

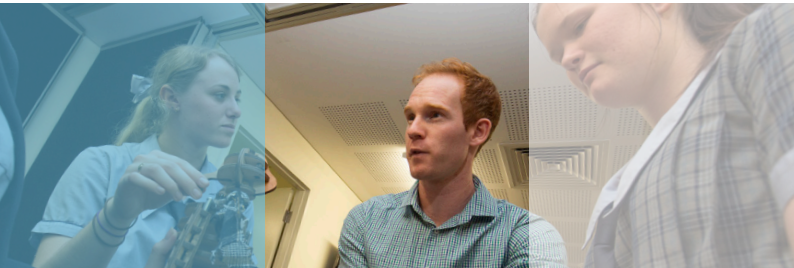


# Annual Report

2018



 **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 2018.

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/Publications/CorporatePub.html](http://www.qct.edu.au/Publications/CorporatePub.html)) 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.

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### 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 2019

The Honourable Grace Grace MP  
Minister for Education and Minister for Industrial Relations  
PO Box 15033  
CITY EAST QLD 4002

Dear Minister

I am pleased to submit for presentation to the Parliament the Annual Report, including financial statements, for the Queensland College of Teachers for the year ending 31 December 2018.

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\\_2018.pdf](http://www.qct.edu.au/Publications/Corporate/QCT_Annual_Report_2018.pdf) and a checklist outlining the annual reporting requirements can be accessed at:

[http://www.qct.edu.au/Publications/Corporate/QCT\\_Annual\\_Report\\_2018\\_Compliance.pdf](http://www.qct.edu.au/Publications/Corporate/QCT_Annual_Report_2018_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

As the following sections of this Report show, the work of the QCT continues to demonstrate a commitment to the Queensland public service values – Customers first, Ideas into Action, Be courageous and Unleash potential. The Board and staff are guided by these values and strive to demonstrate the associated behaviours 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.

Early in the year, Board members participated, along with senior managers at the QCT, in an externally facilitated workshop to generate ideas for a new high-level Strategic Plan to guide the organisation during the four years 2019 – 2022. The draft went through several iterations before being provided to the QCT's major stakeholders for comment. Feedback was generally very positive and a final version was endorsed by the Board in July. The new Plan is complemented by a set of Operating Principles for the QCT based on the concepts of leadership, collaboration, innovation and regulation.

In continuing to implement recommendations from a review of Board performance in 2017, the Board oversaw the development of an enhanced Risk Management Framework. As part of this, the Board and executive managers took part in a workshop led by an external consultant on risk management, to consider risk appetite at Board and management levels across various categories of QCT operations. The resulting set of risk appetite statements will help guide future Board decisions and QCT operations. The consultant also assisted in the development of a Risk Consequence Matrix for incorporation into the Framework.

The Board was delighted to welcome the Queensland Minister for Education and Minister for Industrial

Relations, the Hon Grace MP, to its March meeting for a discussion of matters of mutual interest.

At several meetings during 2018 the Board discussed the question of Queensland's participation in the Australian Teacher Workforce Data (ATWD) strategy. After considering the potential risks and benefits, the Board decided to recommend to the Minister that she authorise the QCT to release data about Queensland teachers for inclusion in this data set. In November the Minister approved the release of data by the QCT under the ATWD.

In April the Director and I attended the biennial international conference of teacher regulatory authorities, this time held in New Zealand, where the Director gave a presentation on teachers' professional boundaries in dealing with students. The QCT has had a presence at most of these conferences since they were inaugurated in the early 2000s.

Having decided in 2017 to withdraw from the incorporated association of Australasian Teacher Regulatory Authorities, the Board in mid-2018 was pleased to accept an invitation to the QCT to re-engage with the (unincorporated) informal network of Australasian teacher regulatory authorities.

As a leader in teacher regulation in Australia, the QCT made a major contribution to the Australian Government's National Review of Teacher Registration. Our submission focussed on ways of enhancing consistency within and across jurisdictions in various aspects of teacher regulation in order to facilitate teacher mobility across jurisdictions while also ensuring protections for the safety of children in schools. As the year closed, the QCT also made a comprehensive submission to the House of Representatives Standing Committee on Employment, Education and Training inquiry into the teaching profession.





During 2018, the Board also oversaw the QCT work in developing processes for the certification of Highly Accomplished and Lead Teachers in Queensland.

One of my most pleasurable tasks as Chair is to host the annual QCT Excellence in Teaching Awards ceremony held in conjunction with World Teachers' Day. This tenth year of the awards saw the introduction of a new, additional award category – contribution to school community, fittingly named in honour of the QCT's immediate past chairperson, Dr Joe McCorley OAM. This year the event was held at Brisbane's historic Customs House where the surroundings contributed a suitably dignified atmosphere to the occasion. Our thanks go once again to the sponsors of these awards – TUH Health Fund, Teachers Mutual Bank, and *The Courier-Mail* and *The Sunday Mail*. During the year, the Board endorsed a rebranding and updating of the Awards event for 2019.

Following the success last year of its inaugural photo competition, *Capturing inspiring teacher moments*, the QCT conducted the competition again in 2018, with the addition of a video category. This garnered many high-quality images of teachers at work for use in the QCT's communications and promotional campaigns. Teachers' Mutual Bank again sponsored the photo category of the competition and the video category was sponsored by Schoolzine, who also distribute our eNews.

As the Board was due to be reconstituted at the end of the year for the three-year term 2019 – 2021, the Board oversaw an election of three practising teachers for appointment to the new Board. Due to recent legislative changes meaning the election was no longer confined to paper-and-post ballots, the Board determined that, for the first time, the ballot would be conducted electronically. Despite a communication campaign encouraging registered teachers to vote, the proportion participating in the voting was, unfortunately, small and the Board endorsed a number of recommendations for increasing the turnout in future elections.

I acknowledge the work of all Board members throughout 2018, 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. I especially acknowledge the contributions of departing members Professor Nola Alloway, Mr Perry Anderson, Ms Cathy Galvin, Mr Ben Gray, Ms Leigh Pickering and Ms Lisa Siganto. Mr Anderson, Professor Alloway and Ms Siganto had served for four, three and two terms respectively.

Inaugural QCT Director, Mr John Ryan, announced in May his intention to step down in May 2019 after thirteen years in the position. The Director is appointed by the QCT Board under the *Public Service Act*. In July the Board began planning for the recruitment of a new Director. The position was advertised nationally in October with teacher regulatory authorities interstate and overseas also being alerted to the upcoming vacancy. Shortlisted candidates were interviewed in December and an appointment is expected to be finalised in early 2019.

Finally, I want to acknowledge the work of all the staff of the QCT. Their commitment to the teaching profession in Queensland and to upholding a national leadership position in all aspects of teacher regulation and teacher quality is outstanding. I also thank our many stakeholders for their ongoing support for the work of the QCT and its commitment to the teachers of Queensland.



Emeritus Professor Wendy Patton  
Chairperson of the Board

# 2018 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 2018. All targets except one were achieved or exceeded. More detailed information on the QCT's activities in pursuit of the objectives and strategies is included in subsequent sections of this report.

## Contribution to State Government Objectives

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

- Create jobs in a strong economy
- Give all our children a great start
- Keep Queenslanders healthy
- Keep communities safe
- Protect the Great Barrier Reef
- Be a responsive government

The QCT's services contribute mainly to the objective 'Create jobs in a strong economy', especially the sub-objective 'Engage more young Queenslanders in education, training or work'. From a broader perspective, it can be seen that the QCT's functions contribute to all of the Government's objectives, since without effective and ethical teachers to educate the state's next generation of workers and citizens, 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 'value 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
- Nationally consistent processes for the certification of Highly Accomplished Teachers and Lead Teachers
- 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.

Standards may be threatened by possible external pressure to lower standards of entry to the profession in the face of looming national teacher shortages.

### Financial sustainability


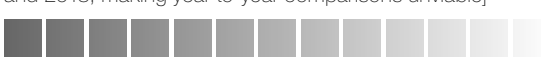
The QCT's financial sustainability may be adversely affected by an emerging trend of lower levels of applications for registration and of renewals of registration.

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.

During 2018 the QCT Board developed a new Strategic Plan for the period 2019 – 2022 with strategies directed at five objectives: Contemporary regulation, Educational leadership, Innovation, Collaboration with our stakeholders, and Organisational sustainability.

Table 1: Achievements against 2017 – 2020 Strategic Plan in 2018

<div style="background-color: #444; color: white; padding: 5px; border-radius: 10px; display: inline-block;">Outcome</div> <h2 style="margin: 0;">Registered teachers are qualified, competent and suitable to teach</h2>	
<b>Strategic objective</b>	Admit and retain as registered teachers only persons who are competent, qualified and suitable to teach
<b>Performance</b>	
<p>Percentage of matters where the register is updated within one working day of receipt of disciplinary suspension notifications:</p> <p><b>Target: 100%</b> <b>Achieved: 100%*</b></p>	<div style="text-align: right;">100% ▼</div>  <div style="text-align: left;">▲ 100%</div> <p><b>Target</b></p> <p><b>Achieved</b></p> <p><small>*Actual figures: #Total s48 Notifications received– 10 # Updates to register within 1 working day or receiving s48- 10</small></p>
<p>Reduction in data requests to Higher Education Institutions during program accreditation processes:</p> <p><b>Target: Yet to be set.</b></p>	<p><b>Target</b> [benchmarks unable to be set due to changes in national program standards in 2015 and 2018, making year-to-year comparisons unviable]</p> 
Strategies	Activities
<p>Maintain the integrity and improve the quality of information held about Queensland approved teachers to inform strategic policy development and business processes</p>	<ul style="list-style-type: none"> <li>Continued a centralised data exchange with the Department of Education (DoE) to monitor the approval status of persons engaged 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>Implemented 2018 Compliance Management Plan and school audit</li> <li>Surveyed teachers with full registration to identify communication preferences for information about renewal</li> <li>Finalised revised Information Sharing Arrangements with DoE and interstate regulatory authorities</li> </ul>
<p>Undertake relevant research and data analysis and implement findings to enhance the evidence base for quality teaching</p>	<ul style="list-style-type: none"> <li>Repeated the 2013 attrition survey to identify any changing trends in the attrition of Queensland graduate teachers from the register</li> <li>In partnership with Institute for Learning Sciences and Teacher Education, evaluated the next phase of implementation of a teaching performance assessment to support demonstration of 'readiness' of graduates for entering the profession</li> <li>Conducted a small-scale survey of principals about the quality of graduates to inform an extended study in 2019</li> </ul>

Strategies	Activities
<p>Develop and /or apply appropriate standards and procedures to decisions on registration and initial teacher education program approval</p>	<ul style="list-style-type: none"> <li>• Refused 98 applications for teacher registration or permission to teach (PTT) due to applicants not meeting eligibility requirements</li> <li>• Finalised and embedded a professional practice and boundaries program for teachers on suitability and disciplinary matters</li> <li>• Conducted Stage 2 accreditation processes for 19 ITE programs in Queensland, collecting information about program outcomes</li> <li>• Worked with higher education providers (HEPs) to develop a core set of data sources to inform annual reporting requirements and program accreditation</li> <li>• Contributed to ongoing implementation of revised national ITE accreditation process via a range of working groups, forums and research papers</li> </ul>
<p>Maintain productive partnerships with all key stakeholders to support and enhance the quality of Queensland teachers and applicants for teacher registration</p>	<ul style="list-style-type: none"> <li>• Conducted workshops for supervising teachers to support the use of the Professional Experience Reporting Framework and Evidence Guide developed by the QCT</li> <li>• As an extension of the above, conducted 'train the trainer' workshops to facilitate consistent decision-making and promote skill development for greater numbers of supervising teachers</li> <li>• Provided workshops to staff of higher HEPs about ITE program accreditation requirements</li> <li>• Continued to act as certifying authority for the DoE pilot of a certification process for Highly Accomplished and Lead Teachers</li> <li>• Worked with the DoE on developing priority projects for preservice and early career teachers</li> <li>• Supported regional partnerships across sectors to support understanding of the Australian Professional Standards for Teachers (APST) and mentoring beginning teachers</li> <li>• Promoted the teaching profession through the annual QCT Excellence in Teaching Awards</li> <li>• Collaborated with a range of stakeholders in promotional activities for World Teachers' Day</li> <li>• Made a substantial submission to the House of Representatives Inquiry into the Status of the Teaching Profession</li> </ul>
<p>Work collaboratively with stakeholders to enforce the regulatory framework</p>	<ul style="list-style-type: none"> <li>• Assessed 76 potential breaches of the requirement that only registered teachers can be employed in Queensland schools and issued warning letters</li> <li>• Conducted 2018 census of teachers in schools, with all Queensland schools participating</li> <li>• Granted 119 people approval to teach under the PTT process</li> <li>• Continued to build strategic relationship with principals' associations to improve understanding of the QCT's functions and powers</li> <li>• Liaised with stakeholders about legislative reporting requirements</li> <li>• Partnered with DoE to enhance QCT's ability to monitor compliance in State schools</li> </ul>

Table 1: Achievements against 2017 – 2020 Strategic Plan in 2018

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%\***



\* Based on responses to feedback surveys regarding teacher engagement workshops and webinars and responses to customer feedback surveys regarding QCT application processes (total 675 respondents).

In addition:

- In addition, all major stakeholder groups expressed satisfaction with QCT during biannual meetings with Chair and Director.

Strategies	Activities
Develop innovative approaches to the delivery of services	<ul style="list-style-type: none"> <li>• Launched an iBook to provide an interactive demonstration of gathering digital evidence against the APST</li> <li>• Continued to rely on a centralised data exchange with DoE to reduce reporting requirements of State school principals</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 were referred to the Ombudsman’s Office</li> <li>• No QCAT external review was sought on any QCT decisions</li> </ul>
Enhance transparency of information by releasing data sets to the public	<ul style="list-style-type: none"> <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> <li>• Monitored and considered relevant recommendations of the Royal Commission into Institutional Responses to Child Sexual Abuse and the Queensland Family and Child Commission review of the blue card system</li> <li>• Contributed to the National Review of Teacher Registration</li> <li>• Considered strategies to support potential and new teachers entering the profession, in conjunction with the Government, HEPs, schooling sectors and other stakeholders</li> </ul>

Strategies	Activities
<p>Implement a robust and cost-efficient regulatory framework that reflects risk, necessity and proportionality</p>	<ul style="list-style-type: none"> <li>• Embedded changed disciplinary processes and professional conduct policies resulting from legislative amendment, including the establishment of Health Practitioners Panel and practice and conduct agreements</li> <li>• Commenced accepting NSW accredited teachers under mutual recognition provisions</li> <li>• Streamlined the reapplication process for provisionally registered teachers at the end of their four-year period of registration</li> </ul>
<p>Use a range of communication channels to deliver information, processes and services to our clients</p>	<ul style="list-style-type: none"> <li>• Sourced inspiring images of teachers for use in QCT communications through the annual QCT Photo and Video Competition</li> <li>• Published the 2018 'Connections to your teacher registration in Queensland' booklet</li> <li>• Conducted a range of face-to-face information sessions and webinars to support preservice teachers' and approved teachers' understanding of teacher registration and the APST</li> <li>• Published seven issues of QCT eNews for teachers, maintaining high levels of interest from teachers</li> <li>• Engaged with teachers via various social media platforms</li> <li>• Presented webinars regarding practical application of the professional boundaries and conduct matters</li> </ul>

Table 1: Achievements against Strategic Plan in 2018

**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):

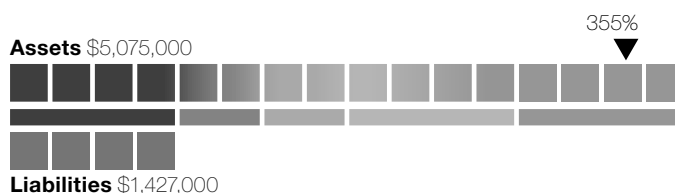
Indicator threshold:  
 Red <150%  
 Green 150-200%,  
 Amber >200%

**Achieved: 355%\*\***

% by which Criminal History Check Fund exceeds anticipated expense

**Target: 150%**

**Achieved: 150%\***



\*\*Average for all quarters of the year. Based on December financial report:  
 \$ Current assets = \$5,075,000.00      \$ Current liabilities = \$1,427,000.00  
 The majority of the QCT's income is received in the first and fourth quarters of the calendar year.



\*Based on December financial report:  
 \$ CHC Commitment = \$2,868,000.00  
 \$ CHC Fund = \$4,300,000.00

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>Reviewed strategic risks and ensured risk minimisation actions were in place</li> <li>Reviewed the Risk Management Framework and developed and incorporated new risk appetite statements and risk consequence matrix</li> <li>Developed 2018 operating budgets to support strategic priorities and accountabilities</li> <li>Commenced improvements to the records management systems for professional conduct matters</li> <li>Undertook procurement process to source provider for migration of QCT's IT infrastructure to the 'cloud'</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>Continued implementation of Information and Communication Technology Strategic Plan</li> <li>Further developed QCT contracts and agreements monitoring</li> <li>Conducted election of registered teachers for 2019-21 term of the Board</li> <li>Conducted recruitment and selection of a new Director to replace retiring inaugural Director</li> </ul>

Table 1: Achievements against Strategic Plan in 2018

<div style="background-color: #444; color: white; padding: 10px; border-radius: 10px 10px 0 0; display: inline-block;">Outcome</div> <h2 style="margin-left: 20px;">The QCT has an agile, engaged, skilled and productive workforce</h2>	
<b>Strategic objective</b>	Build the human capacity of the QCT
<b>Performance</b>	
<p>% of staff with positive work morale</p> <p><b>Target: 70%</b> <b>Achieved: 82%*</b></p>	<p><b>Target</b> 70% <b>Achieved</b> 82%</p> <p><small>*Based on responses to Working for Queensland survey 2018: 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', and Q33c 'I feel a strong personal attachment to my organisation'</small></p>
<p>% of staff who feel they receive quality feedback and regular recognition of work performance</p> <p><b>Target: 65%</b> <b>Achieved: 45%*</b></p>	<p><b>Target</b> 65% <b>Achieved</b> 45%</p> <p><small>*Based on responses to Working for Queensland survey 2018: positive responses to Q28a 'I received useful feedback on my performance'</small></p>
<b>Strategies</b>	<b>Activities</b>
<p>Support QCT staff to build their professional capacity to deliver high quality, innovative solutions for clients</p>	<ul style="list-style-type: none"> <li>Supported QCT staff to undertake relevant professional development activities to improve skills and capabilities</li> </ul>
<p>Maintain a dynamic, supportive and healthy environment for QCT staff</p>	<ul style="list-style-type: none"> <li>Continually monitored and managed our organisational structure, positions and workload</li> <li>Maintained our staff Wellbeing Program and provided information and access to the Employee Assistance program for all staff</li> <li>Complied with all current WHS legislation and policies</li> <li>Provided comprehensive induction for all new staff members</li> </ul>



# Outlook for 2019

Our priorities for 2019 include the following, listed against the Objectives and Strategies of the QCT's Strategic Plan for 2019–2022:

## Contemporary regulation

Strategies	2019 Projects/priorities
Make robust, data-driven, (when possible), timely and consistent decisions that are child/student-focussed and in the interests of the teaching profession	<ul style="list-style-type: none"> <li>• Develop and implement a qualifications assessment training program to improve capability of QCT staff</li> <li>• Introduce the ability for applicants to upload documents digitally in the application process</li> <li>• Enhance communications to teachers with a Returning to Teaching condition to improve compliance with their condition</li> <li>• Introduce access to online verification checks for applicants requiring overseas criminal history checks and qualification verification</li> <li>• Implement scheduled ITE program accreditation activities for 2019, including support for provider understanding and panel preparation</li> <li>• Implement certification of teachers at the higher career stages for the DoE and Catholic Sector, supporting assessor training and processes; conduct moderation activities with Independent Schools Queensland (ISQ)</li> <li>• Work with ITE providers to determine a set of data sources to inform annual reporting and accreditation processes</li> <li>• Review the transition to full registration process in line with national developments</li> <li>• Develop new offerings of e-books and iTunesU courses related to QCT functions</li> <li>• Implement a Risk Assessment and Decision-making Tool for use by relevant QCT staff in assessing a teacher's risk of harm to children</li> <li>• Implement a revised suitability to teach framework</li> <li>• Enhance the process for practice and conduct proceedings against teachers on the grounds of incompetency</li> <li>• Participate in webinars and present to ITE providers on professional boundaries and conduct issues</li> <li>• Review the QCT Code of Ethics for Queensland Teachers</li> </ul>
Use powerful, secure and fit-for-purpose systems and processes	
Use risk-based approaches to regulatory enforcement	
Define, communicate and enforce standards to promote reliable and valid judgements by the QCT and our agents	
Increase our efficiencies and effectiveness by adopting practices afforded by new technologies	

## Educational leadership

Strategies	2019 Projects/priorities
Make robust, data-driven, (when possible), timely and consistent decisions that are child/student-focussed and in the interests of the teaching profession	<ul style="list-style-type: none"> <li>• Participate in the Australian Teacher Workforce Data Set Data Sharing</li> <li>• Participate with government on the implementation of recommendations of the Queensland Family and Child Commission review of the blue card and the Royal Commission into Institutional Responses to Child Sexual Abuse</li> <li>• Refresh and rebrand the QCT Excellence in Teaching Awards</li> <li>• Partner with the Institute for Learning Sciences and Teacher Education on a three-year study of standards, moderation and benchmarking in the Teaching Performance Assessment</li> </ul>
Use powerful, secure and fit-for-purpose systems and processes	
Use risk-based approaches to regulatory enforcement	
Define, communicate and enforce standards to promote reliable and valid judgements by the QCT and our agents	

## Innovation

Strategies	2019 Projects/priorities
<p>Apply evidence-based approaches to decision-making</p> <p>Deliver exceptional user experiences for people engaging with us</p> <p>Use data-driven insights to achieve public value</p> <p>Develop contemporary solutions to identified issues</p> <p>Develop metrics to guide and improve performance</p> <p>Build organisational support to drive innovation</p>	<ul style="list-style-type: none"> <li>Invest in developing a QCT data warehouse and digital reports/ dashboards to inform decision-makers</li> <li>Introduce improved user experience in the five-yearly cycle of renewal of full registration</li> <li>Develop a visualisation of QCT progress of national policy initiatives such as those arising from the report of the Teacher Education Ministerial Advisory Group (TEMAG) and the National Review of Teacher Registration</li> <li>Conduct a literature review and identify recommendations for possible alternative pathways into the profession</li> <li>Redesign <i>QCT eNews</i> and launch an <i>eNews</i> app to increase teacher engagement</li> </ul>

## Collaboration with our stakeholders

Strategies	2019 Projects/priorities
<p>Co-create solutions to identified issues</p> <p>Build and maintain a strong reputation by meeting community expectations</p> <p>Enable stakeholder-led evaluation of the QCT</p> <p>Proactively engage with stakeholders about education and regulation issues</p>	<ul style="list-style-type: none"> <li>Participate in the implementation of recommendations of the 2018 National Review of Teacher Registration</li> <li>Build on the 2018 research project to progress recommendations to create greater regulatory alignment of ITE accreditation</li> <li>Expand resources and further communication to support system and community understanding of the Teaching Performance Assessment for graduate teachers</li> <li>Collaborate with the DoE on the <i>Teaching Queensland's Future</i> publicity campaign</li> </ul>

## Organisational sustainability

Strategies	2019 Projects/priorities
<p>Ensure QCT is appropriately resourced, well managed and fit-for-purpose</p> <p>Cultivate a high performing and diverse organisation</p> <p>Pursue opportunities to enhance our financial sustainability</p> <p>Take steps to reduce our environmental impact</p> <p>Redesign our work to capitalise on new modes of working and learning</p>	<ul style="list-style-type: none"> <li>Conduct a review of QCT financial processes</li> <li>Negotiate new sponsorship deals for various QCT activities</li> <li>Implement strategies to enhance the sustainability and resilience of the QCT's IT systems</li> <li>Undertake benchmarking of selected indicators of our environmental impact</li> <li>Prioritise organisational capability development and professional learning activities</li> </ul>

# 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<sup>2</sup> (PTT).

The following table (Table 2) shows the number of teachers on the register as at 31 December 2018 and the numbers of applications received, withdrawn, refused, and approved during the year, as compared with the previous four years. At the end of 2018 the register contained the names of 108,220 approved teachers (up 1.2 per cent from the end of 2017).

During 2018 a total of 4,256 teachers had their registration cancelled or were removed from the register for one of the following reasons: their annual fees had not been paid, their period of provisional registration<sup>3</sup> had ended and they had not reapplied for registration, their five-year period of full registration had ended and they had not applied for renewal, they had voluntarily surrendered their registration, or they had passed away (see Table 3). The number of teachers removed from the register in 2018 was 20.9 per cent more than in 2017, due mainly to an increase in those not paying their annual fees.

**Table 2: Queensland register of teachers, 2014 – 2018**

Registration activity	2014	2015	2016	2017	2018
<b>Register of teachers</b>					
Number of approved teachers as at 31 December	101,768	104,216	104,510	106,915	108,220
<b>Applications for approval to teach</b>					
New applications received	6,872	6,773	6,805	7,081	6,350
In progress as at 31 Dec*	1,113	775	644	854	576
<b>Outcomes of applications for approval to teach</b>					
Applications refused	104	90	125	103	98
Applications withdrawn	155	211	157	116	213
Applications approved	6,645	6,811	6,595	6,562	6,303
<b>Provisional to full registration</b>					
Applications processed	2,664	3,173	3,555	3,417	3,633
<b>Applications for renewal/restoration of registration</b>					
Received	3,368	51,438	16,706	6,631	6,944
Processed	3,293	42,838	24,751	6,799	6,884
In progress as at 31 Dec	281	8,785	473	280	324

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

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

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

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

Reason	2017	2018
Cancellation due to fee not being paid*	1,826	2,249
End of period of provisional registration	506	631
End of five-year full registration	168	173
Voluntary surrender	845	904
Deceased	52	55
Other	123	244
Total	3,520	4,256

\*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 ages of applicants and of approved teachers. The average age of applicants is 36.2 years and the average age of teachers on the register is 45.1 years. The average ages for applicants and teachers had remained relatively stable for the past few years, but in 2018 the average age of applicants increased, as indicated in the table below.

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

Applicants/teachers	Average age	
	2017	2018
All applicants	34.5	36.2
–Female applicants	34	35.6
–Male applicants	35.9	38
Approved teachers on the register	44.8	45.1

Table 5 shows the age profile of approved teachers and the gender breakdown by age group. Overall, more than three-quarters (76.6 per cent) of teachers on the register are female and half of all teachers (50.6 per cent) are aged 45 years or older, with 15.9 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 2018. (Percentages are rounded and may not add to 100 per cent)

Age group	Percentage of Register	Male	Female
0-24	3.5%	18.5%	81.5%
25-29	9.5%	22.3%	77.7%
30-34	11.3%	21.9%	78.1%
35-39	13.1%	22.2%	77.8%
40-44	12.1%	23.0%	77.0%
45-49	13.0%	22.6%	77.4%
50-54	11.4%	24.1%	75.9%
55-59	10.3%	25.5%	74.5%
Over 60	15.9%	30.5%	69.5%

### Location and employment

Approximately 95 per cent of approved teachers have Queensland addresses. Most of the remainder have interstate addresses (3.6 per cent of the register, 1.9 per cent being in New South Wales). Less than one per cent of teachers are located overseas. These proportions have remained similar since 2006

According to data on the Register, at the end of 2018, 66.6 per cent of approved teachers were known to be employed in permanent or long-term temporary teaching positions in Queensland schools (2017: 66 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 2018 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, 66.9 per cent were in State schools and 33.1 per cent were in non-State schools (2017: 66.8 and 33.2 respectively). This distribution has remained 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 2018

Employment sector	Percentage
Non-State Primary	16.1%
Non-State Secondary	17.0%
State Primary	40.6%
State Secondary	26.3%

Of those employed in a permanent or long-term temporary teaching position in a Queensland school, 86.3 per cent held full registration and the remainder provisional registration. The proportion of fully registered teachers among those in schools has decreased by 6.9 percentage points compared to 2017 (93.2 per cent).

### 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) (2017: 89 per cent). 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. Tables 7 and 8 indicate the qualifications of registered teachers overall and by age group.

**Table 7:** Proportion of approved teachers by initial and total qualifications. (Percentage figures rounded to nearest whole number and may not add up to 100 percent)

Qualification	Initial teaching qualification	Total 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%	0%	99%
30-34	0%	1%	99%
35-39	0%	1%	99%
40-44	1%	3%	97%
45-49	1%	14%	85%
50-54	1%	20%	79%
55-59	1%	20%	79%
60 and over	4%	19%	77%

## Registration activity

### Applications for approval to teach

The QCT received a total of 6,350 applications for approval to teach (a decrease of 10.3 per cent on the previous year). Applicants who had attained an initial teaching qualification from a Queensland institution within the past two years made up 37.4 percent (55 percent in 2017), the remainder had interstate or overseas qualifications or Queensland qualifications gained more than two years ago. A major contributing factor to the lower number of Queensland graduates applying for teacher registration in 2018 was the impact of two-year graduate programs replacing the one-year graduate programs.

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

Applicants who have not obtained the prescribed qualifications 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 requirements under the Australian Professional Standards for Teachers (APST) for registration. These applicants may submit a structured professional portfolio addressing the APST using guidelines and a proforma submission developed by the QCT.

In 2018, 26 portfolio submissions were received (2017: 30). Of these, 22 were finalised by year's end, two were under assessment and two were awaiting assessment. Of the 22 finalised, five applications were refused, eight were granted provisional registration with conditions, one was granted full registration with conditions and the remaining eight were granted provisional registration. The 17 approvals and five refusals for 2018 applications compares to 22 approvals and three refusals in 2017. (Eleven portfolios received in late 2017 were finalised in early 2018, three of which were refused, six granted provisional registration with conditions and the remaining two were granted provisional registration.)

A further ten applications (2017: 20) were approved under a streamlined standards-based process that

applies to experienced applicants with recognised three-year teaching qualifications.

In 2018 the policy, *Experienced teachers with recognised three-year initial teacher education qualifications*, was reviewed and replaced with a new Guideline. The Guideline enhances the robustness of the assessment criteria by specifically excluding persons who have received an early exit award from a four-year ITE program and persons who applied for registration under the mutual recognition principle.

### 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 considering 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 2018, the QCT received 550 applications from teachers with overseas qualifications (2017:606). The number of applications from overseas trained applicants has been declining in recent years. 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, South Africa, New Zealand, 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 2018, 430 teachers who obtained their ITE qualification overseas were admitted to the register (2017: 460).

### 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, Western Australia, and (from 2018) New South Wales 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 2018 is shown in Table 9, along with figures from the previous year. Numbers tend to vary from year to year, with no clear pattern.

Because of legislative changes in New South Wales from 1 January 2018, the QCT started to mutually recognise accredited teachers from New South Wales in February 2018.

**Table 9:** Mutual recognition applications approved in 2018 by jurisdiction of origin

Jurisdiction	2017	2018
Australian Capital Territory	50	40
New South Wales	n/a	344
Northern Territory	93	109
South Australia	92	92
Tasmania	46	54
Victoria	319	281
Western Australia	101	108
New Zealand	154	149
TOTAL	855	1177



## **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 2018 a total of 707 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, 585 did not re-apply for registration by 31 December 2018.

During 2018, 3,633 provisionally registered teachers successfully transitioned from provisional to full registration. This was an increase of 6.3 per cent compared to 2017.

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) can 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 129 applications received in 2018, of which 121 were approved, represented a drop from the number approved in 2017 (154). The decrease may be accounted for by the QCT's implementation in September 2017 of an innovative online employer notification procedure associated with the PTT application process. All state school notifications, for example, are now centralised within the Department of Education, where formerly the task rested with regional offices. International and interstate teacher recruitment strategies by Queensland employers in 2017 and 2018 could have also been a factor.

In 2018, 86.8 per cent of those granted PTT were ITE students, compared to 88 per cent in 2017 and 74 per cent in 2016.

Most PTT holders (67.8 per cent) in 2018 were approved to teach in state schools, a drop from the 2017 figure (2017: 73 per cent). The remaining PTT approvals were in the independent and Catholic school sectors and one approval was for the TAFE sector. Just under half (47.9 per cent) of PTTs granted in 2018 were for a period of less than six months.

Labour market forces constitute the most common reason for employers being unable to find an appropriate registered teacher for a position. Prominent subject areas in 2018 included Industrial Design and Technology, Arabic, Special Education, Health and PE, Science and general primary. Unlike previous years Mathematics did not feature as a prominent area of need.

## **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 whether a person has met or is meeting any condition on their registration, a criminal history check on the teacher and 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 2018 is summarised in Table 10. As required under the Act, renewal applications were issued to 6,195 teachers whose registration end-date occurred during 2018. A total of 711 teachers who did not renew by their due date applied for restoration of their full registration.

**Table 10:** Applications for renewal or restoration of registration in 2018

Activity	Number
Renewal applications issued	6,195
Restoration notices sent	711
Renewals processed* (total)	6,884
Renewals processed with Returning to Teach condition	284
Teachers surrendering their registration and not renewing	173
Renewal refused (not suitable to teach)	0

\* Includes applications issued in previous year – applications are issued six months prior to registration end-date.

### ‘Suitability to teach’ checks

All applicants for teacher registration, PTT and renewal or restoration must undergo a ‘suitability to teach’ criminal history check. In 2018 10,568 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 3,495 applicants.

### Refusal of registration or PTT

During 2018, 98 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.

### Processing times and customer feedback

Application processing times are contingent on the applicant providing all the required evidence for a decision to grant or refuse their application. Application processing times are improving as a result of investing in contemporary business processes, automated workflows and improved turnaround times for criminal history checks from the QPS. In 2018:

- 56 per cent of applications for registration were processed within 30 days (47 per cent in 2017)
- 75 per cent of applications for PTT were processed in 14 days (67 per cent in 2017)
- 62.5 per cent of renewal applications were processed in one day (3.4 per cent in 2017)

The major improvement in processing times for renewal is in the main due to the improved timeframes for the QPS advising the QCT of the outcomes of criminal history checks. Other efficiencies have been gained through streamlining the reapplication process for provisionally registered teachers who have come to the end of their four-year period of registration and the QCT mutually recognising teachers accredited in New South Wales from February 2018.

Customer satisfaction levels for the various application streams for registration are monitored via feedback surveys. The QCT aims for an overall satisfaction rate of at least 80 per cent. Although the numbers of responses were very small (total 41), in 2018 overall 87.5 per cent of respondents were ‘satisfied’ or ‘very satisfied’ with the application process they participated in.

### Registration Policy

In 2018, a review of prioritised policies, guidelines and instructions was undertaken to:

- improve services for applicants for teacher registration and for approved teachers
- support staff to carry out business processes
- ensure processes and decisions about teacher registration are robust, consistent, contemporary, fit-for-purpose and in the interests of child safety and the teaching profession.

The policies and guidelines reviewed related to internal business processes, assessing eligibility for teacher registration and ensuring compliance with the Act. Policy statements and operational guidelines which were reviewed and amended, included those pertaining to:

- experienced teachers with recognised three-year ITE qualifications
- extension of restoration date for five-yearly renewal
- equivalent courses of teacher education
- experience and evidence requirements for applicants applying for full registration under section 14(1)(a) of the Act
- supervised teaching experience requirements for ITE courses

The position paper, *Only approved teachers can teach in prescribed schools*, was amended to include additional detail based on legal advice.

## Internal review of decisions

A person dissatisfied with certain decisions 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).

Since the implementation of legislative amendments on 1 July 2017, in most cases – that is, where the original decision was made within the QCT office under delegated power – the IRC must decide (a review decision) 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 make a recommendation to the QCT Board.

Six decisions of the QCT based on professional practice requirements for registration were reviewed by the IRC in 2018. In two of these cases the IRC decided to confirm the original decision. In four cases the IRC decided to substitute another decision for the original decision.

Deliberations on one of the six cases triggered a review of the policy endorsed in July 2014, *Experience and evidence requirements for full registration under section 14(1)(a) of the Act*. The review resulted in proposed changes broadening the experience criteria for applicants who had previously held or renewed their full registration with the QCT. The revised policy was endorsed by the Board with an effective date of 5 November 2018.

The six review applications made in 2018 (2017: 5) constituted a significant decrease from the 17 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 engages with registered and preservice teachers across Queensland to further develop teachers' understanding of the QCT's role, registration requirements for teachers and the use of the APST across a teacher's career.

Engagement takes the form of face-to-face presentations and workshops in regional and metropolitan centres, webinars, reference groups, and the provision of print and digital resources.

At the request of Queensland higher education providers (HEPs), the Professional Standards team delivered presentations to over 2000 preservice teachers in 2018. Sessions varied 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 promoted 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.

In addition to sessions for preservice teachers, the Professional Standards team delivered 16 workshops and information sessions to over 700 provisionally registered teachers and their mentors throughout Queensland. Additional sessions were also delivered on request including as a pilot partnership with Cairns Catholic Education to deliver a range of sessions to promote engagement with the APST and focus on inducting and mentoring graduate teachers.

The QCT continued its facilitation of online workshops through web conferences, including guest sessions related to the APST. Of the 41 webinars hosted on Education Queensland's Blackboard platform in January 2018, the QCT's *Reading in the digital age* and *Digital portfolio* sessions were the first and third most popular, respectively. A repeat session of *Reading in the digital age* in October 2018 once again took the top spot.

Because registration for webinars was extended to preservice teachers, there was a large increase in participation, especially for the Professional Boundaries webinars. QCT webinars attracted over 1000 'live' participants in total. Recordings are made available to both registered participants via an email link and all registered teachers through their myQCT account. More than 3200 preservice and registered teachers watched recordings of the sessions.

*Train the trainer – Supervising teacher training program* workshops were also well attended and large waiting lists demonstrated a need for additional workshops in all centres in 2019. These sessions support teachers to make judgements of preservice teacher performance at the graduate career stage of the APST. In 2018, 215 supervising teachers participated in workshops in Cairns, Townsville, Mackay, Brisbane, Ipswich and Logan. From the train-the-trainer model, an additional 250 supervising teachers have been trained by workshop participants in schools. Facebook groups established at each workshop provide ongoing support for participants.

Training workshops were provided for DoE and Catholic Education assessors and teachers as part of the pilot program for certification of Highly Accomplished and Lead Teachers (see below) and included the use of digital portfolios for evidence. Training was conducted in the Metropolitan, Far North and North Coast regions.

Other educational engagement activities/workshops were presented at events organised by:

- beginning teacher networks such as the Independent Education Union's BEnet and Early Childhood provisionally registered teacher and mentor groups
- DoE Teach Queensland and Teach Rural Career Fairs
- Griffith University – Queensland Creativity Summit 2018: Initial Teacher Education
- school clusters on a range of topics.

Feedback from these sessions indicates 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.

Initiatives from previous years that support specific teacher groups, such as the *Transition to full registration: Providing evidence of practice (Evidence guide)*, continue to be very positively received and are currently being updated.

The QCT iTunes U public space was developed and launched in 2017, hosting Digital Portfolio templates, accompanying resources and user support. This space is globally available and easily accessed via the QCT Digital Portfolio WebPage or searching directly in iTunesU.

There were more than 2300 downloads of materials from the iTunes U space in the three months from August 2018 alone. The QCT eBook, *Evidencing Teaching Practice: Your Impact*, was launched in August. The eBook is an interactive resource designed to support

users of the QCT digital portfolio templates and has been downloaded more than 400 times since the launch.

Quarterly meetings of the Principals' Engagement Reference Group are convened by the QCT and allow the effective sharing of information with principals' associations and school leaders in all sectors.

A new reference group, the Queensland Beginning and Early Career Teachers (QBECT) reference group, has been established as a professional forum for discussion about how the QCT can better support teachers in the early stages of their career, with the first meeting to take place in early 2019. Thirteen teachers in the early stages of their career, from all age groups, locations, school sectors and modes of ITE will share ideas, initiatives and research, playing an important role in influencing the QCT's engagement with the profession.

Engagement through social media, including Facebook, Twitter and Instagram has grown significantly, with the QCT being Australia's most active teacher registration authority in those media.

## Progression from provisional to full registration

The period of provisional registration forms part of the continuum of ongoing development from preservice education to career-long learning. Features of this period include:

- supported induction to the teaching profession
- 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 A PST have been met at the Proficient level.

The QCT continues to support provisionally registered teachers delivering approved kindergarten programs in early childhood settings, including through the publication of *Transition to full registration: An evidence guide for early childhood teachers*. 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 2018, the QCT recognised 125 fully registered teachers as appropriately qualified and experienced reviewers of provisionally registered kindergarten teachers to assist their transition to full registration.

Similarly, in 2018, the QCT recognised three reviewers as appropriately qualified and experienced to support provisionally registered TAFE and university educators to transition to full registration.

## Maintaining 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 provides an online platform that enables teachers and employers to record CPD in a teacher's online services account.

## Returning to Teaching (RTT) condition

Revisions to the application of Returning to Teaching conditions and how these conditions can be met were introduced by the QCT in 2017. The current policy includes 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.

There are three pathway options available to comply with a RTT condition – endorsed RTT programs, the school-based pathway, and the QCT web-based support system (individual QCT RTT pathway). The QCT RTT pathway 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.

The number of teachers using each pathway to meet a RTT condition in 2017 and 2018 is shown in Table 11 below. Since its introduction in 2017, the web-based individual pathway has proved to be increasingly popular, with a consequent decline in the numbers of teachers choosing to use the other two pathways.

**Table 11:** Number of teachers using each pathway to meet a RTT condition in 2018 and 2017

Pathway	2017	2018
Web-based individual QCT RTT pathway	137	159
QCT-endorsed RTT professional development programs	150	84
School/Employer-based pathway	57	27

At the start of the 2018 school year, 7,643 registered teachers had an active RTT condition on their registration. During 2018, 287 renewing teachers had a RTT condition applied to their registration. By the end of the year a total of 7,001 fully registered teachers had a RTT condition (2017: 7,718).

## Certification of Highly Accomplished and Lead Teachers

The certification of Highly Accomplished and Lead Teachers 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 process is underway for the QCT to be the certifying authority for Highly Accomplished and Lead teachers in the DoE. Additionally, the Queensland

Catholic Education Commission (QCEC) committed to working with the QCT as the certifying authority in readiness for system implementation. To meet current demand in the independent sector, Independent Schools Queensland (ISQ) was given status as a certifying authority by AITSL from 2018 but have indicated a commitment to seek a cross-sectoral approach to certification in Queensland.

With the support of QCT staff, more than 100 assessors from the DoE were trained, with training places also offered to Catholic sector assessors. As part of the final DoE pilot phase, 44 teachers were certified, 41 at Highly Accomplished and three at Lead level, including from Special Education; Learning Support; Early Childhood; small and large schools; rural and remote and metropolitan schools; and Outdoor Education.

QCT supported QCEC in preparing to receive their first portfolios in June 2019. This has included information sessions for principals, information sessions for applicants and training of 20 assessors (with the support of the Department). Cairns Diocese conducted applicant training in May 2018 with the support of the QCT.

QCT is engaging with ISQ to align certification processes across Queensland with AITSL requirements. In 2019 it is intended to support a group of assessors from all sectors to moderate QCT and ISQ resources for educative purposes. As part of the Certifying Authority Network, QCT has provided assessors for a national moderation of Highly Accomplished portfolios and a national moderation of Lead portfolios, and agreed to participate in a trial of video observation of classroom practice.

## Initial teacher education program accreditation and approval

During 2018, the QCT continued its implementation of national accreditation processes, including: panel consideration and approval by the QCT’s Professional Standards Committee (PSC) of three new programs for one Queensland ITE provider; panel consideration and PSC approval of 19 programs at Stage 2 of accreditation for six providers; PSC consideration of requests from three providers 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 2018:

#### Stage 1 accreditation

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

- Bachelor of Education (Secondary)/Bachelor of Information Technology
- Bachelor of Education (Secondary)/Bachelor of Fine Arts
- Bachelor of Education (Secondary)/Bachelor of Business

#### Stage 2 accreditation

##### **Central Queensland University**

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

##### **Griffith University**

- Master of Primary Teaching

##### **James Cook University**

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

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

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

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

- 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)

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

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

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. The final intake for Graduate Diploma of Education programs occurred in Semester 1, 2017 with all students, except for those with extenuating circumstances, expected to complete by the end of 2018.

Implementation of the national ITE accreditation processes includes training of panel members by AITSL. In 2018, 23 Queensland teachers, teacher educators and employer representatives, relevant QCT officers and PSC members completed AITSL's face-to-face training for Stage 2 accreditation.

AITSL released a revised version of the Accreditation of initial teacher education programs in Australia: Standards and Procedures in September 2018, incorporating changes to AITSL's role in quality assurance activities as endorsed by Education Council in June 2018. The QCT conducted a forum in November 2018 to support HEPs in interpreting Stage 1 and Stage 2 program data requirements.

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 were implemented in 2018 to ensure better alignment between the template and the data collected by providers as required for accreditation.

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.

From 2019 all graduates from ITE programs will be required to pass a teaching performance assessment (TPA) as a requirement of graduation. Nine of ten Queensland ITE providers are implementing the Graduate Teacher Performance Assessment (GTPA) developed by the former Learning Sciences Institute Australia in consultation with the QCT and piloted in 2016. One institution is trialing their own TPA and seeking endorsement from the AITSL Expert Advisory Group. To ensure all sectors have a clear



understanding of the purpose of the TPA and their respective roles to enable preservice teacher success, the QCT implemented a communication and resource strategy in 2018 to support system readiness. Additional work in relation to the TPA is described below.

## Internship authorisations issued

In 2018 a total of 1,431 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 Griffith 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 ITE 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

### Attrition of Queensland graduates

In 2013 the QCT conducted research into the attrition of recent Queensland graduate teachers from the QCT register of teachers. The aims of the project were to determine the proportion of Queensland graduate teachers whose names were removed from the register of teachers within four years of initially being granted registration, identify why recent Queensland graduate teachers leave teaching, identify what we can learn from their opinions and experiences and develop recommendations to reduce the attrition of these teachers.

Using the 2013 research project as inspiration, the QCT revisited data about Queensland graduate teachers and repeated the survey in 2018 to provide updated findings regarding the attrition rates of recent Queensland graduates.

The 2018 project involved:

- analysing data drawn from the register of teachers
- collating and analysing data obtained from a survey of Queensland graduate teachers who were no longer registered with the QCT.

The research findings will be available in 2019.

### Review of regulatory alignment in ITE accreditation

In light of growing awareness of the regulatory burden associated with accreditation of ITE programs in Australia, the QCT has initiated a nationally relevant review of the existing regulatory system to provide high-level recommendations to streamline requirements and processes without compromising the quality or rigour of oversight. Working with a Steering Committee including executive representation from AITSL, Tertiary Education Quality and Standards Agency (TEQSA), Australian Children's Education and Care Quality Authority (ACECQA), Australasian Teacher Regulatory Authorities (ATRA) and the Queensland Council of Deans of Education, the research, analysis and recommendations were presented at a range of relevant professional forums. Following positive receptions at AITSL's Teacher Education Expert Standing Committee (April 2018), ACECQA's Qualifications and Workforce Symposium (November 2018) and TEQSA's Annual Conference (November 2018), the QCT will work further with national stakeholders to extend this work in 2019.

### Teaching performance assessment

The QCT's research partnership with Learning Sciences Institute Australia (now Institute for Learning Sciences and Teacher Education – ILSTE) to develop a teaching performance assessment tool – the GTPA – designed to satisfy Program Standard 1.2 of the revised national Accreditation of Initial Teacher Education Programs in Australia: Standards and Procedures, continued with comprehensive standards-setting, moderation and pairwise comparison activities using early childhood, primary and secondary preservice teacher work samples as empirical evidence for each practice. QCT staff actively participated in the full range of activities.

Thirteen institutions began a staged implementation of the GTPA in 2018, in preparation for full implementation in 2019.

### **ITE data forum**

Stage 2 accreditation processes require ITE providers to identify and justify changes to accredited programs in the light of data collected over the initial period of accreditation. In the absence of a prescribed data set under national standards, the QCT hosted a forum attended by all Queensland ITE providers with the goal of identifying a 'body of evidence' that can be used to inform course improvements. This collaborative approach was well received by ITE providers and will continue in 2019 with a working group established to identify sustainable, fit-for-purpose data sets that can be used by providers for reporting and course improvement, in the framework of TEMAG goals and requirements, to inform Queensland and national processes.

### **Quality assurance of ITE accreditation decisions**

To continue with quality assurance activities begun in 2017 to develop jurisdictional capacity and to support national consistency of judgement in accreditation decisions, the QCT undertook a number of processes to build capacity internally, to strengthen accreditation panel processes and to improve the collection of data to support HEPs in Stage 2 accreditation processes.

The first of these was the development of a draft annual statement template distributed to HEPs for discussion. Commentary provided by HEPs was used to inform the data forum discussed above. A survey of accreditation panellists, interstate observers and accrediting HEPs was used to inform future panel processes.

Conclusions drawn from these activities were shared with ATRA, the Queensland Deans of Education, HEPs, AITSL and other regulatory authorities as part of a meeting of accreditation executive officers convened by AITSL.

## **National leadership**

The QCT continued to play a significant role in 2018 in the area of national reform related to teacher quality.

Further work related to the recommendations from the TEMAG report, particularly related to the teaching performance assessment, took place. In Term 4, QCT partnered with ILSTE to conduct a series of interviews of supervising teachers, recent graduates and school leaders about their experiences of implementation of the GTPA being used by the majority of ITE providers in Queensland. Approval was sought by the QCT from regional and school leaders to participate in the project. The interviews are being developed into a series of short video resources for publication on the QCT website from the beginning of 2019. The videos are part of a strategy to enhance public and professional confidence in graduate teachers and demonstrate how the TPA reform supports readiness for classroom teaching.

As the first jurisdiction in the nation to complete 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 ITE in Australia. The QCT was instrumental in the establishment and function of an Executive Officers' Group under the umbrella of the ATRA network in 2018, with the goal of establishing nationally consistent understandings and practices in the accreditation of ITE programs. Advice was provided to the Executive Officers' Group and AITSL to support and inform accreditation processes in 2019.

The QCT contributed to the National Review of Teacher Registration, submitting a written response to the issues paper developed by AITSL and participating in meetings in Brisbane held as part of the consultation process. The report of the review was released in September and included 17 recommendations, covering issues around early childhood teacher registration, VET, national consistency and mobility, suitability, and fit and proper processes. The QCT began consideration of the implications of the recommendations for its operations and will consider this further in 2019.

A submission was also made to the Australian Parliament House of Representatives Standing Committee on Employment, Education and Training Inquiry into the Status of the Teaching Profession, which was announced in November with a closing date of 21 December 2018. The QCT awaits with interest

## 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 ITE 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 2018 the QCT regularly provided advice on national issues to both the Queensland Minister for Education and the Director-General of the Queensland Department of Education. The QCT has also worked closely with the Department of Education's Organisational Transformation and Capability Team on the development of their strategy for Preservice and Early Career Teachers.

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.

## International contributions

The QCT believes in sharing its knowledge and skills to help contribute to a better world by enhancing teacher regulatory systems, and thus education, internationally.

Continuing Australia's long tradition of providing capacity-building support to its neighbours in the Asia-Pacific region, in March the QCT hosted a professional development visit by officers from the Teaching Service Commission and the Ministry of Education in Vanuatu. The three officers spent a week at the QCT learning about the Queensland registration system, with a view to enhancing the fledgling system in their own country. The QCT had been selected to provide this assistance because it is seen as a leader in teacher registration in Australia.

In April the Director presented a paper on behalf of the QCT at the conference of the International Forum of Teacher Regulatory Authorities held in Wellington, New Zealand. The presentation was on professional boundaries and included insights based on data pertaining to teacher disciplinary matters dealt with by the QCT.

## Protecting the public and the profession

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

The table below (Table 12) shows for 2018 and 2017 the volume of disciplinary information received by the QCT and certain activities undertaken by the QCT in relation to disciplinary matters.

**Table 12:** Professional conduct and disciplinary-related activity in 2018 and 2017

Type of information or activity	Explanation	Activity	2017	2018
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	35
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	148
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	275
		Employer notifications – competence	6	4
Other	The QCT can receive information other than mandatory notifications and complaints through information sharing arrangements and generally.	Other	7	11
Total disciplinary matters received:			422	473

**Table 12:** Professional conduct and disciplinary-related activity in 2018 and 2017 (continued)

Type of information or activity	Explanation	Activity	2017	2018
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	467
		Assessments of applications for renewal of registration	796	689
		Total:	1232	1156
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	19
Suspension of registration/PTT	The QCT must suspend a teacher's registration or PTT if the teacher is charged with a <i>serious offence</i> . The QCT has the discretion to suspend a teacher's registration or PTT if the QCT believes that the teacher poses an unacceptable risk of harm to children. Prior to 8 September 2016, the discretionary basis for suspension was that there was an <i>imminent</i> risk of harm to children. Suspensions are referred to QCAT for review. 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.  <i>Serious offences</i> include serious child-related sexual offences under the <i>Criminal Code</i> and certain offences under the <i>Classification of Computer Games and Images Act 1995</i> , the <i>Classification of Films Act 1991</i> and the <i>Classification of Publications Act 1991</i> .	Suspension of registration/PTT – serious offence	13	10
		Suspension of registration – unacceptable risk	18	11
Cancellation of registration/PTT	The QCT must cancel a teacher's registration or PTT if the teacher is convicted of a <i>serious offence</i> or the teacher becomes a <i>relevant excluded person</i> .	Cancellation of registration/PTT	4	1
Excluded persons	An <i>excluded person</i> cannot apply for teacher registration or PTT. The QCT notifies persons that they are excluded from applying for registration or PTT where they have initially been suspended having been charged with a <i>serious offence</i> but have ceased to be registered or hold PTT when convicted.	Excluded persons	7	5

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

Type of information or activity	Explanation	Activity	2017	2018
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 or QCAT.			
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	29
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	22
Queensland Civil and Administrative Tribunal (QCAT)	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.  A person may seek external review by QCAT of a decision of the QCT relating to registration, PTT, disciplinary action or ITE programs. A person can also appeal a disciplinary decision of the QCAT.	QCAT decisions:		
		Cancellation	1	3
		Suspension	0	0
		Prohibition	3	7
		Reprimand	0	2
		Conditions	0	1
		'Serious offence' suspension continued	13	9
		'Imminent/unacceptable risk' suspension continued	15	12
		Suspension ended	0	4
		Notation on register	4	7
		Appeal	0	0

# Communication with and promotion of the teaching profession

## Quality customer service and registration communications

The QCT continued to pursue initiatives to improve user experience. The expansion of teachers' myQCT accounts with the remaining notices sent by the QCT mailing house was successfully scoped. This will go live from January 2019 and will enable teachers to view up to 12 streams of communications in their myQCT account.

Staff in the QCT's registration unit provide customer service to teachers, applicants, stakeholders and the general public. During 2018 this unit:

- made over 5,800 calls to assist teachers in remaining compliant with the legislation
- made over 1,800 calls to assist applicants through the application process
- answered more than 30,000 telephone calls
- sent, replied to, or otherwise actioned more than 30,000 emails
- provided customer service over the holiday period in late December to assist the large number of teachers who were required to pay their annual fee and/or renew their registration during this time.

The QCT maintains up-to-date contact details of approved teachers and relevant stakeholders. Timing and budgetary impacts are considered in determining the delivery mode for each piece of business communication sent from the QCT. Because of the QCT's proactive approach to data integrity and balanced use of email and mail communications, the QCT experienced little in the way of bounced emails and returned mail. This has led to improved outcomes for both teachers and the QCT. Of the 83,025 teachers in 2018 paying their annual fee, 2,244 teachers were removed for non-payment of fees compared with 1,826 in 2017 and 3,801 in 2016.

Letters of Professional Standing (for purposes of accreditation, registration, or employment outside Australia) were issued on request to 136 teachers, a slight increase on 2017.

Registration communications serve as a source of information and instructions as well as establishing a baseline to promote the teaching profession by delivering consistent messages on the value of registration. Most communication about teacher registration is delivered with a digital strategy in mind and is available online, via email communications and within myQCT. In 2018 the QCT commenced the roll-out of updated documents to improve user experience and promote the value of registration, including an updated teacher connections booklet which is issued with a teacher's certificate of registration. This provides a timely resource to present teachers with the various ways they can connect with the QCT and stay informed and up-to-date.

## 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 2018:

- Applicants with accreditation with the NSW Educational Standards Authority were enabled, for the first time, to apply to the QCT for registration under mutual recognition provisions.
- The process for provisionally registered teachers to reapply at the end of four years was streamlined.
- Front-end identity verification was made available for all types of applications for registration and permission to teach 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.
- The telephone queuing system for customers was revised and updated.
- Ongoing password management improvements have increased the security of teachers' personal information.

## QCT eNews

The QCT eNews is emailed to all teachers once or twice each term 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 2018 seven 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 2018 a grant was awarded to a teacher from a Brisbane state high school to attend a conference at the University of Newcastle (NSW) in December.

## 2018 QCT Photo and Video competition

The QCT maintains a photo library for use in a range of communication channels. To broaden the QCT's access to high-quality images of teachers in a range of contexts, a QCT Photo Competition was successfully trialled in 2017. The competition was repeated in 2018, with the addition of a video category.

The INSTEAMO (INSpiring TEAcher MOments) competition opened on 3 September and entries closed on 19 October. The competition attracted 200 entries from across 64 schools in Queensland. Winners were announced on 15 November 2018 via QCT social media accounts.

The finalist and winning photos and videos can be viewed on the QCT website (<https://www.qct.edu.au/insteamo>).

The 2018 winners were:

- First prize photo: St Francis Catholic Primary School, Tannum Sands. Teacher, Amanda Ricciardi. Photographer, Hayley Bracewell.
- Second prize photo: Eatons Hill State School. Teacher, Kasee Cannon. Photographer, Amy Feeney.
- Third prize photo: King's Christian College, Pimpama. Teacher, Callum Burns. Photographer, Wes Tolhurst.
- First prize video: Eatons Hill State School. Teacher, Amy Feeney. Videographer, Amy Feeney. The short story of a young student being inspired by multiple learning activities is beautifully shot with clarity and a variety of scenes in the classroom and around the school.

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.

**2018**  
**insteamo**  
**Photo|Video Competition**



## 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 a dedicated page on its main website focused on World Teachers' Day (<https://www.qct.edu.au/eit/world-teachers-day>), providing information about the day's origin, suggestions for celebrating the day, and links to other relevant sites.

For the fourth year in a row, the QCT arranged for the Brisbane City Council to light up Brisbane's Story Bridge, the Tropical Display Dome at Mt Coot-tha and a number of other council assets in South East Queensland, in special colours for teachers on the evening before World Teachers' Day.

Along with other major education stakeholders, the QCT contributed to a promotional campaign featuring World Teachers' Day ribbons for teachers and supporters. The QCT also developed a World Teachers' Day Queensland website ([www.worldteachersday.com.au](http://www.worldteachersday.com.au)) to facilitate the campaign online. The website features a range of downloadable resources and key dates for World Teachers' Day celebrations in Queensland.

## Excellence in Teaching Awards

The QCT's Excellence in Teaching Awards program has been running for the past ten years. The award categories are 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, 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, and the *Dr Joe McCorley OAM Award for an Outstanding Contribution to School Community* was introduced in 2018 to provide recognition for inspirational teachers who are the heart of the school community.

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

The annual Excellence in Teaching Awards ceremony was held on the evening before World Teachers' Day, at Customs House in Brisbane. Twenty-seven finalists from state, Catholic and independent schools were recognised across the five award categories.

The awards, which attracted 230 nominations in 2018, were presented by the Minister for Education, the Honourable Grace Grace MP. QCT Board member, Ms Cathy Galvin, was master of ceremonies. Guest speaker Mrs Allison Camille, then a beginning teacher at Buddina State School, spoke about her experience of becoming a teacher.

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 more than 200 stories over a couple of months and sourced a photo for almost every story. The Teacher Stories website attracted considerable interest.

Media releases were written on all finalists and many were taken up by local and statewide media. Nominees and finalists were also featured on social media, with some posts by nominees reaching more than 10,000 people.

— QCT —  
**EXCELLENCE  
IN TEACHING**  
— AWARDS —



## QCT Excellence in Teaching Awards: 2018 finalists

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

Sponsored by TUH Health Fund

- Jack Burrows, Coomera Rivers State School
- Mweisi Carra, C&K Community Kindy White Rock, Cairns (Winner)
- Kylie McKenna, Brightwater State School, Sunshine Coast
- Lachlan McKenzie, Eidsvold State School
- Dean Ryschka, Queensland Academies – Health Sciences Campus, Ashmore
- Ian Vogt, Yeronga State High School

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

Sponsored by Teachers Mutual Bank

- Natalie Harris, Pacific Pines Primary School, Gold Coast (Winner)
- Kathleen Heath, Hervey Bay Special School
- Wendy Mercer, St Aidan's Anglican Girls' School, Corinda
- Ollie Narbey, Ithaca Creek State School
- Melanie Ralph, Indooroopilly State High School
- Rachel Tranter, St Monica's College, Cairns

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

Sponsored by Teachers Mutual Bank

- Majda Benzenati, St Hilda's School,
- Stephen Crapnell, All Hallows' School (Winner)
- Ida Pinese, St Stephen's Catholic College,
- Mia Pinnington, Coomera Rivers State School
- Megan Rauchle, Blackwater State School

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

Sponsored by Teachers Mutual Bank

- Elissa Brinckman, The Sycamore School, Alexandra Hills
- Narelle Dawson, Bribie Island Community Kindergarten
- Matthew Hartigan, Marsden State High School
- Jessica Walker, Yeronga State High School (Winner)
- Gemma Wapham, Moranbah State High School

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

- Stephanie Furlong, Cairns State High School
- Gail Newman, Ipswich Girls Grammar School
- Colin Orevich, Australian Industry Trade College (Winner)
- Shona Press, Marymount College, Burleigh
- Jane Sleeman, Queensland Academies – Health Sciences Campus, Ashmore

# 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 *2018 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 2018.

## Annual census

The QCT conducted the 2018 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 DoE to undertake a centralised transfer of information on teachers employed in all State schools. This initiative ensures a regular exchange of information about DoE teachers and negates the need for approximately 1,300 DoE Principals to respond individually to the QCT annual school census. This process also ensures that all State schools are checked.

By the middle of 2018, all Queensland schools had completed a census return.

**Table 13:** Outcome of conditions monitoring in 2018

Type of condition	Action	No. of teachers
Overseas criminal history check	Condition removed – requirement met	60
	Registration cancelled – failure to comply	1
Further study	Condition removed – requirement met	6
Professional development	Condition removed – requirement met	29
RTT	Condition reviewed on request	486
	Condition removed – requirement met	350
	Condition omitted*	68

\*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 2018 the QCT commenced audits of the employment records of four schools; one of these was completed in 2018 and the remainder are expected to be finalised early in 2019. The QCT assisted schools to address and resolve nine compliance issues identified.

## General offences

The QCT continued to partner with the DoE through the DoE-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 76 matters, issuing four warning letters to schools, and 13 to teachers, and determining that no further action was required in 59 cases.

General assistance was provided to employing authorities concerning the requirements to notify the QCT about 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 2018, no teachers with a RTT condition on their registration who applied for renewal were refused, one completed their RTT requirement, and 14 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. One teacher 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 actively monitors compliance. In 2018, the QCT engaged with all stakeholder groups including teachers, State and non-State school employing authorities, QPS and other state and inter-state regulatory authorities.

# Financial performance

## Summary of financial performance and position

The bulk of the QCT's income (94.5 per cent) is derived from the various fees it administers in accordance with the Act and Regulation. Its major expenses are employee-related expenses (66.3 per cent) and supplies and services (29.2 per cent, mostly leasing of office space, mailing and contractor payments).

The QCT's 2018 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 \$ 4.3 million, after thirteen years of operation. This provides the one-and-a-half times cover as required in terms of the QCT's investment policy.

## Comparison of actual financial results with budget

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

These statements show that although the QCT originally predicted a slight surplus of about \$1,000, it recorded a deficit of about \$417,000. This difference is largely due to a fall in expected registration applications, higher numbers of removals from the Register, and a drop in the number of teachers making their annual fee payment. The QCT currently holds total assets worth about \$11.3 million. These unanticipated events could herald changes to the pattern of the QCT's income or expenses over the next three to five years.

A comprehensive set of financial statements covering all aspects of the QCT's activities begins at page 55.

### Notes to the statements on pages 43-45

1. Impact of lower level of new applications, increased cancellations and lower annual renewals in the financial year.
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 to fund salaries in 4 above.
5. Variance largely due to lower fee receipts per 1 above, and impact of 6 and 7 below.
6. The first payrun for 2019 occurred close to the end of 2018 financial period resulting in a significant prepayment.
7. Variance due to unanticipated capital expenditure.
8. Level of actual Accrued benefits lower due to salary payment in 6 above.
9. Cash flow below budget in variance noted in 1.
10. As per note 2.
11. Outflow exceeds budgeted amount for reason discussed in 3 above.
12. Outflow below budgeted amount for reason discussed in 4 above.
13. GST Payments made in latter part of year exceeded forecast.
14. Capital expenditure as per note 7.

**Budget vs Actual Comparison**

Statement of Comprehensive Income

		<b>Budget</b>	<b>Actual</b>	<b>Variance</b>	<b>%</b>
	Notes	2018	2018		
<b>Revenue</b>					
Fees	1	10,622,000	10,231,448	390,552	4%
Interest	2	275,000	199,073	75,926	28%
Criminal history checks		170,000	221,274	(51,274)	-30%
Other revenue		187,000	175,094	11,906	6%
<b>Total Income from Continuing Operations</b>		<b>11,254,000</b>	<b>10,826,889</b>	<b>427,110</b>	<b>4%</b>
<b>Expenses from Continuing Operations</b>					
Employee expenses	3	7,226,525	7,452,661	(226,136)	-3%
Supplies and services	4	3,479,975	3,284,000	195,975	6%
Depreciation and amortisation		213,500	189,628	23,872	11%
Criminal history checks		333,000	317,975	15,025	5%
<b>Total Expenses from Continuing Operations</b>		<b>11,253,000</b>	<b>11,244,264</b>	<b>8,736</b>	<b>0</b>
Operating Result from Continuing Operations		999	(417,375)	418,374	0%
Other Comprehensive Income			0		
<b>Total Comprehensive Loss/Income</b>		<b>999</b>	<b>(417,375)</b>	<b>418,374</b>	<b>0</b>

**Budget vs Actual Comparison**

Statement of Financial Position

	Notes	Budget 2018	Actual 2018	Variance	%
<b>Current assets</b>					
Cash and cash equivalents	5	10,174,945	9,374,834	800,111	8%
Receivables		129,000	128,445	555	0%
Other	6	40,000	147,874	(107,874)	-270%
<b>Total current assets</b>		<b>10,343,945</b>	<b>9,651,152</b>	<b>692,793</b>	
<b>Non-current assets</b>					
Intangible assets	7	217,500	309,765	(92,265)	-42%
Plant and equipment		706,000	705,958	42	0%
<b>Total non-current assets</b>		<b>923,500</b>	<b>1,015,724</b>	<b>(92,224)</b>	
<b>TOTAL ASSETS</b>		<b>11,267,445</b>	<b>10,666,876</b>	600,569	
<b>Current liabilities</b>					
Payables		430,000	415,276	14,724	3%
Accrued employee benefits	8	761,700	610,992	150,708	20%
Other Liabilities		417,445	400,682	16,763	4%
<b>Total current liabilities</b>		<b>1,609,145</b>	<b>1,426,950</b>	<b>182,195</b>	
<b>Non - Current liabilities</b>					
Other Liabilities		930,875	930,875	0	0%
Total non-current liabilities		930,875	930,875	0	
<b>NET ASSETS</b>		<b>8,727,425</b>	<b>8,309,051</b>	<b>418,374</b>	
<b>Equity</b>					
Accumulated Surplus		8,727,425	8,309,051		
<b>TOTAL EQUITY</b>		<b>8,727,425</b>	<b>8,309,051</b>		

**Budget vs Actual Comparison**

## Statement of Cash Flows

	Notes	Budget 2018	Actual 2018	Variance	%
<b>Cash Flows from operating activities</b>					
<b>Inflows:</b>					
Receipts from customers	9	10,859,000	10,600,184	258,816	2%
Interest	10	275,000	199,073	75,926	28%
GST input tax credits from ATO		240,000	368,195	(128,195)	-53%
GST collected from customers		16,000	19,259	(3,259)	-20%
<b>Outflows:</b>					
Employee expenses	11	(7,094,675)	(7,649,919)	555,244	-8%
Supplies and services	12	(4,054,427)	(3,752,375)	(302,052)	7%
GST paid to suppliers	13	(240,000)	(362,066)	122,066	-51%
GST remitted to the ATO		(16,000)	(19,063)	3,063	-19%
<b>Net cash used in operating activities</b>		<b>(15,103)</b>	<b>(596,712)</b>	581,609	
<b>Cash Flows from investing activities</b>					
<b>Outflows:</b>					
Payments for Intangible Assets	14	0	(80,913)		
<b>Net cash used in investing activities</b>		<b>0</b>	<b>(80,913)</b>		
Net decrease in cash and cash equivalents		(15,103)	(677,625)		
Cash and cash equivalents at beginning of financial year		10,190,048	10,052,457		
<b>Cash and cash equivalents at end of financial year</b>		<b>10,174,945</b>	<b>9,374,833</b>		



# Corporate governance

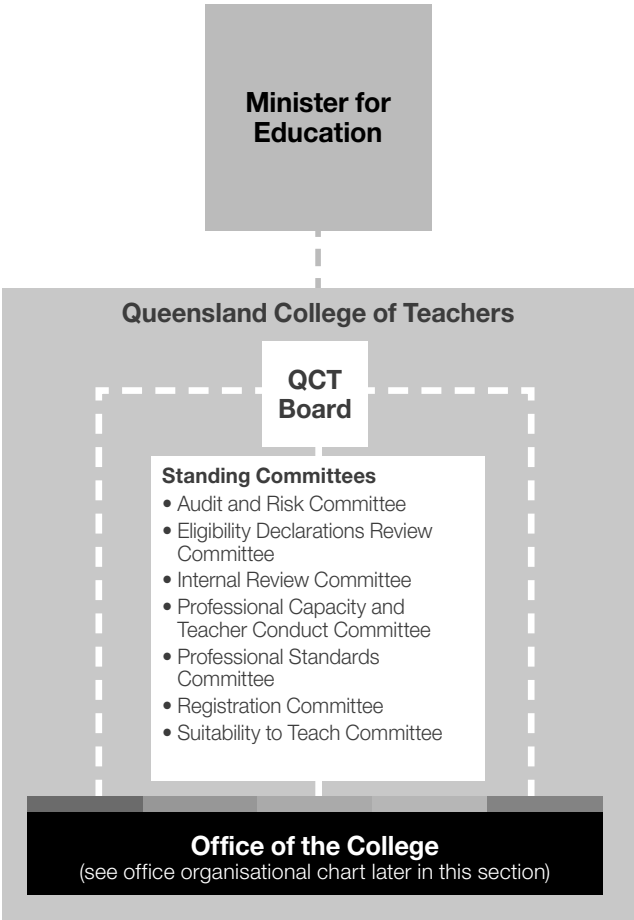
## Organisational structure

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 2018 the QCT Board was in the third 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.

The member occupying the position of *nominee of the chief executive officer* in 2018 resigned in August. This position remained unfilled until the end of the year. The position of *elected practising teacher – non-state school sector* (vacated in February), was formally filled in July.

As the terms of appointment of all members were due to terminate at the end of the year, the Board oversaw the election of three practising teachers for appointment to the Board for the 2019-2021 term. The election process was undertaken on behalf of the QCT by CorpVote Pty Ltd (a provider of independent voting services). The Department of Education co-ordinated the process of seeking and receiving nominations from the various entities who nominate members to the Board. Appointments to the Board for the term 1 January 2019 to 31 December 2021 were gazetted in December 2018.

**Diagram 1:**  
Organisational structure

### Members in 2018 were as follows:

\*Professor Emeritus Wendy **Patton (Chairperson)**  
*Nominee of the Minister*

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

\*Mr Perry **Anderson**\*  
Guidance Officer, DET  
*Practising teacher nominated by the Queensland Teachers' Union*

\*Ms Samantha **Blair**\*  
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 (until February)*

\*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*

\*Mr Ben **Gray**  
Teacher, non-state school  
*Elected practising teacher – non-state sector (from July)*

Ms Leigh **Pickering**  
Assistant Director-General, Human Resources, DET  
*Nominee of the chief executive (until 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 2018

The Board met eight times in 2018, holding ordinary meetings every six weeks from February to November. Member attendance is recorded in Table 14.

The total amount of fees paid to members of the Board for the period 1 January 2018 to 31 December 2018 was \$45,465. 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 \$42,675. 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 [www.qld.gov.au/data](http://www.qld.gov.au/data).

**Table 14:** QCT Board member attendance record 2018

NAME	FEB	MAR	MAY	JUN	JUL	SEP	OCT	NOV	TOTAL*
Prof Wendy PATTON (CHAIR)	✓	✓	✓	✓	✓	✓	✓	✓	8/8
Professor Nola ALLOWAY	✓	✓	✓	✓	P	P	✓	✓	6/8
Mr Perry ANDERSON	A	✓	✓	✓	✓	✓	A	✓	6/8
Ms Samantha BLAIR (formerly COLBERT)	✓	✓	✓	✓	✓	A	✓	✓	7/8
Ms Kaylee CAMPRADT	✓	✓	✓	A	✓	A	✓	✓	6/8
Ms Natalie CLARKE	✓	✓	✓	✓	A	✓	A	✓	6/8
Ms Aleisha CONNELLAN	✓	✓	✓	✓	✓	✓	✓	✓	8/8
Ms Bev DAY	A	Resigned							-
Ms Cathy GALVIN	✓	P	✓	✓	✓	✓	✓	✓	7/8
Mr Ben GRAY			(✓)	(✓)	✓	✓	✓	✓	4/4
Mr Peter HILL	A	✓	✓	✓	✓	✓	P	P	5/8
Ms Alota LIMA	✓	✓	✓	✓	✓	✓	✓	A	7/8
Ms Leigh PICKERING	✓	✓	✓	✓	✓	Resigned effective 24 August^			
Ms Eloise POWER	✓	✓	✓	✓	A	✓	✓	✓	7/8
Ms Lisa SIGANTO	P	✓	✓	✓	A	✓	✓	✓	6/8
Ms Josephine WISE	✓	✓	✓	✓	✓	✓	✓	✓	8/8

✓ – Attendance recorded; (✓) – Attended as observer pending formal appointment; A – Apology recorded; P – Attendance by proxy; O – Observer attended in lieu; ^ – Remaining three meetings of the year were attended by an observer from the Department; \* – Number of meetings attended in person out of total number eligible to attend when formally appointed

## Committees

According to legislation, the QCT must have the following:

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

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

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

Current terms of reference and membership of all QCT committees and the number of meetings held in 2018 are given in Appendix 2.

## Ministerial directions

No Ministerial directions were received during 2018.

## 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.

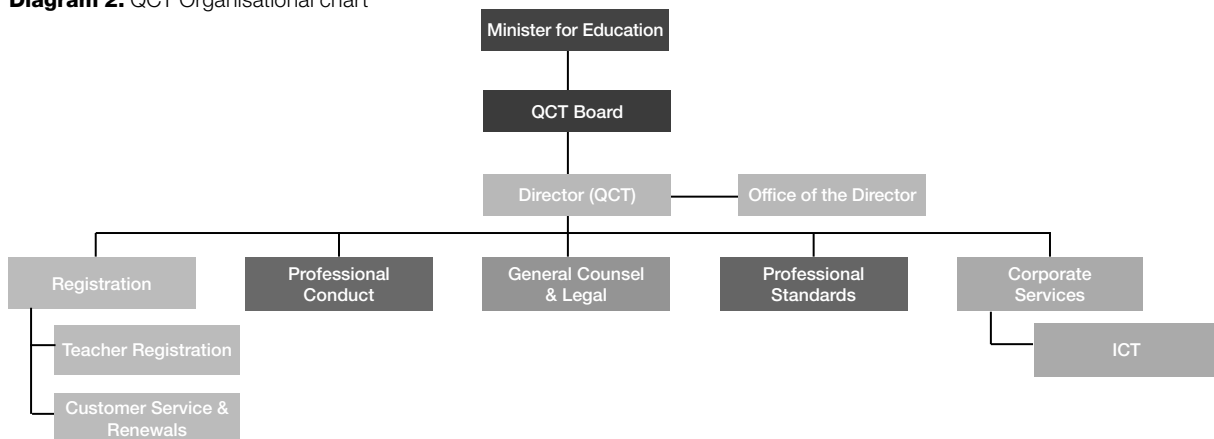
In 2018 the office had the following main operational areas: Registration, Professional Conduct, General Counsel and Legal, Professional Standards, Corporate Services, and the Office of the Director. The structure of the QCT office is shown in the organisational chart below (Diagram 2).

## Executive management

The executive team in the Office, at the end of 2018, 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
- Executive Manager, Legal and General Counsel: 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 2018 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 2018 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 2018 were: Ms J Wise (Chair) (Board member), Ms S Blair (Board member), Ms P Bentley (external nominee – expertise in risk management) and Mr T Dwan (external nominee – expertise in ICT).

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.

In 2018, major achievements of the Committee were:

- oversaw internal audits of the QCT's legal functions, cyber-security and ITE accreditation processes
- monitored the financial management of the QCT and the IT Program of Work
- oversaw the mid-year budget review process and endorsed the draft 2019 Budget
- oversaw progress towards the development of a sophisticated Risk Management Policy and Framework, a project which will continue in 2019
- considered the proposed transition of the QCT's ICT infrastructure to the cloud
- recommended to the Board that the Committee be augmented in 2019 by the addition of a member with broad financial expertise; this recommendation was endorsed by the Board at its final meeting for the year.

On 16 May 2018, the following Queensland Audit Office (QAO) report was tabled in the Queensland legislative assembly 'Education: 2016-17 results of financial audits (Report 15: 2017-18)'. This report summarises the results of QAO financial audits of education sector entities including:

- the seven Queensland public universities and their controlled entities
- the eight Queensland grammar schools
- other statutory bodies and controlled entities that provide specific and specialised education services.

The report provides an overview of finances at the end of the entities' financial years (either 30 June 2017 or 31 December 2017) and of the financial accounting issues that arose during the audits. There were no implications for the QCT arising from the report.

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.

The IT section continues to implement the ICT Strategic Plan developed in 2016 which provides a long-term vision for the delivery of ICT services across the QCT.

During 2018 the section also:

- commenced the development of enhancements to the QCT's core system to better support the operations of the Professional Conduct section
- continued to improve the functionality and accessibility of the myQCT portal
- undertook a procurement process to identify a suitable provider of "cloud" based services
- ensured 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>.

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

<sup>5</sup> The Shared Service Initiative is a whole-of-Government approach to corporate service delivery. The vision is partnering in corporate services to support and connect Government. Shared services are underpinned by standardising business processes, consolidating technology and pooling resources and expertise. Under the shared service model, government agencies joined together to share corporate services and resources through shared service providers 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 monitoring developments with the new Queensland Government Records Governance policy.

In 2009 the QCT commenced moving away from paper-based documents into digital recordkeeping with the implementation of an electronic document system. Digital recordkeeping using HP ECM9 provides QCT with a secure records management repository with extensive security and audit capabilities. The original digital record captured and managed in HP ECM9 is the single source of truth and is the cornerstone of QCT's Information governance. HP ECM9 preserves information integrity and enables accountability.

Currently, HP ECM9 holds 5,143,855 documents, an increase of 792,473 during the period December 1, 2017 – November 30, 2018. HP ECM9 is accessible by all QCT staff members on their desktops. Staff are assigned recordkeeping responsibilities as part of the QCT Induction program and ongoing training is provided for staff. All QCT staff are required to adhere to the Recordkeeping Policy which mandates that recordkeeping is a formal responsibility of all staff.

Document security in HP ECM9 is managed using specific Security Caveats, Delegated Authority and allocated staff position numbers. There have been no serious or major security information breaches to date. However, when a security breach does occur our Shared Service Provider notifies QCT within a few minutes of the breach occurring with the relevant details. QCT records which are stored on business systems outside of HP ECM9 are being migrated into HP ECM9 as those systems are phased out.

A significant development for QCT compliance with the *Public Records Act 2002* was realised when the State Archivist approved the QCT Teacher Regulation Retention and Disposal Schedule in 2016. A developed Business Classification scheme and a Core Retention and Disposal schedule (QDAN736v.1) are key tools for making, keeping and managing full and accurate records to support QCT

compliance with the *Public Records Act 2002*. QCT has extensive archival records which are stored offsite and retrieved when required.

As part of the ongoing process to improve compliance, the QCT intends to participate in the baseline survey which will be undertaken in the first half of 2019.

## Staffing establishment

During 2018 changes that were introduced in 2017 were approved and finalised relating to the Legal and Professional Conduct unit. This was implemented to further improve efficiency and achieve strategic goals.

Work units and individual positions were monitored and reviewed to ensure that they added value to the QCT and that our establishment remains relevant and adaptive to changing business requirements. As an organisation the QCT continues to commit to achieving organisational goals and providing job satisfaction and security for our valued employees.

All processes undertaken in 2018 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 Supporting Employees Affected by Workplace Change (SEAWAC) program. In 2018 three vacancies were lodged and in each case no applications were received from any SEAWAC applicants. 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 2018 the QCT directly employed 62.23 (full-time equivalent) staff members. Our retention rate for the period was 95 per cent and the separation rate was 5 per cent.

During 2018, one QCT employee received a redundancy package at a cost of \$17,882. No early retirements or retrenchments occurred during this period.

## Workforce planning, attraction and retention and performance plans

Action plans were undertaken throughout 2018 to improve the capability and resilience of our workforce. One such initiative was the development of an *Employee Value Proposition* which defines the positive aspects of a career with the QCT. This evolved through the professional guidance of a consultant and valuable input from QCT staff. The outcomes will be incorporated into QCT strategies in relation to recruitment, retention, development, performance practices and building capability.

Other in-house and external training sessions and courses were made available for staff relevant to their roles and career aspirations. These opportunities 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.

All human resource (HR) policies and procedures are made available on the QCT intranet and clarification and support for employees is provided through management and HR staff.

In 2018 management remained committed to the continual development of the QCT workforce plan that aligns with our Strategic Plan. Planning commenced to initiate and develop the QCT Workforce Capability Strategy 2019 – 2022. This will incorporate information that evolved from data collected from our participation in the Working for Queensland Survey 2018 which measures employee opinion and level of satisfaction with the workplace climate. The QCT's overall response rate was 78 per cent and in general, the QCT was positioned well above the average for Queensland public sector agencies. The percentage of staff who felt they received quality feedback and regular recognition of work performance was disappointing in comparison to 2017, therefore the Workforce Capability Strategy will focus strongly on improving this area in 2019. The QCT will continue to participate in the survey in 2019.

In 2018 the QCT continued to support the development of capabilities and skills of the management team through the annual personal performance planning (PPP) reviews and also the implementation and monitoring of 100-day plans for managers/supervisors. The development of a Workforce Capability Strategy

that will align with the QCT Strategic Plan 2019-2022 will also form a major part of our leadership and development program.

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.

## 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 2018 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 on current information relating to WHS, Bullying, Sexual Harassment, Mental Health and Domestic Violence through information sessions, modules and our Employee Assistance Program.

In 2018 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. We continue to provide staff with yearly onsite skin checks and flu vaccinations. Ergonomic information was provided on site by Baroona Physio to assist staff with positioning themselves correctly at workstations to avoid any possible injury or fatigue issues.

No major workplace health and safety issues were encountered during the 2018 reporting period.

The QCT Emergency Response Guidelines were updated as required in 2018 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 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 2018. To ensure compliance the QCT subscribes to online eLearning modules and this training is linked to the payroll system so that 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 2019-2022 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 2018 year under the *Public Interest Disclosure Act 2010*.

## Right to Information and Information Privacy

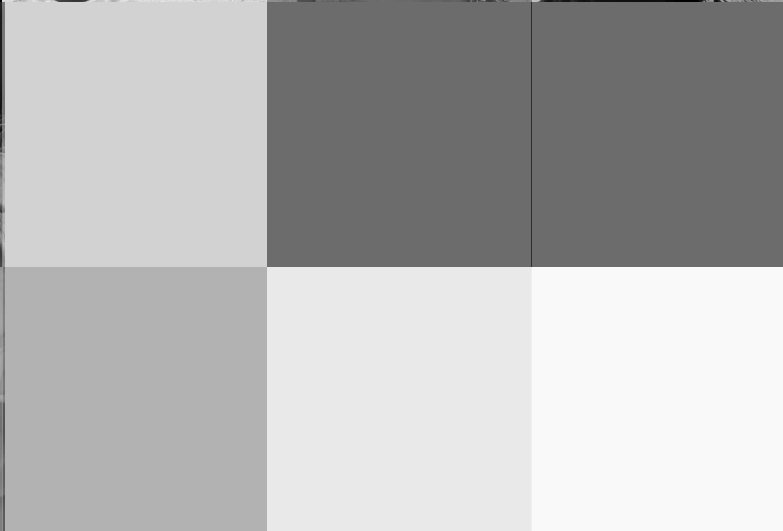
The *Right to Information Act 2009* and the *Information Privacy Act 2009* provide for information to be released unless on balance, disclosure of the information would be contrary to the public interest. Reasons for non-disclosure are set out in those Acts.

During 2018 two formal requests for information were received by the QCT under the *Right to Information Act 2009*. A 2017 external review matter by the Office of the Information Commissioner was resolved in 2018. No requests were received under the *Information Privacy Act 2009*.

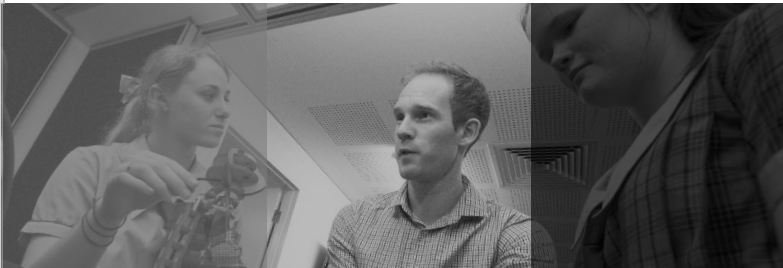


# Financial Statements

For the financial year ended 31 December 2018



 **QUEENSLAND**  
COLLEGE OF TEACHERS



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**QUEENSLAND COLLEGE OF TEACHERS**  
**Statement of Comprehensive Income**  
**for the year ended 31 December 2018**

	<i>Notes</i>	<i>2018</i> \$	<i>2017</i> \$
<b>Income from Continuing Operations</b>			
<b>Revenue</b>			
Fees	2	10,231,448	9,966,143
Interest		199,073	200,784
Criminal history checks		175,094	174,504
Other revenue	3	<u>221,274</u>	<u>146,575</u>
<b>Total Income from Continuing Operations</b>		<b>10,826,889</b>	<b>10,488,006</b>
<b>Expenses from Continuing Operations</b>			
Employee expenses	4	7,452,661	6,603,471
Supplies and services	6	3,284,000	3,081,244
Depreciation and amortisation	7	189,628	310,491
Criminal history checks	8	<u>317,975</u>	<u>312,769</u>
<b>Total Expenses from Continuing Operations</b>		<b>11,244,264</b>	<b>10,307,975</b>
<b>Operating Result from Continuing Operations</b>		<b>(417,375)</b>	<b>180,031</b>
<b>Other Comprehensive Income</b>		<b>-</b>	<b>-</b>
<b>Total Comprehensive Income</b>		<b><u>(417,375)</u></b>	<b><u>180,031</u></b>

The accompanying notes form part of these financial statements.

**QUEENSLAND COLLEGE OF TEACHERS**  
**Statement of Financial Position**  
**as at 31 December 2018**

	<i>Notes</i>	<b>2018</b> \$	<b>2017</b> \$
<b>Current assets</b>			
Cash and cash equivalents	9	9,374,834	10,052,457
Receivables	10	128,445	117,748
Other		147,874	83,615
<b>Total current assets</b>		<b>9,651,153</b>	<b>10,253,820</b>
<b>Non-current assets</b>			
Intangible assets	11	309,765	262,255
Plant and equipment	12	705,958	862,183
<b>Total non-current assets</b>		<b>1,015,723</b>	<b>1,124,438</b>
<b>TOTAL ASSETS</b>		<b>10,666,876</b>	<b>11,378,258</b>
<b>Current liabilities</b>			
Payables	13	415,276	451,443
Accrued employee benefits	14	610,992	684,816
Other liabilities	15	400,682	380,473
<b>Total current liabilities</b>		<b>1,426,950</b>	<b>1,516,732</b>
<b>Non-Current liabilities</b>			
Other liabilities	15	930,875	1,135,100
<b>Total non-current liabilities</b>		<b>930,875</b>	<b>1,135,100</b>
<b>TOTAL LIABILITIES</b>		<b>2,357,825</b>	<b>2,651,832</b>
<b>NET ASSETS</b>		<b>8,309,051</b>	<b>8,726,426</b>
<b>EQUITY</b>			
Accumulated Surplus	20	8,309,051	8,726,426
<b>TOTAL EQUITY</b>		<b>8,309,051</b>	<b>8,726,426</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 2018**

	<i>Note</i>	<b>Accumulated Surplus</b>	
		<b>2018</b>	<b>2017</b>
		<b>\$</b>	<b>\$</b>
<b>Balance as at 1 January</b>		<b>8,726,426</b>	<b>8,546,395</b>
Operating results from continuing operations		(417,375)	180,031
Total other comprehensive income		-	-
<b>Balance as at 31 December</b>	<b>20</b>	<b>8,309,051</b>	<b>8,726,426</b>

The accompanying notes form part of these financial statements.

**QUEENSLAND COLLEGE OF TEACHERS**  
**Statement of Cash Flows**  
**for the year ended 31 December 2018**

	<i>Notes</i>	<b>2018</b>	<b>2017</b>
		\$	\$
<b>Cash Flows from operating activities</b>			
<b>Inflows:</b>			
Receipts from customers		10,600,184	10,357,090
Interest		199,073	200,784
GST input tax credits from ATO		368,195	323,323
GST collected from customers		19,259	13,912
<b>Outflows:</b>			
Employee expenses		(7,649,919)	(6,597,880)
Supplies and services		(3,752,375)	(3,542,205)
GST paid to suppliers		(362,066)	(359,632)
GST remitted to the ATO		(19,063)	(17,766)
<b>Net cash provided by operating activities</b>	16	<b><u>(596,712)</u></b>	<b><u>377,626</u></b>
<b>Cash Flows from investing activities</b>			
<b>Outflows:</b>			
Payments for software purchased		(80,913)	(244,875)
<b>Net cash used in investing activities</b>		<b><u>(80,913)</u></b>	<b><u>(244,875)</u></b>
Net increase in cash and cash equivalents		(677,625)	132,751
Cash and cash equivalents at beginning of financial year		10,052,457	9,919,706
<b>Cash and cash equivalents at end of financial year</b>	9	<b><u>9,374,834</u></b>	<b><u>10,052,457</u></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 2018**

**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 Minimum Reporting Requirements.

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 2017 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.



**Queensland College of Teachers**  
**Notes To and Forming Part of the Financial Statements**  
**for the year ended 31 December 2018**

**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 2018. 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.

*AASB 15 Revenue from contracts with customers* will become effective from reporting periods beginning on or after 1 January 2019. 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. AASB 2018-4 Amendments to Australian Accounting Standards - Australian Implementation Guidance for Not-for-Profit Public sector licensors, was issued in September 2018. AASB2018-4 allows for options to apply AASB 15's recognition and measurement principles where fee income is short term and of low value. Queensland Treasury will issue guidance in the application of these exemptions in the first half of 2019. The College will analyse the guidance provided for licences once to hand, however any impact on its present accounting practices remains unclear at this stage.

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.

**1 Basis of Financial Statements preparation**

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

**Queensland College of Teachers**  
**Notes To and Forming Part of the Financial Statements**  
**for the year ended 31 December 2018**

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.

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 additional disclosure. A right of use asset and corresponding lease liability of \$7.16 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 2.96% 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 \$ 728,000, with finance charges totalling \$1.17 m being progressively recognised over a ten-year period. The assessment of additional disclosures required is ongoing.

AASB 9 *Financial instruments* and AASB 2014–7 *Amendments to Australian Accounting Standards arising from AASB 9* (December 2014) became effective from reporting periods beginning on or after 1 January 2018. The College's receivables do not include a significant financing component and hence there is no impact.

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.

**(f) 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.

**Queensland College of Teachers**  
**Notes To and Forming Part of the Financial Statements**  
**for the year ended 31 December 2018**

	<b>2018</b>	<b>2017</b>
<b>2 Fees</b>		
	\$	\$
Teacher Registration and Application fees	10,092,098	9,842,254
Late Payment fees	132,735	118,320
Other fees	6,615	5,569
<b>Total</b>	<b>10,231,448</b>	<b>9,966,143</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

	<b>2018</b>	<b>2017</b>
<b>3 Other Revenue</b>		
	\$	\$
Copyright fees	20,530	3,161
Advertising	18,182	34,091
Reimbursement	182,562	109,323
<b>Total</b>	<b>221,274</b>	<b>146,575</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>2018</b>	<b>2017</b>
<b>4 Employee Expenses/Number of Employees</b>	\$	\$
<i>Employee benefits:</i>		
Wages salaries and annual leave	6,186,665	5,464,710
Employee superannuation contributions	717,402	642,489
Long service leave levy	125,376	111,568
<i>Employee related expenses</i>		
Workers compensation premium	7,098	7,384
Payroll tax	319,962	285,423
Other Employee related expenses	96,158	91,897
<b>Total</b>	<b>7,452,661</b>	<b>6,603,471</b>

**Queensland College of Teachers  
Notes To and Forming Part of the Financial Statements  
for the year ended 31 December 2018**

**4 Employee Expenses/Number of Employees (continued)**

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 2018	As at 31 December 2017
Number of Employees	61.83	60.26

**Accounting Policy**

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

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

*Wages, Salaries, and Sick Leave*

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

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

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

*Superannuation*

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

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

**Queensland College of Teachers**  
**Notes To and Forming Part of the Financial Statements**  
**for the year ended 31 December 2018**

**5 Key Executive Management Personnel and Remuneration**

**(a) Key Executive Management Personnel**

**(b)**

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 2018. 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.	SO1 classification level under s 110 of the <i>Public Service Act 2008</i>	Appointment date 4/02/2013.
Executive Manager, Legal and General Counsel	The Executive Manager, Legal and General Counsel is responsible for the development and implementation of strategies to support the disciplinary aspect of the College's professional conduct functions.	PO 6 classification level under sections 119 of the <i>Public Service Act 2008</i>	Appointment date 20/04/2009.

**Queensland College of Teachers**  
**Notes To and Forming Part of the Financial Statements**  
**for the year ended 31 December 2018**

**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.	AO 8 classification level under sections 119 of the <i>Public Service Act 2008</i>	Appointment date 31/03/2008.
Executive Manager, Registration	The Executive Manager, Registration is responsible for the development and implementation of strategies to support the College's registration functions	AO 8 classification level under sections 119 of the <i>Public Service Act 2008</i>	Appointment date 21/02/2013.
Business Manager, Corporate Services	The Business Manager, Corporate Services is accountable for the delivery of strategic corporate outcomes and the development, implementation and evaluation of College's corporate and information technology governance arrangements.	AO 8 classification level under sections 119 of the <i>Public Service Act 2008</i>	Appointment date 09/10/2006.

**(c) 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. 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 2018 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)**

**Queensland College of Teachers**  
**Notes To and Forming Part of the Financial Statements**  
**for the year ended 31 December 2018**

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 2018 – 31 December 2018**

Position (Date Resigned if applicable)	Short Term Employee Benefits		Long Term Employee Benefits	Post Employment Benefits	Total Remuneration
	Base \$'000	Non-Monetary Benefits \$'000	\$'000	\$'000	\$'000
Director	204	-	4	22	230
Executive Manager, Legal and General Counsel	121	-	3	16	140
Executive Manager, Professional Conduct	107	-	3	13	123
Executive Manager, Registration	128	-	3	15	146
Executive Manager, Professional Standards	136	-	3	16	155
Business Manager, Corporate Services	126	-	3	16	145
<b>Total Remuneration</b>	<b>822</b>	<b>-</b>	<b>19</b>	<b>98</b>	<b>939</b>

**1 January 2017 – 31 December 2017**

Position (Date Resigned if applicable)	Short Term Employee Benefits		Long Term Employee Benefits	Post Employment Benefits	Total Remuneration
	Base \$'000	Non-Monetary Benefits \$'000	\$'000	\$'000	\$'000
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>

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<b>6 Supplies and Services</b>	<b>2018</b>	<b>2017</b>
	<b>\$</b>	<b>\$</b>
Administration and finance *	1,363,344	1,163,922
Asset operating costs	19,245	17,965
Consulting, contracting and bureau fees	1,236,807	1,167,142
Professional Conduct and Disciplinary costs	40,638	99,311
Property costs & maintenance	<u>623,966</u>	<u>632,904</u>
<b>Total</b>	<b><u>3,284,000</u></b>	<b><u>3,081,244</u></b>

\*Total external audit fees paid to the Queensland Audit Office relating to the 2018 financial statements are estimated to be \$24,700 (2017: \$24,000). 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 \$42,650 (2017: \$39,949).

**Related Party Transactions**

Transactions with other related parties	-	-
---	---	---

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

**7 Depreciation and Amortisation**

Depreciation and amortisation were incurred in respect of:

Depreciation: Plant and equipment	156,225	169,525
Amortisation: Software Purchased	<u>33,403</u>	<u>140,966</u>
<b>Total</b>	<b><u>189,628</u></b>	<b><u>310,491</u></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



**Queensland College of Teachers**  
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**7 Depreciation and Amortisation (continued)**

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

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

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

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

<b>8 Criminal History Checks</b>	<b>2018</b>	<b>2017</b>
	<b>\$</b>	<b>\$</b>
Incurred in respect of Applications	133,286	135,619
Incurred in respect of Renewal of Registration*	184,689	177,150
	<u>317,975</u>	<u>312,769</u>

\*Teacher registrations are required to be renewed every five years. Approximately 6,884 teachers who registered during 2013 and 2014 representing 6.4 % of registered teachers in Queensland, were consequently required to renew their registration during 2018 (2017: 6,638).

<b>9 Cash and Cash Equivalents</b>	<b>2018</b>	<b>2017</b>
	<b>\$</b>	<b>\$</b>
Cash on hand	1,000	1,000
Cash at bank	1,007,307	1,267,385
Deposits at call	8,366,527	8,784,072
<b>Total</b>	<u>9,374,834</u>	<u>10,052,457</u>

Cash deposited with the Queensland Treasury Corporation earned interest at rates between 3.15% and 2.19% (2017: 2.62% and 2.27%).

Funds totalling \$4.3 million (2017: \$4.2 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>10 Receivables</b>	<b>2018</b>	<b>2017</b>
	<b>\$</b>	<b>\$</b>
GST receivable	102,672	108,801
GST payable	(221)	(25)
	<u>102,451</u>	<u>108,776</u>
Long service leave reimbursements	17,412	5,467
Other receivables	8,582	3,505
<b>Total</b>	<u>128,445</u>	<u>117,748</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.

<b>11 Intangible Assets</b>	<b>2018</b>	<b>2017</b>
	<b>\$</b>	<b>\$</b>
<i>Software purchased</i>		
At cost	1,412,588	1,331,676
Less accumulated amortisation	<u>(1,102,823)</u>	<u>(1,069,421)</u>
<b>Total</b>	<b><u>309,765</u></b>	<b><u>262,255</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>2018</b>	<b>\$</b>	<b>\$</b>
<i>Software purchased</i>	<b>262,255</b>	-
	-	(33,403)
<i>Software WIP</i>	-	80,913
	<b>262,255</b>	<b>80,913</b>
	80,913	-
	-	(33,403)
<b>2017</b>	<b>\$</b>	<b>\$</b>
<i>Software purchased</i>	<b>158,346</b>	244,875
	-	-
	-	(140,966)
	<b>262,255</b>	<b>262,255</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.

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	<b>2018</b>	<b>2017</b>
	\$	\$
<b>12 Plant and Equipment</b>		
<i>Leasehold Improvements</i>		
At cost	1,151,672	1,151,672
Less accumulated depreciation	<u>(456,069)</u>	<u>(312,109)</u>
	695,603	839,563
 <i>Plant and equipment</i>		
At cost	494,050	494,050
Less accumulated depreciation	<u>(483,695)</u>	<u>(471,430)</u>
	10,355	22,620
<b>Total</b>	<b><u>705,958</u></b>	<b><u>862,183</u></b>

**Plant and Equipment Reconciliation**

	Carrying amount at 1 January	Acquisitions	Disposals	Transfers between Classes	Depreciation	Carrying amount at 31 December
	\$	\$	\$	\$	\$	\$
<b>2018</b>						
<i>Leasehold Improvements</i>	<b>839,563</b>	-	-	-	(143,959)	<b>695,604</b>
<i>Plant and equipment</i>	<b>22,620</b>	-	-	-	(12,266)	<b>10,354</b>
	<b><u>862,183</u></b>				<b><u>(156,225)</u></b>	<b><u>705,958</u></b>
	\$	\$	\$	\$	\$	\$
<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>

The College has plant and equipment with an original cost of \$ 443,235 (2017: \$ 415,587) 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**  
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	<b>2018</b>	<b>2017</b>
<b>13 Payables</b>	<b>\$</b>	<b>\$</b>
Trade creditors	132,086	167,339
Criminal history checks	71,608	63,932
Other creditors and accruals	211,582	220,172
<b>Total</b>	<b><u>415,276</u></b>	<b><u>451,443</u></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
Annual leave	551,022	526,737
Salaries on costs payable	59,970	73,885
	<b><u>610,992</u></b>	<b><u>684,816</u></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. 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.

*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*.

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**15 Other Liabilities**

	<b>2018</b>	<b>2017</b>
	\$	\$
<i>Current</i>		
Unearned fees	216,386	238,941
Lease Incentive Liability	184,296	141,532
	<u>400,682</u>	<u>380,473</u>
<i>Non-Current</i>		
Lease Incentive Liability	<u>930,875</u>	<u>1,135,100</u>

**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.

<b>16 Reconciliation of Operating Result to Net Cash from Operating Activities</b>	<b>2018</b>	<b>2017</b>
	\$	\$
Operating result	<b>(417,375)</b>	<b>180,031</b>
Depreciation and amortisation	189,628	310,491
Change in assets and liabilities		
(Increase)/Decrease in other receivables	(5,077)	34,364
Decrease/(Increase) in GST receivables	6,129	(36,309)
(Increase)/Decrease/in LSL reimbursement	(11,944)	13,958
(Increase)/Decrease in prepayments	47,230	(31,694)
(Decrease)/Increase in payables	(36,168)	22,904
Decrease in accrued employee benefits	(185,314)	(8,368)
(Decrease)/Increase in unearned revenue	(22,555)	35,503
Decrease in lease incentive liability	(161,462)	(139,400)
Increase/(Decrease)/ in GST payable	196	(3,854)
Net cash from/used in operating activities	<u><b>(596,712)</b></u>	<u><b>377,626</b></u>

**Queensland College of Teachers**  
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**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

There are no changes to Financial Instrument measurement using the new AASB 9 as the carrying amounts are a reasonable approximation of fair value.

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:

<u>Category</u>	Note	<u>2018</u> \$	<u>2017</u> \$
<b>Financial assets</b>			
Cash and cash equivalents	9	9,374,834	10,052,457
Receivables	10	128,445	117,748
<b>Total</b>		<b>9,503,279</b>	<b>10,170,205</b>
<b>Financial liabilities</b>			
Financial liabilities measured at amortised cost:			
Payables	13	415,276	451,443
<b>Total</b>		<b>415,276</b>	<b>451,443</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

**17 Financial Instruments (continued)**

**Queensland College of Teachers**  
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Queensland Treasury Corporation, monitoring all funds owed on a timely basis. Any impairment losses are determined according to the amount of lifetime expected credit losses however these are considered to be negligible.

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

There is no recognised impairment loss for the current year.

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

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

**2018 Financial Assets Past Due But Not Impaired**

	<b>Overdue</b>				<b>Total</b>
	Less than 30 Days \$	30-60 Days \$	61-90 Days \$	More than 90 Days \$	
Receivables	128,445				128,445
<b>Total</b>	<b>128,445</b>	-	-	-	<b>128,445</b>

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

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

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**17 Financial Instruments (continued)**

	Note	2018 Payable in			Total
		< 1 year	1 – 5 year	> 5 years	
		\$	\$	\$	
<b>Financial liabilities</b>					
Payables	13	415,276			415,276
<b>Total</b>		<b>415,276</b>	<b>-</b>	<b>-</b>	<b>415,276</b>

	Note	2017 Payable in			Total
		< 1 year	1 – 5 year	> 5 years	
		\$	\$	\$	
<b>Financial liabilities</b>					
Payables	13	451,443			451,443
<b>Total</b>		<b>451,443</b>	<b>-</b>	<b>-</b>	<b>451,443</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 \$93,748 (2017: \$ 101,525). This is attributable to the College's exposure to variable interest rates on its cash invested.

<b>Financial Instruments</b>	<b>Carrying Amount</b>	<b>2018 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	9,374,834	(94)	(94)	94	94
<b>Overall effect on operating result and equity</b>		<b>(94)</b>	<b>(94)</b>	<b>94</b>	<b>94</b>



**Queensland College of Teachers**  
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**17 Financial Instruments (continued)**

<i>Financial Instruments</i>	<b>Carrying Amount</b>	<b>2017 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	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>

**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>2018</b>	<b>2017</b>
	<b>\$</b>	<b>\$</b>
Outstanding lease commitments are due for payment as follows:		
not later than one year	795,027	768,142
later than one year and not later than five years	3,311,816	3,350,993
later than five years	-	755,851
<b>Total</b>	<b>4,106,843</b>	<b>4,874,986</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 \$2.9 million (2017: \$2.8 million).

As such, the College has earmarked \$4.3 million (2017: \$4.2 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.

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**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 2018 reporting period contains \$5.22 million (2017: \$5.34 million) representing the receipt of 2019 renewal fees received during November and December 2018. Given the profile of the College's teacher register, its future operations will require the utilisation of this portion of the 2018 retained income and associated cash balances in the short term to meet expenditure until the receipt of 2020 fees in November and December 2019.

**21 Contingencies**

There were no known contingent assets or liabilities of a significant nature as at 31 December 2018 (2017: Nil).

**22 Remuneration of Board Members**

The College's Board comprises the following members as at 31 December 2018:

<b>Name</b>	<b>Membership Category</b>
Emeritus Professor W Patton (Chairperson)	Nominee of the Minister for Education
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 Gray*	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)

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

\* With effect from 1 January 2019 replaced by:

Dr M Beedles  
 Professor W Blayney  
 D Bliss  
 B Goldberg  
 C Richardson  
 J Valentine

	<b>2018</b>	<b>2017</b>
<b>Total Remuneration paid to Board Members</b>		
	<b>\$</b>	<b>\$</b>
Emeritus Professor W Patton (Chairperson)	36,098	9,453
Dr J McCorley +	-	3,497
Professor N Alloway	2,690	1,798
B Gray *	1,595	-
K Campradt	2,690	1,798
E Siganto	2,392	1,798
	<b>45,465</b>	<b>18,344</b>

+ Resigned 30 June 2017

\* Appointed 20 July 2018

Board Remuneration included fees of \$41,575 and superannuation of \$3,890 (2017: fees of \$17,275 and superannuation of \$1,069).

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.

**Queensland College of Teachers**  
**Notes To and Forming Part of the Financial Statements**  
**for the year ended 31 December 2018**


**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 2018 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

8 February 2019

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

8 February 2019

## 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 2018, 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 2018, 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 2018, but does not include the financial report and my auditor's report thereon.

The 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 2018:

- 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.



Bhavik Deoji  
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 2018 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 risk management; and
- The Director of the Office of the QCT, or his/her nominee (ex officio) (as an observer).

The QCT Director and the Business Manager are authorised to appoint suitable substitute members in the event of unavailability or conflict of interest of the usual members. The Committee may, in consultation with the Director, request any officer or employee of the QCT or the QCT's legal counsel, investment advisor or auditor to attend a meeting of the Committee or to meet with any members of, or consultants to, the Committee. All Committee members will be financially literate or become financially literate within a reasonable period of appointment.

The Committee met three times in 2018.

A recommendation from the Committee that its membership be strengthened by the addition of a member with broad financial expertise was endorsed by the Board at its final meeting for the year and will be implemented in 2019.

## 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 2018 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 2018.

## 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 met six times in 2018.

## 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 Council of Deans of Education (to include a range of types of institutions providing teacher education programs);
- A nominee of the Department of Education;
- 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 2018.

## 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 Council of Deans of Education;
- A nominee of Department of Education;
- 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 QCT Director and the Executive Manager Registration are delegated/authorised to appoint substitute members in the event of unavailability or conflict of interest of usual members. Substitute members must be from the categories of members listed above.

The Committee met once in 2018.

### **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 2018.

## 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 (Secondary)
- Bachelor of Teaching/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 Primary Teaching
- 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)
- Bachelor of Education (Primary/Early Childhood Double Major)
- Bachelor of Education (Junior Secondary/Secondary Double Major)
- Bachelor of Education (Secondary/Learning Support 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)
- Bachelor of Education (Secondary)/Bachelor of Information Technology
- Bachelor of Education (Secondary)/Bachelor of Fine Arts
- Bachelor of Education (Secondary)/Bachelor of Business
- 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)

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

## 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

<b>Provider</b>	<b>Name of program</b>
Department of Education, 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 2018 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 2017*

### **Strategic Plan**

Strategic Plan 2017–2020

### **Periodicals**

*QCT eNews* (seven issues): February, March, May, June, August, October, and November

### **Research report**

*Teachers' Professional Boundary Transgressions: A Literature Review* (February 2018) prepared for the Queensland College of Teachers by Professor Anne Graham, Professor Nan Bahr, Julia Truscott and Dr Mary Ann Powell of Southern Cross University. ([https://cdn.qct.edu.au/pdf/Transgressions.pdf?\\_ga=2.245666882.731313663.1548025524-911879089.1536032812](https://cdn.qct.edu.au/pdf/Transgressions.pdf?_ga=2.245666882.731313663.1548025524-911879089.1536032812))

*Promotion of the Profession* (April 2018), prepared for the Queensland College of Teachers by Professor Nan Bahr, Professor Anne Graham, Associate Professor Jo-Anne Ferreira, Professor Marg Lloyd, and Dr Richard Waters of Southern Cross University. ([https://cdn.qct.edu.au/pdf/Promotion\\_TPQ.pdf?\\_ga=2.217742672.731313663.1548025524-911879089.1536032812](https://cdn.qct.edu.au/pdf/Promotion_TPQ.pdf?_ga=2.217742672.731313663.1548025524-911879089.1536032812))

## Appendix 6: Remuneration of Board members

<b>Name of Government body</b>	<i>Board of the Queensland College of Teachers</i>
<b>Act</b>	<i>Education (Queensland College of Teachers) Act 2005</i>
<b>Functions</b>	Granting registration or permission to teach to persons, taking disciplinary action against approved teachers, and monitoring compliance with and enforcing the Act
<b>Achievements</b>	<i>Overseeing all achievements reported throughout QCT Annual Report</i>
<b>Financial reporting</b>	<i>Not exempted from audit by the Auditor-General Transactions of the entity are accounted for in the financial statements</i>

### Remuneration

<b>Transactions of the entity are accounted for in the financial statements</b>	<b>Name</b>	<b>Meetings/sessions attended</b>	<b>Approved daily fee \$</b>	<b>Approved subcommittee fees if applicable</b>	<b>Actual fees received* \$</b>
Chair	WA Patton	8	650	Nil	32,825
Member	NM Alloway	6	500	Nil	2,500
Member	KM Campradt	6	500	Nil	2,500
Member	B Gray	4	500	Nil	1,500
Member	EM Siganto	6	500	Nil	2,250
No, scheduled meetings	8				
Total out-of-pocket expenses					41,575

# Glossary

ACECQA	Australian Children's Education and Care Quality Authority
AITSL	Australian Institute for Teaching and School Leadership
APST	Australian Professional Standards for Teachers
ARC	Audit and Risk Committee
ATRA	Australasian Teacher Regulatory Authorities
CAA	Corporate Administration Agency
CPD	Continuing Professional Development
DoE	Department of Education
GTPA	Graduate Teacher Performance Assessment
HEP	Higher Education Provider
ICT	Information and Communication Technology/ies
ITE	Initial Teacher Education
IRC	Internal Review Committee
PC&TCC	Professional Capacity and Teacher Conduct [Committee]
PSC	Professional Standards Committee
PTT	Permission to Teach
QAO	Queensland Audit Office
QCAT	Queensland Civil and Administrative Tribunal
QCEC	Queensland Catholic Education Commission
QCT	Queensland College of Teachers
QPS	Queensland Police Service
RTT	Returning to Teaching
SEAWAC	Supporting Employees Affected by Workplace Change
TAFE	Technical and Further Education
TEQSA	Tertiary Education Quality and Standards Agency
TEMAG	Teacher Education Ministerial Advisory Group
TPA	Teaching Performance Assessment
WHS	Work Health and Safety

# Reader feedback

The QCT is keen to obtain responses from readers of its Annual Report for 2018 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
- Satisfactorily
- Poorly
- Not at all

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

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

Level of detail provided:

1      2      3      4

Language and style of text:

1      2      3      4

Design and general appearance:

1      2      3      4

Relevance:

1      2      3      4

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

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

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

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

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

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

Thank you for participating in this survey.

Please return feedback to:

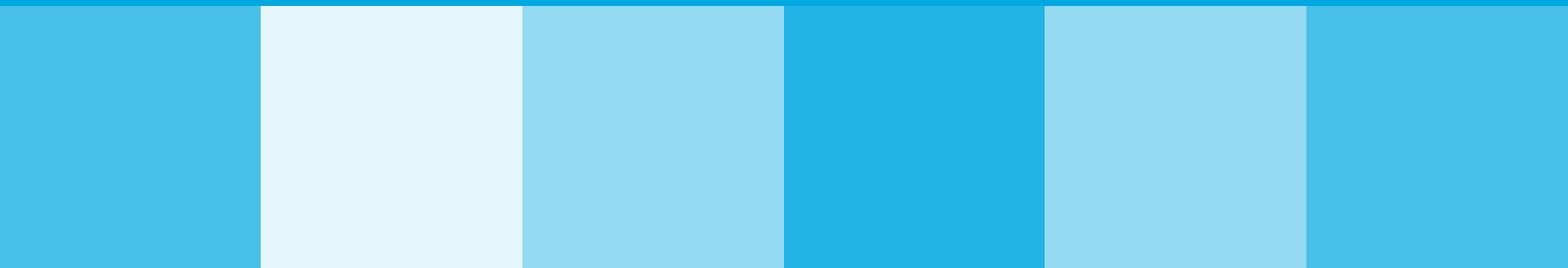
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Reply Paid 389  
Toowong Qld 4066

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











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