCT website:

[www.qct.edu.au/Publications/CorporatePub.html](http://www.qct.edu.au/Publications/CorporatePub.html) or on the Queensland Government Open Data website at <https://data.qld.gov.au>.

4. The CAA is part of the Department of Premier and Cabinet. Its activities are reported on in that Department's annual report.
5. 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 which service their existing customer agencies through operating level agreements.

## 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, the retention and disposal schedule approved by the Queensland State Archives in 2016 was incorporated into the QCT's electronic document and records management system. This will enable the QCT to efficiently manage its information holdings.

## Staffing establishment

The QCT continually monitored and managed positions and staffing numbers throughout 2017 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. Any vacant permanent positions or long term temporary arrangements (12 months and over) were submitted to the Employees Placement Program. In 2017 only two vacancies were lodged and in each case no applications were received from any government employees requiring placement. The vacancies were then progressed and filled in accordance with our obligations under the Recruitment & Selection Directive 15/13 and Supporting employees affected by workplace change (Directive 17/16).

As at the last pay period in December 2017 the QCT directly employed 60.26 (full-time equivalent) staff members. Our retention rate for the period was 94.55 per cent and the separation rate was 5.45 per cent.

During 2017 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 2017 management remained committed to the continual development of the QCT Workforce Plan. Planning has commenced to implement a Personal and Organisational Development plan for all QCT staff in 2018 as an ongoing commitment to the QCT Workforce Plan by continuing to build staff capability. Towards this endeavour, QCT employees attended various in-house and external training sessions and courses relevant to their roles and career aspirations. This professional development enabled our workforce to maintain currency and 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 employee conduct and performance matters to the Conduct and Performance Excellence unit of the Public Service Commission throughout the year.

In 2017, the QCT participated again in the Working for Queensland survey, which measures the level of employee opinion and satisfaction with the workplace climate. The QCT's overall response rate was 84 per cent, a great improvement from the 59 per cent achieved in 2016. In general, the QCT was positioned well above the Queensland public sector agencies combined data for 2017. The QCT appeared in the first quintile (20 per cent), or among the top eleven ranked Queensland public sector agencies, in all strategic priorities and factors in all but two of the strategic priorities and factors, these falling into the second quintile. Overall the QCT was from 6 percentage points to 19 percentage points above the Queensland public sector average in all seven workplace climate indices. The survey results have been used to inform targeted 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 2018.

## Workplace health and safety (WHS) and staff health and wellbeing

The QCT is committed to providing a work environment 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. In 2017 all new employees, including casuals and contractors, participated in the mandatory induction program which included information on our emergency response procedures, WHS legislation and policies and the QCT Health and Wellbeing Program. To fulfil our responsibilities and remain compliant the QCT ensured that all staff were kept informed and updated through participation in our eLearning online program which included WHS, Bullying and Sexual Harassment and Domestic Violence modules.

In 2017 the QCT Health and Wellbeing Program actively supported and encouraged a healthy workplace environment and provided initiatives, awareness and opportunities for staff to improve and maintain a healthy lifestyle and work-life balance.

The QCT was offered the opportunity to be included in a new health initiative program rolled out in June 2017 called My Health for Life (MH4L). This program is led by Diabetes Queensland in partnership with the Stroke Foundation, Heart Foundation, Queensland Aboriginal and Islander Health Council, Ethnic Communities Council of Queensland and all Queensland Primary Health Networks. Our participation in this program identified some staff who were potentially at risk of developing conditions such as type 2 diabetes, heart disease or stroke. These staff were given access to a structured, evidence-based lifestyle modification program based on behaviour change principles that supported and motivated them to set and achieve their health goals, as well as reduce their chronic disease risk factors.

No major workplace health and safety issues were encountered during the 2017 reporting period.

The QCT Emergency Response Guidelines were updated as required in 2017 to reflect the evacuation and safety procedures associated with our tenancy at 601 Coronation Drive Toowong. First aid officers underwent refresher training through St John Ambulance to remain certified and Fire Wardens attended onsite training provided by TRIMEVAC on behalf of the building management.

## 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 2017. To ensure compliance the QCT subscribes to 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 2017–2020 are congruent with the ethics principles.

## Strategic Plan and Annual Report

The QCT's Strategic Plan for 2017–2020 was communicated to staff through the development of operational plans in each team.

The QCT's Annual Report for the 2017 calendar year was submitted to the Minister before the due date of 31 March.

## Public interest disclosures

No disclosures were received during the 2017 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 2017 one formal request for information was received by the QCT under the *Right to Information Act 2009*; this has proceeded to external review by the Office of the Information Commissioner and an outcome is expected early in 2018. No requests were received under the *Information Privacy Act 2009*.





# Financial Statements

For the financial year ended 31 December 2017



 **QUEENSLAND**  
COLLEGE OF TEACHERS



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**QUEENSLAND COLLEGE OF TEACHERS**  
**Statement of Comprehensive Income**  
**for the year ended 31 December 2017**

	<i>Notes</i>	<b>2017</b> \$	<b>2016</b> \$
<b>Income from Continuing Operations</b>			
<b>Revenue</b>			
Fees	2	9,966,143	9,422,933
Interest		200,784	207,213
Criminal history checks		174,504	165,095
Other revenue	3	146,575	93,471
<b>Total Income from Continuing Operations</b>		<b>10,488,006</b>	<b>9,888,712</b>
<b>Expenses from Continuing Operations</b>			
Employee expenses	4	6,603,471	6,193,953
Supplies and services	6	3,081,244	2,555,338
Depreciation and amortisation	7	310,491	360,748
Criminal history checks	8	312,769	577,551
<b>Total Expenses from Continuing Operations</b>		<b>10,307,975</b>	<b>9,687,590</b>
<b>Operating Result from Continuing Operations</b>		<b>180,031</b>	<b>201,122</b>
<b>Other Comprehensive Income</b>		<b>-</b>	<b>-</b>
<b>Total Comprehensive Income</b>		<b>180,031</b>	<b>201,122</b>

The accompanying notes form part of these financial statements.

**QUEENSLAND COLLEGE OF TEACHERS**  
**Statement of Financial Position**  
**as at 31 December 2017**

	<i>Notes</i>	<i>2017</i> \$	<i>2016</i> \$
<b>Current assets</b>			
Cash and cash equivalents	9	10,052,457	9,919,706
Receivables	10	117,748	125,907
Other		83,615	51,921
<b>Total current assets</b>		<b>10,253,820</b>	<b>10,097,534</b>
<b>Non-current assets</b>			
Intangible assets	11	262,255	158,346
Plant and equipment	12	862,183	1,031,708
<b>Total non-current assets</b>		<b>1,124,438</b>	<b>1,190,054</b>
<b>TOTAL ASSETS</b>		<b>11,378,258</b>	<b>11,287,588</b>
<b>Current liabilities</b>			
Payables	13	451,443	428,540
Accrued employee benefits	14	684,816	693,184
Other liabilities	15	380,473	344,970
<b>Total current liabilities</b>		<b>1,516,732</b>	<b>1,466,694</b>
<b>Non - Current liabilities</b>			
Other liabilities	15	1,135,100	1,274,500
<b>Total non - current liabilities</b>		<b>1,135,100</b>	<b>1,274,500</b>
<b>NET ASSETS</b>		<b>8,726,426</b>	<b>8,546,395</b>
<b>EQUITY</b>			
Accumulated Surplus	20	8,726,426	8,546,395
<b>TOTAL EQUITY</b>		<b>8,726,426</b>	<b>8,546,395</b>

The accompanying notes form part of these financial statements.



**QUEENSLAND COLLEGE OF TEACHERS**  
**Statement of Changes in Equity**  
**for the year ended 31 December 2017**

		<b>Accumulated Surplus</b>	
	<b>Note</b>	<b>2017</b>	<b>2016</b>
		<b>\$</b>	<b>\$</b>
<b>Balance as at 1 January</b>		<b>8,546,395</b>	<b>8,345,273</b>
Operating results from continuing operations		180,031	201,122
Total other comprehensive income		-	-
<b>Balance as at 31 December</b>	<b>20</b>	<b>8,726,426</b>	<b>8,546,395</b>

The accompanying notes form part of these financial statements.

**QUEENSLAND COLLEGE OF TEACHERS**  
**Statement of Cash Flows**  
**for the year ended 31 December 2017**

	<i>Notes</i>	<b>2017</b> \$	<b>2016</b> \$
<b>Cash Flows from operating activities</b>			
<b>Inflows:</b>			
Receipts from customers		10,357,090	10,760,272
Interest		200,784	207,213
GST input tax credits from ATO		323,323	406,948
GST collected from customers		13,912	117,197
<b>Outflows:</b>			
Employee expenses		(6,597,880)	(6,123,796)
Supplies and services		(3,542,205)	(3,840,956)
GST paid to suppliers		(359,632)	(261,893)
GST remitted to the ATO		(17,766)	(113,421)
<b>Net cash provided by operating activities</b>	16	<b>377,626</b>	<b>1,151,564</b>
<b>Cash Flows from investing activities</b>			
<b>Outflows:</b>			
Payments for plant and equipment		-	(35,596)
Payments for software purchased		(244,875)	-
<b>Net cash used in investing activities</b>		<b>(244,875)</b>	<b>(35,596)</b>
Net increase in cash and cash equivalents		132,751	1,115,968
Cash and cash equivalents at beginning of financial year		9,919,706	8,803,738
<b>Cash and cash equivalents at end of financial year</b>	9	<b>10,052,457</b>	<b>9,919,706</b>

The accompanying notes form part of these financial statements.

**Queensland College of Teachers**  
**Notes To and Forming Part of the Financial Statements**  
**for the year ended 31 December 2017**

**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 2017, 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 2016 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.

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**1 Basis of Financial Statements preparation**

**(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 2017. 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.

*AASB 15 Revenue from contracts with customers* will become effective from reporting periods beginning on or after 1 January 2019. 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). At its October 2017 meeting The Australian Accounting Standards Board considered the application of AASB 15 to revenue from licences issued by not – for – profit entities that are in effect the right to perform an activity. The Board will be releasing implementation guidance on accounting for licences in the first half of 2018. The College will continue to analyse the new revenue recognition requirements for licences once the implementation guidance is to hand. Any impact on its present accounting practices remains unclear at this stage.

*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.

**1 Basis of Financial Statements preparation**

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

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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.

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 are awaiting further guidance from Queensland Treasury on the effective rate of interest implicit in government leases.

**1 Basis of Financial Statements preparation**

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

The College has quantified the impact on the Statement of Comprehensive Income and the Statement of Financial Position of applying AASB 16 to its current operating lease, including the extent of

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additional disclosure. A right of use asset and corresponding lease liability of \$7.1 m will be recognised applying the cumulative approach at 1 January 2019. In the absence of guidance from Queensland Treasury a fixed ten-year borrowing rate of 3.042% has been used as the effective rate of interest to recognise the initial amount of the lease liability. Simultaneous with the recognition of the asset and liability, the deferred rent-free benefit of \$431,000 will be taken to the Accumulated Surplus. The right of use asset will result in an annual depreciated charge of \$ .724 m, with finance charges totalling \$1.2 m being progressively recognised over a ten-year period. The assessment of additional disclosures required is ongoing.

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 11 and Plant and Equipment note 12.

	<b>2017</b>	<b>2016</b>
<b>2 Fees</b>		
	<b>\$</b>	<b>\$</b>
Teacher Registration and Application fees	9,842,254	9,346,352
Late Payment fees	118,320	70,680
Other fees	5,569	5,901
<b>Total</b>	<b><u>9,966,143</u></b>	<b><u>9,422,933</u></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 15 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 15.

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<b>3 Other Revenue</b>	<b>2017</b>	<b>2016</b>
	<b>\$</b>	<b>\$</b>
Copyright fees	3,161	3,239
Advertising	34,091	25,000
Reimbursement	109,323	65,232
<b>Total</b>	<b>146,575</b>	<b>93,471</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).

<b>4 Employee Expenses/Number of Employees</b>	<b>2017</b>	<b>2016</b>
	<b>\$</b>	<b>\$</b>
<i>Employee benefits:</i>		
Wages salaries and annual leave	5,464,710	5,153,350
Employee superannuation contributions	642,489	595,414
Long service leave levy	111,568	106,255
<i>Employee related expenses</i>		
Workers compensation premium	7,384	9,149
Payroll tax	285,423	268,599
Other Employee related expenses	91,897	61,186
<b>Total</b>	<b>6,603,471</b>	<b>6,193,953</b>

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

	As at 31 December 2017	As at 31 December 2016
Number of Employees	60.26	59.94

**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.



**Queensland College of Teachers**  
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**4 Employee Expenses/Number of Employees (continued)**

*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*.

**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 2017. 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.	Substantive AO 8 classification level under sections 119 of the <i>Public Service Act 2008</i> currently acting in higher duties at SO1	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.

**Queensland College of Teachers**  
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**5 Key Executive Management Personnel and Remuneration (continued)**

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.	Substantive AO 7 classification level under sections 119 of the <i>Public Service Act 2008</i> currently acting in Higher duties at AO 8.	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.

**(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. There are no material transactions with people/entities related to the KMP.

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 2017 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.

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

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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.

**1 January 2017 – 31 December 2017**

<b>Position (Date Resigned if applicable)</b>	<b>Short Term Employee Benefits</b>		<b>Long Term Employee Benefits</b>	<b>Post Employment Benefits</b>	<b>Total Remuneration</b>
	<b>Base \$'000</b>	<b>Non- Monetary Benefits \$'000</b>	<b>\$'000</b>	<b>\$'000</b>	<b>\$'000</b>
Director	195	-	4	22	221
Executive Manager, Legal and General Counsel	125	-	3	15	143
Executive Manager, Professional Conduct	108	-	3	13	124
Executive Manager, Registration	121	-	3	15	139
Executive Manager, Professional Standards	126	-	3	16	145
Business Manager, Corporate Services	117	-	3	15	135
<b>Total Remuneration</b>	<b>792</b>	<b>-</b>	<b>19</b>	<b>96</b>	<b>907</b>

**1 January 2016 – 31 December 2016**

<b>Position (Date Resigned if applicable)</b>	<b>Short Term Employee Benefits</b>		<b>Long Term Employee Benefits</b>	<b>Post Employment Benefits</b>	<b>Total Remuneration</b>
	<b>Base \$'000</b>	<b>Non- Monetary Benefits \$'000</b>	<b>\$'000</b>	<b>\$'000</b>	<b>\$'000</b>
Director	195	-	4	21	220
Executive Manager, Legal and General Counsel	122	-	3	15	140
Executive Manager, Professional Conduct	107	-	3	13	123
Executive Manager, Registration	120	-	3	14	137
Executive Manager, Professional Standards	120	-	3	14	137
Business Manager, Corporate Services	116	-	3	15	134
<b>Total Remuneration</b>	<b>780</b>	<b>-</b>	<b>19</b>	<b>92</b>	<b>891</b>

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<b>6 Supplies and Services</b>	<b>2017</b>	<b>2016</b>
	<b>\$</b>	<b>\$</b>
Administration and finance *	1,163,922	1,056,296
Asset operating costs	17,965	14,972
Consulting, contracting and bureau fees	1,167,142	835,115
Professional Conduct and Disciplinary costs	99,311	118,901
Property costs & maintenance	632,904	530,054
<b>Total</b>	<b>3,081,244</b>	<b>2,555,338</b>

There are no material transactions with other Queensland Government-controlled entities.

\*Total external audit fees paid to the Queensland Audit Office relating to the 2017 financial statements are estimated to be \$24,000 (2016: \$27,000). 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 \$39,949 (2016: \$10,700).

**7 Depreciation and Amortisation**

Depreciation and amortisation were incurred in respect of:

Depreciation: Plant and equipment	169,525	224,711
Amortisation: Software Purchased	140,966	136,037
<b>Total</b>	<b>310,491</b>	<b>360,748</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:

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

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.

**7 Depreciation and Amortisation (continued)**

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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.

	<b>2017</b>	<b>2016</b>
<b>8 Criminal History Checks</b>	<b>\$</b>	<b>\$</b>
Incurred in respect of Applications	135,619	130,685
Incurred in respect of Renewal of Registration*	177,150	446,866
	<u><b>312,769</b></u>	<u><b>577,551</b></u>

\*Teacher registrations are required to be renewed every five years. Approximately 6,638 teachers who registered during 2012 and 2013 representing 6.3% of registered teachers in Queensland, were consequently required to renew their registration during 2017 (2016: 16,730).

	<b>2017</b>	<b>2016</b>
<b>9 Cash and Cash Equivalents</b>	<b>\$</b>	<b>\$</b>
Cash on hand	1,000	1,000
Cash at bank	1,267,385	947,792
Deposits at call	8,784,072	8,970,914
<b>Total</b>	<u><b>10,052,457</b></u>	<u><b>9,919,706</b></u>

Cash deposited with the Queensland Treasury Corporation earned interest at rates between 2.62% and 2.27% (2016: 3.66% and 2.43%).

Funds totalling \$4.2 million (2016: \$3.97 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 20.

**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.

	<b>2017</b>	<b>2016</b>
<b>10 Receivables</b>	<b>\$</b>	<b>\$</b>
GST receivable	108,801	72,492
GST payable	(25)	(3,879)
	<u>108,776</u>	<u>68,613</u>
Long service leave reimbursements	5,467	19,425
Other receivables	3,505	37,869
<b>Total</b>	<u><b>117,748</b></u>	<u><b>125,907</b></u>

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**10 Receivables (continued)**

**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 Intangible Assets**

	<b>2017</b>	<b>2016</b>
	<b>\$</b>	<b>\$</b>
<i>Software purchased</i>		
At cost	1,331,676	1,086,801
Less accumulated amortisation	<u>(1,069,421)</u>	<u>(928,455)</u>
<b>Total</b>	<b><u>262,255</u></b>	<b><u>158,346</u></b>

	<b>Carrying amount at 1 January</b>	<b>Acquisitions</b>	<b>Disposals</b>	<b>Amortisation</b>	<b>Carrying amount at 31 December</b>
<b>2017</b>	<b>\$</b>	<b>\$</b>	<b>\$</b>	<b>\$</b>	<b>\$</b>
<i>Software purchased</i>	<b><u>158,346</u></b>	<b>244,875</b>	<b>-</b>	<b>(140,966)</b>	<b><u>262,255</u></b>
<b>2016</b>					
<i>Software purchased</i>	<b><u>294,384</u></b>	<b>-</b>	<b>-</b>	<b>(136,037)</b>	<b><u>158,346</u></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.

**2017**

**2016**

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<b>12 Plant and Equipment</b>	<b>\$</b>	<b>\$</b>
<i>Leasehold Improvements</i>		
At cost	1,151,672	1,151,672
Less accumulated depreciation	<u>(312,109)</u>	<u>(168,150)</u>
	839,563	983,522
<i>Plant and equipment</i>		
At cost	494,050	494,050
Less accumulated depreciation	<u>(471,430)</u>	<u>(445,864)</u>
	22,620	48,186
<b>Total</b>	<b><u>862,183</u></b>	<b><u>1,031,708</u></b>

**Plant and Equipment Reconciliation**

	Carrying amount at 1 January	Acquisitions	Disposals	Transfers between Classes	Depreciation	Carrying amount at 31 December
<b>2017</b>	\$	\$	\$	\$	\$	\$
<i>Leasehold Improvements</i>	<b>983,522</b>	-	-	-	(143,959)	<b>839,563</b>
<i>Plant and equipment</i>	<b>48,186</b>	-	-	-	(25,566)	<b>22,620</b>
	<b><u>1,031,708</u></b>				<b><u>(169,525)</u></b>	<b><u>862,183</u></b>
	\$	\$	\$	\$	\$	\$
<b>2016</b>						
<i>Leasehold Improvements</i>	<b>1,123,520</b>	28,152	-	-	(168,150)	<b>983,522</b>
<i>Plant and equipment</i>	<b>97,303</b>	7,444	-	-	(56,561)	<b>48,186</b>
	<b><u>1,220,823</u></b>	<b><u>35,596</u></b>		-	<b><u>(224,711)</u></b>	<b><u>1,031,708</u></b>

The College has plant and equipment with an original cost of \$415,587 (2016: \$ 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.

**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.



**Queensland College of Teachers**  
**Notes To and Forming Part of the Financial Statements**  
**for the year ended 31 December 2017**

	<b>2017</b>	<b>2016</b>
	<b>\$</b>	<b>\$</b>
<b>13 Payables</b>		
Trade creditors	167,339	137,711
Criminal history checks	63,932	80,646
Other creditors and accruals	220,172	210,183
<b>Total</b>	<b>451,443</b>	<b>428,540</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.

**14 Accrued Employee Benefits**

*Current*

Salaries Payable	84,194	90,892
Annual leave	526,737	531,564
Salaries on costs payable	73,885	70,728
	<b>684,816</b>	<b>693,184</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 14. The provision covers the cost of employees' annual leave (including leave loading and on-costs). A fortnightly allowance is levied based on employee's annual leave allocation with amounts paid to employees for annual leave being deducted from the provision.

Due to a change in Queensland Treasury's Financial Reporting Requirements a corresponding change to the college's accounting policy has been introduced. Liabilities are to be classified as current when they are due to be settled within 12 months after the reporting date, or there is no unconditional right to defer settlement of the liability for at least twelve months after the end of the reporting period. As employees there is no unconditional right to defer settlement for annual leave the full value of this entitlement is to be classified as a current liability. This change has resulted in annual leave provision of \$153,164 disclosed as non-current in 2016 financial - year to current provision amounting to \$531,564.

*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*.

**Queensland College of Teachers**  
**Notes To and Forming Part of the Financial Statements**  
**for the year ended 31 December 2017**

**15 Other Liabilities**

	<b>2017</b>	<b>2016</b>
	<b>\$</b>	<b>\$</b>
<i>Current</i>		
Unearned fees	238,941	203,438
Lease Incentive Liability	141,532	141,532
	<b>380,473</b>	<b>344,970</b>
<i>Non-Current</i>		
Lease Incentive Liability	<b>1,135,100</b>	<b>1,274,500</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.

**16 Reconciliation of Operating Result to Net Cash from Operating Activities**

	<b>2017</b>	<b>2016</b>
	<b>\$</b>	<b>\$</b>
Operating result	<b>180,031</b>	<b>201,122</b>
Depreciation and amortisation	310,491	360,748
Change in assets and liabilities		
Decrease in other receivables	34,364	1,051,086
(Increase)/Decrease in GST receivables	(36,309)	145,055
Decrease/(Increase) in LSL reimbursement	13,958	(2,248)
(Increase)/Decrease in prepayments	(31,694)	19,747
Increase/(Decrease) in payables	22,904	(940,552)
(Decrease)/Increase in accrued employee benefits	(8,368)	72,405
Increase in unearned revenue	35,503	27,687
(Decrease)/Increase in lease incentive liability	(139,400)	212,738
(Decrease)/Increase in GST payable	(3,854)	3,776
Net cash from/used in operating activities	<b>377,626</b>	<b>1,151,564</b>

**Queensland College of Teachers**  
**Notes To and Forming Part of the Financial Statements**  
**for the year ended 31 December 2017**

**17 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	2017 \$	2016 \$
<b>Financial assets</b>			
Cash and cash equivalents	9	10,052,457	9,919,706
Receivables	10	117,749	125,907
<b>Total</b>		<b>10,170,206</b>	<b>10,045,613</b>
 <b>Financial liabilities</b>			
Financial liabilities measured at amortised cost:			
Payables	13	451,443	428,540
<b>Total</b>		<b>451,443</b>	<b>428,540</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.

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.

**Queensland College of Teachers**  
**Notes To and Forming Part of the Financial Statements**  
**for the year ended 31 December 2017**

**17 Financial Instruments (continued)**

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:

**2017 Financial Assets Past Due But Not Impaired**

	<b>Overdue</b>				
	Less than 30 Days \$	30-60 Days \$	61-90 Days \$	More than 90 Days \$	Total \$
Receivables	117,748				117,748
<b>Total</b>	<b>117,748</b>				<b>117,748</b>

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

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

**(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 Colleges obligation to conduct Criminal History Checks together with the funding thereof is detailed in note 20.

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.

**Queensland College of Teachers**  
**Notes To and Forming Part of the Financial Statements**  
**for the year ended 31 December 2017**

**17 Financial Instruments (continued)**

		2017 Payable in			
	Note	< 1 year	1 – 5 year	> 5 years	Total
		\$	\$	\$	\$
<b>Financial liabilities</b>					
Payables	13	451,443			451,443
<b>Total</b>		<b>451,443</b>			<b>451,443</b>

		2016 Payable in			
Note	< 1 year	1 – 5 year	> 5 years	Total	
	\$	\$	\$	\$	
<b>Financial liabilities</b>					
Payables	13	428,540	-	428,540	
<b>Total</b>		<b>428,540</b>	<b>-</b>	<b>428,540</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.

**(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 \$100,525 (2016: \$ 99,197). This is attributable to the College's exposure to variable interest rates on its cash invested.

		<b>2017 Interest Rate Risk</b>			
<b>Financial Instruments</b>	<b>Carrying Amount</b>	<b>-1%</b>		<b>+1%</b>	
		<b>Profit '000</b>	<b>Equity '000</b>	<b>Profit '000</b>	<b>Equity '000</b>
<b>Financial Assets</b>					
Cash	10,052,457	(101)	(101)	101	101
<b>Overall effect on operating result and equity</b>		<b>(101)</b>	<b>(101)</b>	<b>101</b>	<b>101</b>

**Queensland College of Teachers**  
**Notes To and Forming Part of the Financial Statements**  
**for the year ended 31 December 2017**

**17 Financial Instruments (continued)**

<i>Financial Instruments</i>	<i>Carrying Amount</i>	<b>2016 Interest Rate Risk</b>			
		<b>-1%</b>		<b>+1%</b>	
		<b>Profit '000</b>	<b>Equity '000</b>	<b>Profit '000</b>	<b>Equity '000</b>
<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>

**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.

**18 Segment Information**

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

**19 Commitments for Expenditure**

**Non-Cancellable Operating Lease**

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

<i>Operating leases for property, and office equipment</i>	<b>2017</b>	<b>2016</b>
	<b>\$</b>	<b>\$</b>
Outstanding lease commitments are due for payment as follows:		
not later than one year	768,142	742,166
later than one year and not later than five years	3,350,993	3,237,674
later than five years	755,851	1,637,311
<b>Total</b>	<b>4,874,986</b>	<b>5,617,151</b>

**20 Accumulated Surplus**

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 \$2.8 million (2016: \$2.65 million).

As such, the College has earmarked \$4.2 million (2016: \$3.97 million) of the retained surplus to cater for the resultant anticipated cash flows as determined by its investment policy. A corresponding amount of the total Deposits at Call (Note 9) has been allocated and invested in a separate account to meet this future obligation.

**Queensland College of Teachers**  
**Notes To and Forming Part of the Financial Statements**  
**for the year ended 31 December 2017**

**20 Accumulated Surplus (continued)**

**Revenue Recognition**

In terms of current accounting standards and practice pertaining to revenue recognition, the College's fees income is recognised as revenue on receipt.

Consequently the 2017 reporting period contains \$5.34 million (2016: \$4.57 million) representing the receipt of 2018 renewal fees received during November and December 2017. Given the profile of the College's teacher register, its future operations will require the utilisation of this portion of the 2017 retained income and associated cash balances in the short term to meet expenditure until the receipt of 2019 fees in November and December 2018.

**21 Contingencies**

There were no known contingent assets or liabilities of a significant nature as at 31 December 2017 (2016: Nil).

**22 Remuneration of Board Members**

The College's Board comprises the following members as at 31 December 2017:

<b>Name</b>	<b>Membership Category</b>
Emeritus Professor W Patton (Chairperson)	Nominee of the Minister for Education
L Pickering	Nominee of the Director-General, Department of Education and Training
Professor N Alloway	A practising teacher educator nominated jointly by vice-chancellors of universities that provide an approved preservice teacher education program
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
B Day	Elected non-State school practising 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 in Qld and the Qld Independent Schools Parents' Network
P Hill	Nominee of the Qld Catholic Education Commission (QCEC)



**Queensland College of Teachers**  
**Notes To and Forming Part of the Financial Statements**  
**for the year ended 31 December 2017**

**22 Remuneration of Board Members (continued)**

<b>Total Remuneration paid to Board Members</b>	<b>2017</b>	<b>2016</b>
	<b>\$</b>	<b>\$</b>
Emeritus Professor W Patton (Chairperson)	9,453	-
Dr J McCorley +	3,497	9,160
Professor N Alloway	1,798	2,071
S Forsyth*	-	2,581
K Campradt	1,798	2,369
J McGowan *	-	798
E Siganto	1,798	1,548
	<b>18,344</b>	<b>18,526</b>

+ Resigned 30 June 2017

\* Resigned in 2016

Board Remuneration included fees of \$17,275 and superannuation of \$1,069 (2016: fees of \$17,350 and superannuation of \$1,176).

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

**23 Events occurring after balance date**

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

**24 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.

**Related Party Transactions**

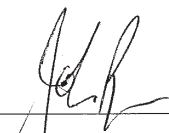
	<b>2017</b>
	<b>\$</b>
Transactions with other related parties:	-

**Queensland College of Teachers**  
**Notes To and Forming Part of the Financial Statements**  
**for the year ended 31 December 2017**

**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 2017 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

9 February 2018

  
\_\_\_\_\_  
Emeritus Professor W Patton  
Chairperson

9 February 2018

## INDEPENDENT AUDITOR'S REPORT

To the Board of Queensland College of Teachers

### Report on the audit of the financial report

#### Opinion

I have audited the accompanying financial report of Queensland College of Teachers.

In my opinion, the financial report:

- a) gives a true and fair view of the entity's financial position as at 31 December 2017, and its financial performance and cash flows for the year then ended
- b) complies with the *Financial Accountability Act 2009*, the Financial and Performance Management Standard 2009 and Australian Accounting Standards.

The financial report comprises the statement of financial position as at 31 December 2017, 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 summaries of significant accounting policies and other explanatory information, and the certificate given by the directors.

#### Basis for opinion

I conducted my 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 ethical requirements of the Accounting Professional and Ethical Standards Board's APES 110 *Code of Ethics for Professional Accountants* (the Code) 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 and the *Auditor-General of Queensland Auditing Standards*.

I believe that the audit evidence I have obtained is sufficient and appropriate to provide a basis for my opinion.

#### Other information

Other information comprises the information included in the entity's annual report for the year ended 31 December 2017, but does not include the financial report and my auditor's report thereon.

Board is responsible for the other information.

My opinion on the financial report does not cover the other information and accordingly I do not express any form of assurance conclusion thereon.

In connection with my audit of the financial report, my responsibility is to read the other information and, in doing so, consider whether the other information is materially inconsistent with the financial report or my knowledge obtained in the audit or otherwise appears to be materially misstated.

If, based on the work I have performed, I conclude that there is a material misstatement of this other information, I am required to report that fact.

I have nothing to report in this regard.

#### **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 the *Financial Accountability Act 2009*, the Financial and Performance Management Standard 2009 and Australian Accounting Standards, and for such internal control as the Board determines is necessary to enable the preparation of the financial report that is free from material misstatement, whether due to fraud or error.

The Board is also responsible for assessing the entity's ability to continue as a going concern, disclosing, as applicable, matters relating to going concern and using the going concern basis of accounting unless it is intended to abolish the entity or to otherwise cease operations.

#### **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 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 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 the entity.
- Conclude on the appropriateness of the entity'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. I base my conclusions 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.

- Evaluate the overall presentation, structure and content of the financial report, including the disclosures, and whether the financial report represents the underlying transactions and events in a manner that achieves fair presentation.

I communicate with the Board 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.

In accordance with s.40 of the *Auditor-General Act 2009*, for the year ended 31 December 2017:

- a) I received all the information and explanations I required.
- b) In my opinion, the prescribed requirements in relation to the establishment and keeping of accounts were complied with in all material respects.



J F WELSH FCPA  
as delegate of the Auditor-General



Queensland Audit Office  
Brisbane

# 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 2017 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 four times in 2017.

## Eligibility Declarations Committee

### Terms of reference

- To determine eligibility declaration applications.

### Membership

- The Director QCT and the Executive Manager Legal 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 2017 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:

- 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 six times in 2017.

## Professional Practice and Conduct Committee

### Terms of reference

The Committee was established under section 113 of the previous version (since amended by the *Education and Other Legislation Amendment Act 2016*) 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 (pre-2016 amendments version), the Committee comprised three Board members of whom two were registered teachers and one was not a registered teacher.

Under legislative amendments passed in 2016, the Committee was replaced from 1 July 2017 by the Professional Capacity and Teacher Conduct Committee (see below).

## Professional Capacity and Teacher Conduct Committee

### Terms of Reference

The functions of the PC&TCC relate to minor practice and conduct matters and are set out in section 115 of the Act. The role of the Committee is to:

- receive reports about investigations authorised by the QCT
- conduct practice and conduct proceedings to hear and decide practice and conduct matters referred to it by the QCT where minor disciplinary action is likely to be appropriate
- authorise an investigation if it believes that further information is required before it can hold a hearing and decide on a practice and conduct matter
- refer a matter to the Queensland Civil and Administrative Tribunal if it believes that serious disciplinary action should be taken against the teacher
- to make an order for a relevant teacher to undergo a health assessment

### Membership

Three Board members of whom two are to be registered teachers and one is to be not a registered teacher. However, for the hearing of a practice and conduct matter involving an impairment of a relevant teacher, the PC&TCC must include an additional member from the registered health practitioner panel.

The Director QCT, the General Counsel and Executive Manager (Legal) are delegated/authorised to appoint members in the event of unavailability or conflict of interest of the usual members. In the interests of operational efficiency, the Board may appoint a panel of Board members (from the appropriate categories) to the Committee rather than the minimum of three specified above.

Staff of the Legal section of the QCT Office will provide secretariat support for the Committee, and appropriate staff members will attend to provide background information, and/or take minutes.

This committee operated from 1 July 2017, replacing the former Professional Practice and Conduct Committee under legislative amendments passed in 2016. These two committees met a combined total of nine times in 2017.

## 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 seven meetings in 2017.

## 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 2017.



## 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 did not meet in 2017 and was disestablished by the Board in December.

## 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 PC&TCC. 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 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 six times in 2017.

## Appendix 3 – Accredited ITE programs offered in Queensland

All programs have been accredited in accordance with national standards and procedures.

### AUSTRALIAN CATHOLIC UNIVERSITY

- 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
- Bachelor of Teaching/Bachelor of Exercise Science

### CENTRAL QUEENSLAND UNIVERSITY

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

### CHRISTIAN HERITAGE COLLEGE

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

### GRIFFITH UNIVERSITY

- Master of Teaching (Primary)
- Master of Secondary Teaching
- 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)

### JAMES COOK UNIVERSITY

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

### QUEENSLAND UNIVERSITY OF TECHNOLOGY

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

### SOUTHERN CROSS UNIVERSITY (Gold Coast Campus)

- 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

- Master of Teaching (Primary)
- Master of Teaching (Secondary)
- 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)

#### School of Human Movement Studies

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

#### UNIVERSITY OF SOUTHERN QUEENSLAND

- 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)

#### UNIVERSITY OF THE SUNSHINE COAST

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

## Appendix 4: Endorsed Returning to Teaching programs

Provider	Name of program
Department of Education and Training, Queensland	Restart Teaching
Australian Catholic University	Return to Teaching in Schools
Teacher Training Australia	Return to Teaching

## Appendix 5: Publications

Publications of the QCT in 2017 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 2016

### Strategic Plan

Strategic Plan 2017–2020

### Periodicals

QCT eNews (eight issues): February, March, April, June, August, October, World Teachers' Day Special, and November

### Research report

*Why choose teaching? A matter of choice: Evidence from the field*

## Appendix 6: Remuneration of Board members

Position	Name	Meetings/ sessions/ attended	Approved daily fee \$	Approved subcommittee fees if applicable	Actual fees received* \$
Chair (to June)	JJ McCorley	4	650	Nil	3,497
Chair (from August)	WA Patton	3	650	Nil	9,454
Member	NA Alloway	7	500	Nil	1,789
Member	KM Campradt	6	500	Nil	1,798
Member	EM Siganto	6	500	Nil	1,798
No. scheduled meetings	8				
Total out-of-pocket expenses					18,344

\*Due to rounding, total stated differs from sum of individual figures.

# Reader feedback

The QCT is keen to obtain responses from readers of its Annual Report for 2017 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 2)?

- |                |                          |
|----------------|--------------------------|
| Very well      | <input type="checkbox"/> |
| Satisfactorily | <input type="checkbox"/> |
| Poorly         | <input type="checkbox"/> |
| Not at all     | <input type="checkbox"/> |

## 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 | <input type="checkbox"/> |
| Registered teacher employed elsewhere   | <input type="checkbox"/> |
| Retired registered teacher              | <input type="checkbox"/> |
| Preservice student teacher              | <input type="checkbox"/> |
| School principal                        | <input type="checkbox"/> |
| Education authority                     | <input type="checkbox"/> |
| University-based teacher educator       | <input type="checkbox"/> |
| Union                                   | <input type="checkbox"/> |
| Queensland government                   | <input type="checkbox"/> |
| Community member                        | <input type="checkbox"/> |
| Other _____                             | <input type="checkbox"/> |

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

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









Queensland College of Teachers  
GPO Box 702  
Brisbane Qld 4001 Australia

(+617) 3377 4777

1300 720 944

(for callers outside the  
Brisbane metropolitan area)

[www.qct.edu.au](http://www.qct.edu.au)

The Queensland College of Teachers (QCT) is the  
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