



# Annual Report

2019



 **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 2019.

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 website (via this 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)). See below for general contact details for the QCT.

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

20 February 2020

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 2019.

I certify that this Annual Report complies with:

- the prescribed requirements of the *Financial Accountability Act 2009* and the *Financial and Performance Management Standard 2019*, 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\\_2019.pdf](http://www.qct.edu.au/Publications/Corporate/QCT_Annual_Report_2019.pdf) and a checklist outlining the annual reporting requirements can be accessed at:

[http://www.qct.edu.au/Publications/Corporate/QCT\\_Annual\\_Report\\_2019\\_Compliance.pdf](http://www.qct.edu.au/Publications/Corporate/QCT_Annual_Report_2019_Compliance.pdf)

Yours sincerely



Emeritus Professor Wendy Patton  
Chairperson of the Board

Queensland College of Teachers  
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# About the Queensland College of Teachers

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

The 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 and certifies teachers as highly accomplished or lead teachers. 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

World class teachers for a better future for Queensland

### Our purpose

We exist to protect the public and the teaching profession by ensuring education in Queensland schools is provided in a professional and competent way by approved teachers.

### Our values

- Student safety and wellbeing
- Professional and competent teachers
- Education as a means to a better future
- 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

World class teachers for a better future for Queensland

## Our Purpose

We exist to protect the public and the teaching profession by ensuring education in Queensland schools is provided in a professional and competent way by approved teachers.

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

## Chairperson's introduction

I am pleased to present this report on the performance of the Queensland College of Teachers (QCT) in 2019.

The report provides information on our activities in approving teachers for Queensland schools, strengthening the teaching profession, protecting the public and the profession from persons who are not suitable to teach in our schools, promoting the profession, ensuring compliance with regulatory requirements, and ensuring we are appropriately resourced and governed to carry out this important work.

During the year, our register grew to nearly 110,000 teachers; we processed nearly 17,000 applications for approval to teach, for progression from provisional to full registration, or for renewal of registration; and we suspended or cancelled the registration or permission to teach of 30 teachers. We delivered workshops, webinars, and information sessions about registration-related matters to thousands of teachers, preservice teachers and teacher education faculty; assessed and granted Stage 2 accreditation to six initial teacher education programs; and undertook or collaborated in various research and data analysis projects related to teacher regulation.

In addition to conducting the above activities, this has been a year of considerable change for the QCT and I outline some of these changes below.

### Personnel changes

The QCT began the year with a newly reconstituted Board, including six new members and nine members reappointed from the previous Board. In the second half of the year, the Board unfortunately lost three members due to personal changes of role. The Board looked forward to the appointment of replacement members early in the new year.



In May the inaugural QCT Director, Mr John Ryan, stepped down after thirteen years in the position. A farewell function for Mr Ryan was attended by the Minister, the Director-General and representatives of all the QCT's major stakeholders, who all spoke highly of his valuable contributions to education and the teaching profession over his career. The Board is extremely grateful to Mr Ryan for his strong and future-oriented leadership, not only of the QCT but also on the national teacher regulation scene. He has left the QCT in a very robust position for moving forward into the next decade.

As the Director is appointed by the QCT Board under the *Public Service Act*, the Board had overseen a process in late 2018 for the recruitment of a new Director. The position was advertised nationally and both interstate and overseas teacher regulatory authorities were also alerted to the upcoming vacancy. An appointment was finalised in early 2019. The Board was delighted to appoint Ms Deanne Fishburn, formerly the Executive Manager of the QCT's Professional Standards team, to the position. Deanne took up the appointment in May and has already shown herself to be a worthy successor to Mr Ryan.

Together with the new Director, I attended half-yearly engagement meetings with senior representatives of the QCT's major stakeholders to discuss key priorities, listen to feedback and identify new opportunities for working collaboratively. The ongoing, positive reception of the QCT was gratifying and encouraging, as was the unanimous affirmation of the new Director's approach.

### Strategic enhancements

As a leading regulator, the QCT looks for opportunities for continuous improvement.

At its first meeting for the year, the Board approved a strategy for 2019–2020 to enhance the organisational capacity and sustainability to deliver the innovation expectations of the 2019–2022 Strategic Plan. Implementation of this is ongoing.

Early in the year a review of the QCT's financial systems and processes identified several opportunities for improvement. In June the Board endorsed a management response to the findings and recommendations of the review, and considered regular updates at Board meetings over the remainder of the year on implementation of the relevant actions. These actions will help to ensure the QCT's future financial sustainability.

Over several meetings this year, the Board focussed on the strategic role of the various QCT committees, receiving a presentation from the chair of each committee on its role, terms of reference and membership, operations and key issues. This enabled all Board members to increase their understanding of the work each committee undertakes on its behalf and to discuss ways the committee contributes to the QCT's strategic objectives.

Later in the year, the Board endorsed the undertaking of a current-state and desired future-state analysis of the human capital requirement of the QCT office and development of a comprehensive three-year plan for addressing any identified gaps. This work will be conducted in 2020 and will help ensure the QCT remains well-placed to carry out its role into the future.

## Legislative change

During 2019, the QCT's governing legislation was amended to provide an ongoing function for the QCT to certify teachers at the two higher career stages of the Australian Professional Standards for Teachers: Highly Accomplished and Lead. Following a pilot in 2017 and 2018, the Board oversaw the development and implementation of a governance framework and processes for operationalising the certification function in preparation for the first state-wide state school cohort and teachers from schools represented by the Queensland Catholic Education Commission (QCEC). This has been a rewarding role for the QCT and one which has been very resource-intensive. A grant from the Department of Education assisted with the costs of this implementation. The Board was highly pleased with the successful management of the first round of applications in July, especially the smooth operation of the newly built online system for receiving certification applications. More information on the QCT's certification role is provided in later sections of this report.

## Program enhancements

After ten years of running its annual Excellence in Teaching Awards, the QCT this year refreshed a number of aspects of the program and re-badged it as the QCT TEACHX Awards. It was again my pleasure to host the award presentation ceremony at Brisbane's Customs House. Supported by sponsorship from *The Courier-Mail*, Teachers Mutual Bank, TUH Health Fund and Schoolzine, the awards program not only recognises the dedication and hard work of individual teachers

across the state, but also helps to promote the teaching profession through publicity for the award finalists and winners and enhances the public profile of the QCT. We are grateful to these sponsors for their valued ongoing support for the awards. This year saw the greatest amount of media attention yet achieved for the awards.

This report illustrates how 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.

To conclude this introduction, I wish to extend my thanks to the members of the Board, who give so generously of their time and expertise to governing the QCT. On behalf of the Board, I thank the QCT's many and varied stakeholders for their ongoing support of our work and I acknowledge the staff of the QCT, who serve the teaching profession and the public of Queensland in such an exemplary fashion.



Emeritus Professor Wendy Patton  
Chairperson of the Board

# 2019 Performance against Strategic Plan

The QCT Strategic Plan for 2019–2022 identifies the objectives, strategies and performance indicators shown in Table 1 below. The table indicates achievements against the strategies and performance indicators in 2019. All targets were achieved or exceeded. More detailed information on the QCT's activities in pursuit of the objectives and strategies is included in subsequent sections of this report.

## Contribution to State Government Objectives

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

- 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 by using 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 TEACHX Awards and World Teachers' Day activities.

The QCT works in cooperation with the State Department of Education on State strategic issues related to teaching and teacher education.

## 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.

The QCT works in cooperation with the State Department of Education to ensure a coordinated approach to issues of national relevance.

## Strategic risks and opportunities

### Emerging technologies

Use of 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, such 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 all areas. Our careful assessment of applications for registration ensures that only people with appropriate qualifications and experience, or who can show that they meet the QCT's professional standards, are granted registration. Our audits of school and university records indicate we are effective in ensuring only registered teachers are employed in teaching duties in schools or in supervising student teachers in schools. Our disciplinary work ensures that teachers charged with certain offences, or found guilty of certain offences, or dismissed by employers for certain reasons, are prevented from teaching.

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

The five objectives of the 2019–2022 Strategic Plan – Contemporary regulation, Educational leadership, Innovation, Collaboration with our stakeholders, and Organisational sustainability – and their associated strategies remain relevant and in place for 2020.

The QCT Strategic Plan for the period 2019-2022 has strategies directed at five objectives:

- **Contemporary regulation**
- **Educational leadership**
- **Innovation**
- **Collaboration with our stakeholders**
- **Organisational sustainability**

Table 1: Achievements against 2019–2022 Strategic Plan in 2019

### Contemporary regulation

Strategies	2019 Activities
<p>Make robust, data-driven (when possible), timely and consistent decisions that are child/student-focussed and in the interests of the teaching profession</p>	<ul style="list-style-type: none"> <li>• Developed a qualifications assessment training program to improve capability of QCT staff</li> <li>• Enhanced communications to teachers with a Returning to Teaching condition to improve compliance with their condition</li> <li>• Collaborated with Blue Card Services about the ongoing development of a Risk Assessment and Decision-making Tool for use by relevant QCT staff in assessing a teacher's risk of harm to children</li> </ul>
<p>Use powerful, secure and fit-for-purpose systems and processes</p>	<ul style="list-style-type: none"> <li>• Enhanced the process for practice and conduct proceedings against teachers on the grounds of incompetency</li> </ul>
<p>Use risk-based approaches to regulatory enforcement</p>	<ul style="list-style-type: none"> <li>• Participated in webinars and presented to initial teacher education (ITE) providers on professional boundaries and conduct issues</li> <li>• Conducted Stage 2 accreditation processes for six ITE programs in Queensland, collecting information about program outcomes</li> </ul>
<p>Define, communicate and enforce standards to promote reliable and valid judgements by the QCT and our agents</p>	<ul style="list-style-type: none"> <li>• Worked with higher education providers (HEPs) to develop a core set of data sources to inform QCT 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</li> </ul>
<p>Increase our efficiency and effectiveness by adopting practices afforded by new technologies</p>	<ul style="list-style-type: none"> <li>• Provided workshops for staff at Queensland HEPs regarding ITE program accreditation requirements</li> <li>• Worked with the Department of Education (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>• Held regular meetings with the QCT's Principals' Reference Group and Queensland Beginning and Early Career Teachers' Group to consult on a range of QCT activities and policy directions</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> <li>• Conducted a range of face-to-face information sessions, facilitated webinars and presented at a range of conferences and forums to support preservice teachers' and approved teachers' understanding of teacher registration and the APST</li> <li>• Developed, in collaboration with stakeholders, videos for preservice teachers and teachers on professional conduct issues</li> <li>• Launched a suite of resources, including an iBook, to disseminate information and support the professional development of preservice and practising teachers about Professional Boundaries</li> <li>• Supported the launch of the revised online platform, TeachConnect, to support preservice teachers in the transition through practicum into their early career stage, in collaboration with HEP partners</li> <li>• Expanded the ability for teachers to receive notices in their myQCT mailbox</li> </ul>

## Educational leadership

Strategies	2019 Activities
Lead a coordinated approach to promoting the teaching profession	<ul style="list-style-type: none"> <li>Refreshed and rebranded the QCT Excellence in Teaching Awards as TEACHX Awards</li> <li>Participated in Teach Queensland career fairs</li> </ul>
Seize opportunities and participate in events that shape and influence state and national teacher regulatory policy	<ul style="list-style-type: none"> <li>Maintained a partnership with DoE to support the 'Mentoring of beginning teachers' program, including early childhood teachers</li> <li>Supported the Australian Institute for Teaching and School Leadership (AITSL) in the development and delivery of ITE accreditation panellist training workshops</li> <li>Engaged in AITSL Standard setting workshops for national ITE accreditation</li> </ul>
Increase the visibility of, and public confidence in the QCT	<ul style="list-style-type: none"> <li>Represented the Australasian Teacher Regulatory Authorities (ATRA) in Reading Instruction, Including Phonics, in ITE Expert Group</li> <li>To increase regulatory alignment in ITE accreditation, developed with the Tertiary Education Quality and Standards Agency (TEQSA) a co-accreditation pilot for 2020</li> </ul>
Develop and implement policies that are future-focussed and responsive to changes in community expectations	<ul style="list-style-type: none"> <li>Partnered 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> <li>Participated in an early childhood workforce forum convened by the Australian Children's Education and Care Quality Authority (ACECQA)</li> <li>Participated in the Australian Teacher Workforce Data project</li> <li>Engaged with ATRA and AITSL on recommendations of the Royal Commission into Institutional Responses to Child Sexual Abuse and monitored government initiatives on those recommendations and the recommendations of the Queensland Family and Child Commission review of the blue card</li> <li>Evaluated and revised existing process for assessing teacher competency</li> <li>Participated in ATRA's review of national consistency regarding English language proficiency requirements for registration</li> <li>Implemented national certification of Highly Accomplished and Lead Teachers in Queensland for teachers employed in state schools and non-state schools represented by the Queensland Catholic Education Commission, supporting assessor training and processes; conducted moderation activities with Independent Schools Queensland (ISQ)</li> </ul>

Table 1: Achievements against 2019–2022 Strategic Plan in 2019 (Continued)

## Innovation

Strategies	2019 Activities
Apply evidence-based approaches to decision-making	<ul style="list-style-type: none"> <li>Invested in the development of a QCT data warehouse and digital reports/dashboards to inform decision-makers</li> <li>Released findings about the attrition rate of beginning teachers, to inform workforce planning and policy</li> </ul>
Deliver exceptional user experiences for people engaging with us	<ul style="list-style-type: none"> <li>Conducted a literature review of alternative pathways into the profession, to inform future Board consideration</li> </ul>
Use data-driven insights to achieve public value	<ul style="list-style-type: none"> <li>Developed resources and conducted information sessions including webinars to assist teachers wishing to apply for certification as Highly Accomplished or Lead Teachers</li> </ul>
Develop contemporary solutions to identified issues	<ul style="list-style-type: none"> <li>Refreshed the design of QCT eNews to increase teacher engagement</li> <li>Launched the Returning to Teaching (RTT) check-up and information suite to provide tailored information to fully registered teachers with an RTT condition</li> </ul>
Develop metrics to guide and improve performance	<ul style="list-style-type: none"> <li>Commenced implementing improved user experience in the five-yearly cycle of renewal of full registration</li> <li>Introduced a name change facility in teachers' myQCT accounts</li> </ul>
Build organisational support to drive innovation	<ul style="list-style-type: none"> <li>Developed a visual representation of QCT's progress towards implementation of policy initiatives arising from the Teacher Education Ministerial Advisory Group (TEMAG) report</li> <li>Instituted data working group with higher education representatives to streamline accreditation and graduate impact reporting</li> <li>Implemented a new online platform for the assessment of TEACHX applications</li> <li>Delivered modules in the QCT's Core Information Technology (IT) System to support efficient processing of conduct matters and reporting</li> <li>Developed a portal to support the delivery of certification of Highly Accomplished Teachers and Lead Teachers</li> <li>Redeveloped performance metrics to be reported to Board on a quarterly basis, to inform ongoing performance improvement, while enhancing accountability and transparency</li> <li>Reviewed business processes to identify opportunities for improvement and innovation</li> </ul>

## Collaboration with our stakeholders

Strategies	2019 Activities
Co-create solutions to identified issues	<ul style="list-style-type: none"> <li>Worked in cooperation with the DoE in responding to recommendations of the 2018 National Review of Teacher Registration and developing implementation strategies for the endorsed recommendations</li> </ul>
Build and maintain a strong reputation by meeting community expectations	<ul style="list-style-type: none"> <li>Expanded resources and furthered communication to support system and community understanding of the Teaching Performance Assessment for graduate teachers</li> </ul>
Enable stakeholder-led evaluation of the QCT	<ul style="list-style-type: none"> <li>Collaborated with the DoE on the Teaching Queensland's Future publicity campaign</li> </ul>
Proactively engage with stakeholders about education and regulation issues	<ul style="list-style-type: none"> <li>Continued collaborative research projects with external partners focussing on priority areas important to the teaching profession</li> <li>Continued to build strategic relationships with principals' associations to improve understanding of the QCT's functions and powers</li> <li>Gathered and acted on feedback received from accreditation panellists and providers as well as participants in workshops</li> <li>Organised a Professional Ethics forum with leaders in education to collaborate on the topic of professional ethics and responsibilities of the teaching profession</li> <li>Consulted with LGBTIQ+ representatives from all sectors to promote safe and inclusive schools and workplaces</li> <li>Participated as members in HEP academic advisory committees to support program development and quality assurance in ITE in Queensland</li> <li>Participated in Global Citizenship Education Network</li> </ul>

Table 1: Achievements against 2019–2022 Strategic Plan in 2019 (Continued)

### Organisational sustainability

Strategies	2019 Activities
<p>Ensure QCT is appropriately resourced, well managed and fit-for-purpose</p>	<ul style="list-style-type: none"> <li>• Conducted recruitment and selection of a new Director to replace retiring inaugural Director</li> <li>• Comprehensively reviewed the QCT Risk Register and Risk Management Framework with external expert assistance to ensure sound risk management across all business units</li> </ul>
<p>Cultivate a high performing and diverse organisation</p>	<ul style="list-style-type: none"> <li>• Monitored QCT corporate and management performance against unit operational plans and performance accountabilities for managers and unit budgets</li> <li>• Began implementing endorsed recommendations of an external expert review of the organisation's financial management systems and processes to enhance effectiveness and efficiency and to ensure currency with best practice</li> </ul>
<p>Pursue opportunities to enhance our financial sustainability</p>	<ul style="list-style-type: none"> <li>• Implemented strategies to enhance the sustainability and resilience of the QCT's IT systems</li> </ul>
<p>Take steps to reduce our environmental impact</p>	<ul style="list-style-type: none"> <li>• Substantially completed migration of QCT's IT infrastructure to the 'cloud'</li> <li>• Continued implementation of Information and Communication Technology Strategic Plan</li> </ul>
<p>Redesign our work to capitalise on new modes of working and learning</p>	<ul style="list-style-type: none"> <li>• Further developed monitoring of QCT contracts and agreements</li> <li>• Negotiated new sponsorship deals for the QCT TEACHX Awards</li> <li>• Reviewed QCT delegations under the QCT Act and developed delegations policy</li> <li>• Supported QCT staff to undertake relevant professional development and training activities to improve skills and capabilities</li> <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>• Provided comprehensive induction for all new staff members</li> <li>• Digitised workshop materials and feedback forms</li> <li>• Established internal cross-unit working parties as a new way of working on consultative and interdisciplinary projects, providing staff with learning and development opportunities outside their ordinary roles</li> </ul>

# Performance indicators

<p><b>Fair and just processes</b></p>	<ul style="list-style-type: none"> <li>• No decisions of the QCT were overturned by the Queensland Civil and Administrative Tribunal (QCAT) for insufficiency of evidence, inappropriate investigation processes or being contrary to public interest</li> <li>• No matters were referred to the Ombudsman’s Office</li> </ul> <p>% of disciplinary suspensions effected where the register is updated within one working day of receipt of notification:</p> <p>Target: 100%      Achieved: <b>100%*</b></p> <p><small>* Actual figures: #Total s48 Notifications received – 16 # Updates to register within 1 working day of receiving s48 – 16</small></p>
<p><b>Stakeholder satisfaction</b></p>	<p>% of respondents to customer and stakeholder surveys who are satisfied with their experience of the QCT:</p> <p>Target: 80%      Achieved: <b>96.5%*</b></p> <p><small>* Based on responses to feedback surveys regarding teacher engagement workshops and webinars (total 935 respondents).</small></p> <p>All major stakeholder groups expressed satisfaction with QCT during biannual meetings with Chair and Director.</p>
<p><b>Positive public profile</b></p>	<ul style="list-style-type: none"> <li>• Significantly increased numbers of followers on social media</li> <li>• Best-ever mainstream media coverage of QCT teaching awards program</li> <li>• Articles by QCT Director appeared in national and state mainstream media</li> </ul>
<p><b>Positive workplace climate</b></p>	<p>% of staff with positive work morale:</p> <p>Target: 70%      Achieved: <b>75%*</b></p> <p><small>* Based on responses to Working for Queensland survey 2019: 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>Target: 65%      Achieved: <b>65%*</b></p> <p><small>* Based on responses to Working for Queensland survey 2019: positive responses to Q28a ‘I received useful feedback on my performance’</small></p>
<p><b>Financial sustainability</b></p>	<ul style="list-style-type: none"> <li>• Received an unqualified audit report</li> <li>• Maintained the lowest annual teacher registration fee in Australia</li> <li>• Achieved positive operating result from continuing operations</li> </ul> <p>Due to the impact of the various new accounting standards, the measures used in previous Annual Reports are no longer meaningful. The QCT will consider alternative measures in future periods that support the entity’s long-term solvency and liquidity.</p>

# Outlook for 2020

Our priorities for 2020 include the following, listed against the Objectives and Strategies of the QCT's Strategic Plan for 2019–2022:

## Contemporary regulation

Strategies	2019 Projects/priorities
<p>Make robust, data-driven (when possible), timely and consistent decisions that are child/student-focussed and in the interests of the teaching profession</p> <p>Use powerful, secure and fit-for-purpose systems and processes</p> <p>Use risk-based approaches to regulatory enforcement</p> <p>Define, communicate and enforce standards to promote reliable and valid judgements by the QCT and our agents</p> <p>Increase our efficiencies and effectiveness by adopting practices afforded by new technologies</p>	<ul style="list-style-type: none"> <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>• Participate in webinars and present to ITE providers on professional boundaries and conduct issues</li> <li>• Review professional conduct resources</li> <li>• Review the <i>Education (Queensland College of Teachers) Act 2005</i> and QCT processes for compliance with Human Rights Act 2019</li> <li>• Launch access to online verification checks for applicants requiring overseas criminal history checks and qualification verification in their online application</li> <li>• Implement the QCT's 2020 Regulatory Compliance Management Plan</li> <li>• Manage the end-of-2020 renewal cohort of approximately 55,000 fully registered teachers</li> <li>• Continue to implement certification for teachers employed by the DoE and QCEC schools, supporting assessor training and processes; conduct moderation activities with ISQ</li> <li>• Lead a co-ordinated approach to determine a set of appropriate data sources to inform annual reporting and accreditation processes through the ITE Data Working Group and the ITE Data Reference Group</li> <li>• Collaboratively implement new national annual reporting requirements and streamline Queensland annual reporting requirements to ensure reduced regulatory burden in the efficient and precise monitoring of ITE programs</li> <li>• Support AITSL in the development and delivery of accreditation panellist training</li> <li>• Review the process for transition from provisional to full registration in line with national developments and the promotion of improved/consistent judgements</li> <li>• Expand the suites of resources for teachers and employers currently provided via webinars, web conferences, videos, e-books and iTunesU, to include new resources and modes of delivery (such as podcasts and vodcasts), to support understanding and implementation of the APST</li> </ul>

## Educational leadership

Strategies	2020 Projects/priorities
<p><b>Lead a coordinated approach to promoting the teaching profession</b></p> <p><b>Seize opportunities and participate in events that shape and influence state and national teacher regulatory policy</b></p> <p><b>Increase the visibility of, and public confidence in the QCT</b></p> <p><b>Develop and implement policies and programs that are future-focussed and responsive to changes in community expectations</b></p>	<ul style="list-style-type: none"> <li>• Continue to 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> <li>• Participate in the Australian Teacher Workforce Data project</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>• Undertake a leadership role in specialist areas and participate in relevant forums, including implementation strategies to promote nationally consistent teacher registration</li> <li>• Influence national consistency among teacher regulatory authorities and provide support through leading and coordinating the ATRA ITE Network and Executive Officers Group</li> <li>• Work with a cohort of school principals to gather data on graduate teacher quality to support ITE provider determinations of their program impacts</li> <li>• Implement the QCT TEACHX Awards</li> <li>• Relaunch the QCT Photo and Video competition</li> <li>• Implement a strategy to promote the teaching profession and increase the visibility of the QCT</li> <li>• Establish a stakeholder reference group and commence planning for 2021 fiftieth anniversary of a teacher registration system in Queensland</li> </ul>

## Innovation

Strategies	2020 Projects/priorities
<p><b>Apply evidence-based approaches to decision-making</b></p> <p><b>Deliver exceptional user experiences for people engaging with us</b></p> <p><b>Use data-driven insights to achieve public value</b></p> <p><b>Develop contemporary solutions to identified issues</b></p> <p><b>Develop metrics to guide and improve performance</b></p> <p><b>Build organisational support to drive innovation</b></p>	<ul style="list-style-type: none"> <li>• Update a visualisation of QCT progress on national policy initiatives such as those arising from the report of the TEMAG and the National Review of Teacher Registration</li> <li>• Progress the development 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>• Evaluate feasibility, viability and desirability of policy and project choices against the functions of the QCT and potential benefit to teachers in order to better develop processes and new methodologies to meet goals</li> <li>• Consult with stakeholders to help identify possible additional pathways into the profession</li> <li>• Explore key issues for preservice and early career teachers through the QCT's Queensland Beginning and Early Career Teachers group (QBECT)</li> </ul>

## Collaboration with our stakeholders

Strategies	2020 Projects/priorities
<p><b>Co-create solutions to identified issues</b></p> <p><b>Build and maintain a strong reputation by meeting community expectations</b></p> <p><b>Enable stakeholder-led evaluation of the QCT</b></p> <p><b>Proactively engage with stakeholders about education and regulation issues</b></p>	<ul style="list-style-type: none"> <li>• Collaborate with the DoE on the Teaching Queensland's Future and World Teachers' Day publicity campaigns</li> <li>• Facilitate improved information sharing with Queensland Government departments and entities</li> <li>• Improve user experience on the QCT website in priority areas and information on five-yearly renewal</li> <li>• Build on the 2018 Regulatory Alignment of ITE Accreditation project to progress the recommendations developed</li> <li>• Work in collaboration with the DoE (and other sectors where applicable) on key issues related to induction and retention of preservice and early career teachers</li> <li>• Expand resources and further communication to support system and community understanding of Teaching Performance Assessments for graduate teachers</li> <li>• Evaluate the Queensland Professional Experience Reporting Framework, guided by a stakeholder reference group</li> <li>• Meet quarterly with principals' associations to consult, collaborate and communicate key matters</li> <li>• Engage with beginning and early career teachers to gather ideas for improving QCT services</li> <li>• Produce a bi-annual report for Queensland ITE providers</li> <li>• Engage with relevant stakeholders to progress any required action from the recommendations of the National Review of Teacher Registration</li> <li>• Develop a survey to measure stakeholder satisfaction to facilitate performance improvement across QCT functions</li> </ul>

## Organisational sustainability

Strategies	2020 Projects/priorities
<p><b>Ensure QCT is appropriately resourced, well managed and fit-for-purpose</b></p>	<ul style="list-style-type: none"> <li>• Investigate options to increase and diversify the QCT's revenue streams</li> <li>• Negotiate new sponsorship deals for various QCT activities</li> </ul>
<p><b>Cultivate a high performing and diverse organisation</b></p>	<ul style="list-style-type: none"> <li>• Actively monitor the QCT's budget performance in the 2020-2021 major cohort renewal process</li> </ul>
<p><b>Pursue opportunities to enhance our financial sustainability</b></p>	<ul style="list-style-type: none"> <li>• Develop an activity-based costing model for the certification function that may create a methodology to test other QCT activities</li> <li>• Undertake benchmarking of selected indicators of our environmental impact</li> </ul>
<p><b>Take steps to reduce our environmental impact</b></p>	<ul style="list-style-type: none"> <li>• Look for resource efficiencies and imbed environmental impact considerations into project planning and evaluations</li> </ul>
<p><b>Redesign our work to capitalise on new modes of working and learning</b></p>	<ul style="list-style-type: none"> <li>• Implement strategies to enhance the sustainability and resilience of the QCT's IT systems to support the 2020-2021 major cohort renewal process</li> <li>• Develop a strategic human resources plan for the QCT office, focussing on a strengths audit, organisational capability development and professional learning activities to strengthen succession planning</li> </ul>
	<ul style="list-style-type: none"> <li>• Prioritise skill and capability development required for key positions and implement strategies to develop skills and competencies</li> </ul>
	<ul style="list-style-type: none"> <li>• Implement an in-house qualifications assessment training program to improve capability of QCT staff</li> </ul>
	<ul style="list-style-type: none"> <li>• Engage with the whole of QCT Performance Management Framework to support staff engagement, performance and development</li> </ul>
	<ul style="list-style-type: none"> <li>• Identify a set of recommendations to promote greater well-being and maintain high staff motivation</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 2019 and the numbers of applications received, withdrawn, refused, and approved during the year, as compared with the previous four years. At the end of 2019 the register contained the names of 109,629 approved teachers (up 1.3 per cent from the end of 2018).

During 2019 a total of 3849 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 2019 was 9.6 per cent less than in 2018.

**Table 2:** Queensland register of teachers, 2015 – 2019

Registration activity	2015	2016	2017	2018	2019
<b>Register of teachers</b>					
Number of approved teachers as at 31 December	104,216	104,510	106,915	108,220	109,629
<b>Applications for approval to teach</b>					
New applications received	6773	6805	7081	6350	6693
In progress as at 31 Dec*	775	644	854	576	613
<b>Outcomes of applications for approval to teach</b>					
Applications refused	90	125	103	98	109
Applications withdrawn	211	157	116	213	168
Applications approved	6811	6595	6562	6303	6316
<b>Provisional to full registration</b>					
Applications processed	3173	3555	3417	3633	3370
<b>Applications for renewal/restoration of registration</b>					
Received	51,438	16,706	6631	6944	7338
Processed	42,838	24,751	6799	6884	7223
In progress as at 31 Dec	8785	473	280	324	115

\*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	2018	2019
Cancellation due to fee not being paid*	2249	2057
End of period of provisional registration	631	395
End of five-year full registration	173	118
Voluntary surrender	904	1054
Deceased	55	57
Other	244	168
Total	4256	3849

\*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 35.9 years and the average age of teachers on the register is 45.4 years. The average ages for applicants and teachers had remained relatively stable for the past few years, but in 2019 the average age of applicants decreased slightly as a result of the lower average age of male applicants, as indicated in the table below.

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

Applicants/teachers	Average age	
	2018	2019
All applicants	36.2	35.9
–Female applicants	35.6	35.6
–Male applicants	38	36.7
Approved teachers on the register	45.1	45.4

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 (51.3 per cent) are aged 45 years or older, with 16.5 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 2019 (Percentages are rounded and may not add to 100 per cent)

Age group	Percentage of Register	Male	Female
0-24	3.2%	18.9%	81.1%
25-29	9.2%	23.0%	77.0%
30-34	11.2%	22.1%	77.9%
35-39	12.9%	22.1%	77.9%
40-44	12.3%	23.0%	77.0%
45-49	12.9%	22.4%	77.6%
50-54	11.7%	24.2%	75.8%
55-59	10.2%	25.2%	74.8%
Over 60	16.5%	30.0%	70.0%

### Location and employment

Approximately 95 per cent of approved teachers have Queensland addresses. Most of the remainder have interstate addresses (4 per cent of the register, 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 2019, 67.8 per cent of approved teachers were known to be employed in permanent or long-term temporary teaching positions in Queensland schools (2018: 66.6 per cent). This proportion has been gradually increasing since 2013, when it was 60.5 per cent. About 1.9 per cent of approved teachers in 2019 were known

to be employed in other educational institutions (e.g. Technical and Further Education (TAFE), universities, and kindergartens).

Those not in permanent or long-term temporary teaching positions include relief and short-term contract teachers; teachers on extended leave; teachers employed in education-related positions outside of schools (e.g. curriculum development, system administration, education programs in cultural institutions); teachers teaching interstate or overseas; as well as retired teachers and those in other fields of employment who maintain teacher registration for various reasons.

Of all registered teachers who had advised the QCT that they had a permanent or long-term temporary teaching position in a Queensland school, 66.8 per cent were in State schools and 33.2 per cent were in non-State schools (2018: 66.9 and 33.1 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 2019

Employment sector	Percentage
Non-State Primary	16.1%
Non-State Secondary	17.1%
State Primary	40.5%
State Secondary	26.3%

Of those employed in a permanent or long-term temporary teaching position in a Queensland school, 93.6 per cent held full registration and the remainder provisional registration.

### Qualifications

Most approved teachers (90 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) (2018: 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 per cent)

Qualification	Initial teaching qualification	Total qualifications
4 years or more	45%	90%
3 years	24%	9%
Less than 3 years	31%	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 per cent 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%	2%	98%
45-49	1%	11%	88%
50-54	1%	19%	80%
55-59	1%	20%	79%
60 and over	4%	19%	78%

## Registration activity

### Applications for approval to teach

The QCT received a total of 6693 applications for approval to teach (an increase of 5.4 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 37.2 per cent (2018: 37.4 per cent). The remainder had interstate or overseas qualifications or Queensland qualifications gained more than two years ago.

The QCT has several mechanisms in place for the assessment of complex and non-standard applications and holds a substantial bank of information and 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 2019, 27 portfolio submissions were received (2018: 26). Of these, 24 were finalised by year's end and three were under assessment. Of the 24 finalised, six applications were refused, one application was withdrawn by the applicant, seven were granted provisional registration with conditions and the remaining ten were granted provisional registration. The 17 approvals and six refusals for 2019 applications compares to 17 approvals and five refusals in 2018. (Six portfolios received in late 2018 were finalised in early 2019, two of which were refused, three granted provisional registration with conditions and the remaining one was granted provisional registration.)

A further 16 applications (2018: 10) were approved under a streamlined standards-based process that applies to experienced applicants with recognised three-year teaching qualifications.

### 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 can 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 2019, the QCT received 564 applications from teachers with overseas qualifications (2018: 550). This represents a small reversal in the trend of declining numbers of overseas trained applicants in recent years.

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 2019, 436 teachers who obtained their initial teacher education (ITE) qualification overseas were admitted to the register (2018: 430).

## 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 2019 is shown in Table 9, along with figures from the previous year. Numbers tend to vary from year to year, with no clear pattern.

**Table 9:** Mutual recognition applications approved in 2018 and 2019, by jurisdiction of origin

Jurisdiction	2018	2019
Australian Capital Territory	40	42
New South Wales*	344	481
Northern Territory	109	86
South Australia	92	186
Tasmania	54	118
Victoria	281	34
Western Australia	108	358
New Zealand	149	137
TOTAL	1177	1442

\* 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.

## 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 2019 a total of 455 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, 347 did not re-apply for registration by 31 December 2019.

During 2019, 3370 provisionally registered teachers successfully transitioned from provisional to full registration. This was slightly less than the average over the past five years. Further information about progression from provisional to full registration is given in the section on 'Strengthening our profession' later in this report.

## PTT applications

In certain circumstances, the QCT may grant PTT to a person who is not a registered teacher. This can occur only if the QCT is reasonably satisfied the person:

- has been offered a teaching position in a school and the employing authority for, or principal of, the school cannot find an appropriate registered teacher to fill the position
- has knowledge, qualifications, skills or training reasonably considered by the QCT to be relevant to the position the person has been offered
- is suitable to teach
- 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 178 applications completed in 2019, of which 177 were approved, represented an increase on the number completed in 2018 (129).

In 2019, 84 per cent of those granted PTT were currently enrolled in an ITE program, compared to 87 per cent in 2018 and 88 per cent in 2017.

Most PTT holders (58 per cent) in 2019 were approved to teach in state schools, a drop from the 2018 figure (2018: 68 per cent). The remaining PTT approvals were in the independent and Catholic school sectors. Approximately one-third (34 per cent) of PTTs granted in 2019 were for a period of less than two school terms.

Prominent subject areas in 2019 included Health and Physical Education, Industrial Technology and Design/Manual Arts, English, Sciences and Mathematics.

### 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 2019 is summarised in Table 10.

**Table 10:** Applications for renewal or restoration of registration in 2019

Activity	Number
Renewal applications received	5812
Restoration applications received	1526
Renewals processed* (total)	7223
Renewals processed with condition (most RTT)	255
Renewal refused (not suitable to teach)	0

\* Includes applications received in previous year – applications are available 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 2019 11,061 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 3710 applicants.

### Refusal of registration or PTT

During 2019, 109 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 2019:

- 60 per cent of applications for registration were processed within 30 days (56 per cent in 2018)
- 65 per cent of applications for PTT were processed in 14 days (75 per cent in 2018)
- 81 per cent of renewal applications were processed in four days (83 per cent in 2018)
- 86 per cent of applications under mutual recognition were finalised in 30 days (81 per cent in 2018)

Over the last few years, efficiencies have been gained through further automation and streamlining of processes for PTT applicants, provisionally registered teachers who have come to the end of their four-year period of registration and applicants under mutual recognition.

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 40), in 2019 overall 85.7 per cent of respondents were 'satisfied' or 'very satisfied' with the application process they participated in.

## 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).

Where the original decision was made within the QCT office under delegated power, the IRC must decide 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.

Ten original decisions of the QCT based on professional practice requirements for registration were reviewed by the IRC at eight meetings in 2019. All reviewed decisions were delegated decisions. In nine of these cases the IRC decided to confirm the original decision. In one case the IRC decided to substitute another decision for the original decision.

The ten professional practice review applications made in 2019 constituted an increase from the six received in 2018. The number of such review applications has varied over the past five years, with no overall trend discernible.

In addition, seven meetings of the IRC were held in late 2019 to review 20 original delegated decisions of the QCT regarding applications for certification as a highly accomplished or lead teacher. In 17 of these cases the IRC confirmed the original decision. In three cases the IRC decided to substitute another decision for the original decision.



# 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 1450 preservice teachers in 2019. 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, the use of digital tools to demonstrate evidence of achievement, and professional boundaries.

In addition to sessions for preservice teachers, the Professional Standards team delivered workshops and information sessions to over 1800 provisionally registered teachers and their mentors throughout Queensland. Additional sessions were also delivered 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 35 webinars hosted on Education Queensland's Blackboard platform in January 2019, the QCT's 'Understanding dyslexia', 'Capturing evidence' and 'Professional boundaries' sessions were the most popular across all programs delivered.

QCT webinars attracted over 900 '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 6500 preservice and registered teachers watched recordings of the sessions in 2019, which is a 100 per cent increase from 2018.

*Supervising teacher training program* workshops were also well attended in all locations in 2019. These sessions support teachers to make judgements of preservice teacher performance at the graduate career stage of the APST. In 2019, 158 supervising teachers

participated in workshops in Townsville, Kingaroy, Brisbane, Ipswich and Mount Isa. From the train-the-trainer model, an additional 191 supervising teachers in schools have been trained by colleagues who were workshop participants. 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 QCT's role in certification of Highly Accomplished and Lead Teachers (see below) and included the use of digital portfolios for evidence.

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 Creating Futures Summit: a focus on the teaching profession
- 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 Portfolios webpage or searching directly in iTunes U. The QCT Professional Boundaries iBook was launched as part of a suite of resources to disseminate information and support the professional development of preservice and practising teachers in the area of Professional Boundaries.

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.

The Queensland Beginning and Early Career Teachers (QBECT) reference group, established in 2018 as a professional forum for discussion about how the QCT can better support teachers in the early stages of their career, had its first meetings in 2019. The group met once each term to discuss strategic issues of relevance to the College and early career teachers.

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

## 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 setting, and the provision of evidence to a reviewer that all the APST 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 2019, the QCT recognised 94 fully registered teachers as appropriately qualified and experienced reviewers of provisionally registered kindergarten teachers to assist their transition to full registration.

Similarly, in 2019, the QCT recognised four reviewers as appropriately qualified and experienced to support provisionally registered teachers working in non-school settings, such as TAFE and university, to transition to full registration.

A Professional Ethics forum in June brought leaders in education together, including representatives of ITE providers, employing authorities and unions, to collaborate on the topic of professional ethics and responsibilities of the teaching profession. The QCT shared regulator insights and led a robust solutions-approach to scenarios that may challenge members of the teaching profession.

## Maintaining full registration

The QCT provides an online platform that enables teachers and employers to record a teacher's Continuing Professional Development (CPD) in the teacher's online services account. The interface was redeveloped in 2019 to simplify the tool and to allow better access through mobile devices.

## Returning to Teaching (RTT) condition

A Returning to Teaching (RTT) condition is placed on a teacher's full registration where they have not taught for 100 days or more in their five-year period of registration. The RTT 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 an 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 an RTT condition in 2018 and 2019 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 2019

Pathway	2018	2019
Web-based individual QCT RTT pathway	159	170
QCT-endorsed RTT professional development programs	84	48
School/Employer-based pathway	27	15

At the start of the 2019 school year, 6963 registered teachers had an active RTT condition on their registration. During 2019, 239 renewing teachers had an RTT condition applied to their registration. By the end of the year a total of 6458 fully registered teachers had an RTT condition (2018: 7001).

## Certification of Highly Accomplished and Lead Teachers

The certification of teachers at the two higher career stages of the APST is designed to recognise and reward expert teachers whose career preference is to stay in the classroom. The national process is being implemented in most Australian jurisdictions.

In 2017 and 2018, the QCT worked with two key stakeholders, the Department of Education (DoE) and the Queensland Teachers Union (QTU), to pilot a voluntary certification process for Queensland state schools in the Far North Queensland and North Coast regions. During this pilot the QCT performed the function of a certifying authority.

In May 2019, legislation was passed through the *Education (Queensland College of Teachers) Amendment Act 2019* to create a formal, legislated certification process through the QCT for teachers employed in state schools and schools represented by the Queensland Catholic Education Commission (QCEC). In addition, the *Education (Queensland College of Teachers) Regulation 2016* was amended to add certification fees.

To ensure national consistency, rigour, quality and fidelity, the QCT applied national processes and quality assurance activities. Queensland has been a national leader in the use of video for stage two assessments of applications.

In preparation for the implementation of the certification process at a state-wide level for state schools and the commencement of applications from teachers from schools represented by QCEC, the QCT trained more than 80 teachers and school leaders from state schools and employers represented by the QCEC to assess portfolios from applicants applying for certification.

The DoE provided a grant of \$1.258M to assist with set-up costs for the process including developing an IT-enabled solution to help manage the process and to engage human resources to administer the process.

The IT solution for the Highly Accomplished and Lead Teacher application and assessment process was developed in good time and successfully received the initial round of applications. Feedback was sought from applicants and assessors to improve the portal's functionality and automation for future cohorts. Based on this feedback further enhancements are planned to improve the user interface, including for those using mobile devices.

Certification is a voluntary process. In July 2019, the QCT received 160 applications from state school teachers and teachers employed in schools represented by the QCEC. The assessment of the application is in two stages. An application fee of \$850 applies to stage one and if applicants are successful at stage one, they progress to stage two. Teachers pay a further \$650 at the commencement of stage two. These fees help fund the process.

As at 31 December 2019, a total of 31 teachers had been certified at either the Highly Accomplished or Lead career stage of the APST, with 27 teachers assessed as Highly Accomplished teachers and four as Lead teachers. The process was still underway for four applicants. Feedback conversations were provided to unsuccessful applicants to support their professional learning in this area.

Certification processes are undertaken annually by the QCT. Planning for the 2020 certification process had been completed by year's end, taking on board the lessons learnt from 2019.

The introduction of Highly Accomplished and Lead Teacher certification represents a significant and positive reform for Queensland teachers, brought about by strong working arrangements between the QCT, QCEC, the DoE and AITSL.

## Initial teacher education program accreditation and approval

During 2019, the QCT continued its implementation of national accreditation processes, including panel consideration and approval by the QCT's Professional Standards Committee (PSC) of six programs at Stage 2 accreditation for three providers.

The following programs were granted Stage 2 accreditation under the national system in 2019:

### **James Cook University**

- Master of Teaching and Learning (Primary)

### **University of Queensland**

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

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

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

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

Implementation of the national ITE accreditation processes includes training of panel members by AITSL. In 2019 nine Queensland teachers, teacher educators and employer representatives, relevant QCT officers and PSC members completed AITSL's face-to-face training. Two additional teacher educators trained as panel chairs.

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.

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

In 2019, all graduates from ITE programs were required to pass a teaching performance assessment (TPA) as a requirement of graduation. Eight of the 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. The GTPA was endorsed by the AITSL Expert Advisory Group in 2018 and has been successfully implemented across a number of Queensland ITE programs throughout 2019. The Queensland University of Technology developed its own TPA, the *Quality Teaching Performance Assessment* (QTPA), endorsed by the AITSL Expert Advisory Group in 2019, and is joined by the University of the Sunshine Coast in incorporating this TPA into their ITE programs.

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.

## Internship authorisations issued

In 2019 a total of 578 final-year students across all Queensland HEPs undertook authorised internships. This represents a significant drop from 2018 numbers (1431). Many HEPs have removed the internship from their programs to better accommodate the high-stakes, culminating, teaching performance assessment for final-year students. The bulk of the internships in 2019 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

### ITE Data Portal Reference Group

During 2019, the QCT collaborated with all ITE providers in Queensland through the ITE Data Working Group, exploring the challenges and possible solutions regarding national accreditation data reporting requirements. A reference group to examine the specific requirements for both ITE providers and the QCT has been established with representation across relevant units within the QCT and two ITE representatives.

The ITE Data Portal Reference Group met for the first time in November 2019. At this inaugural meeting there was invaluable discussion about the purposes and objectives of developing and implementing a QCT online portal. A project brief is in development with a planning day scheduled for February 2020 to further discuss the scope of the project. The day will investigate such topics as: data governance (privacy, security and access protocols); business requirements (data collation, aggregation and analysis); communication strategies with ITEs; and technical requirements (data sets and data specifications).

The ITE Data Portal Reference Group will seek advice from all ITE providers and provide regular updates on progress of the project and will report regularly to the ITE Data Working Group.

### Review of the Queensland Professional Experience Reporting Framework (QPERF)

As one initiative of the Queensland government's Fresh Start strategy, the *Queensland Professional Experience Reporting Framework (QPERF)* was introduced in 2015 to build a common framework and final professional experience report to ensure consistency in assessment and reporting against the APST at the Graduate career stage. As a number of key reforms related to the TEMAG report's recommendations have also been introduced since 2015, it was thought timely to evaluate the implementation of the Framework and its relationship to other culminating assessments in the final year of initial teacher education programs in Queensland. The QCT will lead the evaluation with the Queensland Council of Deans of Education (QCDE) and employers in 2020.

### Streamlining regulation - QCT leading regulatory practice

A 2018 study conducted by the QCT found that those ITE providers without self-accrediting authority with the Tertiary Education Quality and Standards Agency

(TEQSA) face a significant regulatory burden due to overlap and duplication of accreditation requirements by different accrediting bodies. In April 2019, prior to final publication of the study and its recommendations, the QCT hosted an ITE stakeholder forum to discuss avenues to reduce regulatory burden associated with the accreditation of ITE programs in Australia. Forum participants included representation from TEQSA, the QCDE, the Australian Council of Deans of Education (ACDE), the Australian Children's Education and Care Quality Authority, the Federal Government Department of Education and Training, the ATRA network, and AITSL. The purpose of the forum was to consider the recommendations made by the QCT and identify representative solutions.

The merits and disadvantages of different streamlining options in ITE accreditation were considered, including risk-based approaches in ITE accreditation, coordinating accreditation, and the use of a shared platform to facilitate accreditation processes.

TEQSA and the QCT will continue to work together closely on streamlining options and will pilot a coordinated accreditation of one Queensland provider's ITE programs in 2020. Negotiations around oversight and evidence thresholds are underway and both TEQSA and the QCT look forward to adopting a more innovative approach to accreditation, for mutual benefit. An evaluation of this pilot work will be published in late 2020. The QCT's full report, *Challenging Regulatory Burden Without Compromising Quality, Rigour or Oversight in Initial Teacher Education Accreditation*, is available from the QCT website.

### Additional pathways to the teaching profession – literature review

In response to the challenges associated with the expected teaching workforce shortages forecast for Queensland and other Australian jurisdictions, in July 2019 the QCT Board considered the need to investigate alternative models for teacher preparation and employment. To help inform any future QCT discussions on this topic, the Board requested a literature review be conducted to investigate potential additional pathways into the teaching profession. A draft review, including an evaluation framework, was provided to members of the QCDE for feedback in November 2019, with additional consultation with stakeholders due to occur in early 2020.

## Attrition of Queensland Graduate Teachers from the Register

In 2018 the QCT conducted research into the attrition of recent Queensland graduate teachers from the QCT register of teachers. The aim of the project was to determine trends and issues in Queensland graduate attrition. The project focussed on Queensland graduate teachers who were initially granted provisional registration from 2009 to 2013 and were removed from the register within four years of their initial registration date.

The findings were released in early 2019. Key findings were:

- The attrition rate for teachers who were initially granted provisional registration from 2009 to 2013 and were removed from the register within four years was 14.3 per cent.
- The rate of attrition amongst beginning teachers in Queensland has not substantially changed since the first report was published in 2013. An attrition rate of 13.5 per cent for teachers granted provisional registration between 2006 and 2008 was reported in 2013.

The findings will be used by the QCT and stakeholders in the development of policies and strategies for the retention of early career teachers in Queensland.

## Contribution to State issues

The QCT's values of professionalism, accountability, collaborative relationships, leadership and exemplary service, and 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 and early childhood settings.

Throughout 2019 the QCT regularly provided advice on national issues to both the Queensland Minister for Education and the Director-General of the Queensland DoE. The QCT has also worked closely with the DoE'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, the early childhood sector, and the LGBTIQ+ working group 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.

## National leadership and contributions

The QCT continued to play a significant role in 2019 in the area of national reform related to teacher quality.

As the first jurisdiction in the nation to undertake Stage 2 accreditation processes, the QCT contributed significantly to the national conversations and directions in this area as well as about 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. The QCT continued to lead this group in 2019. Advice was provided to the Executive Officers' Group and AITSL to support and inform accreditation processes in 2019.

To demonstrate the implementation in Queensland to date of the various reforms to initial teacher education arising from the 2014 TEMAG report, *Action Now: Classroom Ready Teachers*, the QCT developed a reporting tool which was endorsed by the Board at its November meeting for sharing with stakeholders early in the new year. The 'report card' which focuses on the QCT's efforts, provides a quick visual overview of progress made in five main areas of reform.

The QCT participated for the first time in the Australian Teacher Workforce Data project, by providing registration data and facilitating the distribution of a survey to Queensland registered teachers. At its July meeting, the Board received a presentation by representatives from AITSL on the overall progress of this national project.

The QCT provided a submission to the Review of the Melbourne Declaration.

## International contributions

The QCT was invited to present at the annual forum of the International Educational Assessment Network of Small Nations and States (IEAN) in Ireland in September 2019. In accepting the forum invitation, the QCT also sought to set up meetings with senior officials from the Ireland Department of Education and Skills, Teacher Education Policy, Ireland Higher Education Authority and the Irish Teaching Council. Participation in the forum and the meetings enabled the QCT to look beyond the Australian context in the area of initial teacher education and teacher registration, whilst also promoting its own stakeholder partnership work, particularly in the area of graduate outcomes and the teaching performance assessment.

Two international education contingents, from Germany and New Zealand, also visited the QCT in 2019 to discuss QCT initiatives and policy in the areas of initial teacher education and professional standards for teachers, including the certification of teachers at the Highly Accomplished and Lead Teacher career stages.

## 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, competence and suitability to teach. 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 2019 and the previous two years 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 2017 – 2019

Type of information or activity	Explanation	Activity	2017	2018	2019
Complaints	Anyone can make a complaint to the QCT about a teacher which would, if proven, result in disciplinary action against the 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	36
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	153
Employing authority notifications	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. 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	329
		Employer notifications – competence	6	4	5
Other	The QCT can receive information other than mandatory notifications and complaints through information sharing arrangements and generally.	Other	7	11	16
Total disciplinary matters received:			422	473	539

**Table 12:** Professional conduct and disciplinary-related activity 2017 – 2019 (continued)

Type of information or activity	Explanation	Activity	2017	2018	2019
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	462
		Assessments of applications for renewal of registration	796	689	700
		Total:	1232	1156	1162
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	25
Suspension of registration/ PTT	The QCT must suspend a teacher's registration or PTT if the teacher is charged with a serious offence. The QCT has the discretion to suspend a teacher's registration or PTT if the QCT believes that the teacher poses an unacceptable risk of harm to children. Prior to 8 September 2016, the discretionary basis for suspension was that there was an imminent risk of harm to children. Suspensions are referred to QCAT for review. Since 8 September 2016, all suspensions must be reviewed by QCAT. Prior to that date only suspensions for serious offences were required to be reviewed by QCAT.  Serious offences include serious child-related sexual offences under the Criminal Code 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	16
		Suspension of registration – unacceptable risk	18	11	13
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	2
Excluded persons	An excluded person cannot apply for teacher registration or PTT. The QCT notifies persons that they are excluded from applying for registration or PTT where they have initially been suspended having been charged with a serious offence but have ceased to be registered or hold PTT when convicted.	Excluded persons	7	5	5

**Table 12:** Professional conduct and disciplinary-related activity 2017 – 2019 (continued)

Type of information or activity	Explanation	Activity	2017	2018	2019
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 behaviour not generally expected of a teacher and incompetence. Disciplinary proceedings are conducted at the PC&TCC or QCAT.				
Practice and Conduct Agreements	Since 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.	Agreements finalised	18	29	38
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	28
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	8
		Suspension	0	0	2
		Prohibition	3	7	14
		Reprimand	0	2	0
		Conditions	0	1	2
		'Serious offence' suspension continued	13	9	12
		'Imminent/unacceptable risk' suspension continued	15	12	11
		Suspension ended	0	4	6
		Notation on register	4	7	13
		Withdrawn/dismissed	0	0	4
		Appeal	0	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. From early 2019 teachers' myQCT accounts included copies of all notices sent by the QCT mailing house. This enables 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 2019 this unit:

- answered more than 28,000 telephone calls
- made over 11,000 calls to assist applicants to undertake the application process and teachers to comply with registration requirements
- replied to, or otherwise actioned, more than 30,000 emails to teachers, applicants and employing authorities
- issued over 761,000 emails to teachers, applicants and employers to assist with applying for approval to teach and maintaining teacher registration
- provided customer service over the holiday period in late December to assist the large number of teachers required to pay their annual fee and/or renew their registration during this time.

In 2019, 82,305 teachers were issued annual fee notices and 2057 teachers were removed for non-payment of fees, compared with 2244 teachers in 2018 and 1826 in 2017.

Letters of Professional Standing (for purposes of accreditation, registration, or employment outside Australia) were issued on request to 100 teachers, fewer than in recent years.

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 2019 the QCT 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 2019:

- The first stages of a redesigned myQCT account were launched, including an improved CPD recording tool. Further stages of the rejuvenation will roll out over the course of 2020.
- The QCT engaged a service provider as a simple option for teacher registration applicants to obtain overseas criminal history checks, if required, for their application. Such checks obtained by the service provider are now accepted by the QCT. An enhancement of the QCT's online application form will be launched in early 2020 to assist applicants with accessing the service.
- Teachers who are required to notify the QCT of a name change are now able to do so in their myQCT account. They have the option of self-verification of their name-change document, which negates the need to send the document itself to the QCT. Since the facility's launch in July 2019, 879 teachers have requested a name change, with 85 per cent of these self-verifying their name change document.
- An online application for review of a RTT condition was developed, for launch in early 2020.
- Enhancements for the online registration renewal form were scoped. These will be developed and launched in the first half of 2020, prior to approximately 55,000 fully registered teachers being notified of their five-yearly renewal requirement in 2020.
- Teachers with provisional registration in Queensland can now apply to move to full registration based on holding the equivalent of full registration in another state. The online form for moving to full registration is being enhanced to streamline this process, for launch in 2020.
- Subject, year level and timeframe parameters for approved PTT applications were broadened to reduce the regulatory burden for employing authorities and applicants who would otherwise be required to submit a new PTT application to accommodate minor changes to the PTT.

## QCT eNews

The QCT eNews advises teachers of matters concerning their teacher registration and events that may be of interest to them, provides information on professional standards and professional conduct, and updates teachers on QCT activities and recent publications from the QCT.

In 2019 the design was refreshed and seven issues were produced (one or two each school term). Registered teachers are emailed snapshots of eNews articles with links to the full issue. The email open rates sit high above industry averages, which indicates that readers continue to find the format and content engaging. All past issues can be accessed from the QCT website.

## Social media

The QCT remained active across a breadth of social media platforms, making a combined total of over 560 posts during 2019 and recording significant growth in numbers of 'followers'.

## World Teachers' Day

The QCT's legislated functions include promoting the teaching profession to the public. The QCT fulfils this function largely through its TEACHX Awards (see below) and its involvement in the World Teachers' Day Queensland campaign.

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 owns and administers a dedicated World Teachers' Day campaign website ([www.worldteachersday.com.au](http://www.worldteachersday.com.au)), in partnership with the DoE, QTU, Queensland Catholic Education Commission, Independent Schools Queensland and the Independent Education Union Queensland and Northern Territory Branch. The page provides information about the day's origin, suggestions for celebrating the day, downloadable resources and links to other relevant sites.

As part of the campaign, the QCT arranged for the Brisbane City Council to light up Brisbane's Story Bridge, Victoria Bridge, the Tropical Display Dome at Mt Coot-tha and a number of other council assets in southeast Queensland, in special colours for teachers

during the week of 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.

## TEACHX Awards

The QCT's Excellence in Teaching Awards program has been running since 2009. In 2019, the awards were rebranded as the TEACHX Awards and a new award, for innovation in teaching, was introduced, bringing the number of award categories to six. A new nomination form and selection process aligned to the professional standards were successfully implemented, along with a new judging platform. A new sponsorship agreement was negotiated with Schoolzine for the new award, and the sponsorship agreement with The Courier-Mail was renegotiated.

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*, sponsored by TUH Health Fund, is for inspirational Queensland teachers
- the *Dr Roger Hunter OAM Excellence in Beginning to Teach Award*, sponsored by Teachers Mutual Bank, is for teachers with up to four years' experience
- The *Courier-Mail 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*, sponsored by Teachers Mutual Bank, acknowledges classroom teachers or school administrators who have taken a leading role in enhancing teaching and learning in their school
- the *Dr Joe McCorley OAM Award for an Outstanding Contribution to School Community* recognises inspirational teachers who are at the heart of their school community
- the *Merline Muldoon Award for Innovation in Teaching*, sponsored by Schoolzine, recognises teachers doing ground-breaking work to overcome challenges for their students and schools.

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 Awards ceremony was held on 24 October, the evening before World Teachers' Day, at Customs House in Brisbane. Thirty finalists from state, Catholic and independent schools were recognised across the six award categories.

The awards, which attracted a record 243 nominations in 2019, were presented by the Director-General of Education, Mr Tony Cook PSM. QCT Board member, Mr David Bliss, was master of ceremonies.

On its Teacher Stories website (<http://stories.qct.edu.au/>) the QCT profiled all eligible nominees. The QCT's small Communications team wrote more than 240 stories over a short period and sourced a photo for almost every story. Published teacher stories communicate high-quality practice illustrative of the APST domains of teaching, and thus help promote the profession. The Teacher Stories website received considerable interest.

Media releases were written on all finalists and all but one were taken up by local and statewide media (including newspaper, television and radio), bringing the best media coverage the QCT has ever achieved for the awards. Stories of nominees, finalists and winners were also shared on social media.

## QCT TEACHX Awards: 2019 finalists

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

*Sponsored by TUH Health Fund*

- Winner: Laura Loucks, Tagai State College Badu Island Campus
- Daniel Chen, Saint Stephen's College
- Kirra Gold, Marsden State High School
- Gabrielle Milne, Nursery Road State Special School
- Dr Susanne Sprungala, Kirwan State High School

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

*Sponsored by Teachers Mutual Bank*

- Winner: Carla Trott, St Aidan's Anglican Girls' School
- Ruth Maclean, Indooroopilly State High School
- Catherine Nicholson, Chancellor State College
- Meagan Pearse, Anglican Church Grammar School
- Michelle Ragen, Brisbane Grammar School

### **Merline Muldoon Award for Innovation in Teaching**

*Sponsored by Schoolzine*

- Winner: Jennifer Irving, Nambour Special School
- Kevin Butler, Stanton Lodge Facility
- Wendy Goldston, Frenchville State School
- Thomas Patterson, Marsden State High School
- Belinda Rule, C&K Eimeo Road Community Kindergarten

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

*Sponsored by Teachers Mutual Bank*

- Winner: Andrew Peach, Marsden State High School
- Linda Eager, Kelvin Grove State College
- Patrick Egan, Emmaus College Rockhampton
- Lynne Hardy, Mackay State High School
- Tamara Sullivan, Ormiston College

**Dr Joe McCorley OAM Award for an Outstanding Contribution to School Community**

- Winner: Tamika Megawatt, Maroochydore State High School
- Matthew Barber, Elanora State High School
- Canan Coskun, Wisdom College
- Dr Amber-Lee Donahoo, Burpengary State Secondary College
- Mitchell Robertson, Marsden State High School

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

*Sponsored by The Courier-Mail*

- Winner: Norah Parsons, Moura State High School
- Kirsti Ellerton, Brisbane School of Distance Education
- Catherine Heiner, Sheldon College
- Lynne Schlyder, Sommerville House
- Michael Senior, Ambrose Treacy College

**TEACH**X AWARDS

# 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 2019 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. One teacher had their registration suspended in 2019 for failure to meet their English language proficiency condition.

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. Table 13 shows the outcome of reviews of registration conditions in 2019.

**Table 13:** Outcome of conditions monitoring in 2019

Type of condition	Action	No. of teachers
Overseas criminal history check	Condition amended	2
	Condition cancelled	112
	Condition removed	3
Further study/ITE condition	Condition cancelled	6
Conditions apply – see statement of condition	Condition cancelled	1
Professional development	Condition cancelled	10
English language proficiency	Condition amended	1
	Condition cancelled	3
RTT	Condition cancelled	298
	Condition omitted*	53

\*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.

## Annual census

The QCT conducted the 2019 online annual census of teachers in schools in March 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 State school teachers and negates the need for approximately 1300 State school Principals to respond individually to the QCT annual school census. This process also ensures that all State schools are checked.

By the middle of 2019, 1805 (98.85 per cent) Queensland schools had completed a census return.

## 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 2019 the QCT commenced audits of the employment records of seven schools; two of these were completed in 2019 and the remainder are expected to be finalised early in 2020. No compliance issues were identified in the audits completed.

## General offences

In 2019 101 compliance issues were assessed and in over half of the matters (54) no breaches of the general offence provisions of the Act were identified. Thirty-three warnings were issued to individuals, schools or employing authorities and no further action was undertaken on six minor breaches. The remaining matters will be addressed in 2020.

## Monitoring compliance on renewal of registration

### RTT conditions

In the renewal process, teachers with an RTT condition on their registration are required to demonstrate that they have complied with the condition. Renewing teachers with an RTT condition who have taught for more than 100 days in their five-year registration period are asked to provide information about undertaking an RTT program. If a teacher does not provide this information, they may be referred to the QCT Registration Committee. In 2019, no teachers with an RTT condition on their registration who applied for renewal were refused, three completed their RTT requirements, one is yet to complete their RTT requirement, and two 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. No teachers had a CPD monitoring condition applied to their registration in 2019.

# Financial performance

## Summary of financial performance and position

The bulk of the QCT's income (88.2 per cent) is derived from the various fees it administers in accordance with the Act and Regulation. Its major expenses are employee-related expenses (69.5 per cent) and supplies and services (17.7 per cent, consisting of mailing and contractor payments).

The QCT's 2019 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. This provides for one-and-a-half times cover of its obligation in respect of the five-yearly bulk renewals 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 \$999, it recorded a surplus of about \$957,069. The QCT currently holds total assets worth about \$18.2 million.

The following factors have contributed to this situation, as follows:

- Implementation of the new leasing standard has seen a substantial increase in the non-current assets and liabilities of the QCT. At the time of preparation of the original budget, various lease incentive liability balances were treated by being utilised to augment the QCT's accumulated surplus brought forward, which was a treatment allowed by the new standard. Subsequently Queensland Treasury formulated a position on this issue, which mandated that these lease incentives should be set off against the cost of the lease asset brought to account on adoption of the new standard. This accounts for some of the variances which appear in the figures presented below.

- The costs of QCT's involvement in the pilot phase of the Highly Accomplished Teacher and Lead Teacher certification initiative had been reimbursed to the QCT by the DoE in previous reporting periods. It was envisaged that this would continue in 2019; however, due to the anticipated increase in the numbers of applicants and resultant expected scale of operations, a grant of \$1.25M was obtained from DoE to cover the QCT's operating, infrastructure and IT costs associated with this initiative whilst ensuring that the QCT remains cash-neutral.
- The position regarding the adoption of accrual accounting for fees revenue, with effect from 1 January 2019, was confirmed by the Queensland Audit Office in the latter part of the current reporting year, hence it was not possible to include its effects in the 2019 budget process due to the uncertainty in direction from Queensland Treasury. The impact of this change is most noticeable in:
  - o the impact in the first year of adoption on fees from application and registration, reducing income by \$195K
  - o a significant reduction in the accumulated surpluses of the QCT by the transfer of \$7.2M to non-current liabilities as unearned fee income.

A comprehensive set of financial statements covering all aspects of the QCT's activities begins at page 57.

## Budget vs Actual Comparison

Statement of Comprehensive Income

		Budget	Actual	Variance	%
	Notes	2019	2019		
<b>Revenue</b>					
Fees	1	10,931,400	10,646,379	285,021	3%
Grants and Contributions	2	0	1,013,277	(1,013,277)	-
Interest	3	235,000	181,609	53,391	23%
Criminal history checks	4	152,100	173,415	21,315	-14%
Other revenue	5	282,000	53,612	228,388	81%
<b>Total Income from Continuing Operations</b>		<b>11,600,500</b>	<b>12,068,292</b>	<b>(467,792)</b>	<b>-4%</b>
<b>Expenses from Continuing Operations</b>					
Employee expenses		769,451	7,721,058	(23607)	0%
Supplies and services	6	2,449,050	1,968,267	480,783	20%
Depreciation and amortisation	7	939,000	878,761	60,239	6%
Criminal history checks		309,000	331,883	(22,883)	-7%
Financial Costs		205,000	211,254	6,254	-3%
<b>Total Expenses from Continuing Operations</b>		<b>11,599,501</b>	<b>11,111,223</b>	<b>488,278</b>	<b>0</b>
<b>Operating Result from Continuing Operations</b>		<b>999</b>	<b>957,069</b>	<b>(956,070)</b>	
<b>Other Comprehensive Income</b>			<b>0</b>		
<b>Total Comprehensive Loss/Income</b>		<b>999</b>	<b>957,069</b>	<b>(956,070)</b>	<b>0</b>

### Notes to the statements on pages 45-47

- 1 Impact of lower level of annual renewals and implementation of new accounting revenue standard.
- 2 Grant received from Department of Education to implement certification of HAT & LT.
- 3 Interest Rates continued to remain at historically low levels and fell further impacting on the returns earned on surplus funds.
- 4 Slightly higher level of applications achieved increased revenue from CHC's.
- 5 DOE reimbursement of HAT & LT costs replaced by grant in 2 above.
- 6 Savings achieved across a number of expenditure categories largely due to numerous activities being curtailed during year.
- 7 Impact of Treasury directives on Treatment of Leases and commissioning of asset additions being delayed.
- 8 Largely impact of 6 above.
- 9 GST and LSL higher than forecast.
- 10 Increased level of prepayments due to earlier receipt and payment of January rental and IT licence renewal invoices.
- 11 Variance largely due to unplanned capital expenditure associated with the HAT&LT initiative.
- 12 Impact of Treasury directives on treatment of leases and associated assets.
- 13 Variance due to unplanned capital expenditure.
- 14 Lower operating activity levels as per 6 above.
- 15 Level of actual Accrued benefits lower due to salary payment in 6 above.
- 16 Impact of implementation of new accounting revenue standard with reclassification of a significant portion of accumulated surplus to unearned income.
- 17 Cash inflow below budget for variance noted in 1 .
- 18 Cash inflow below budget for variance noted in 2.
- 19 Cash inflow below budget for variance noted in 3.
- 20 Cash inflow above estimate due to GST levied on Grant funds received.
- 21 Higher level of year end salary accruals than in prior year.
- 22 Outflow below budgeted amount for reason discussed in 6 above.
- 23 GST paid on Grant funds received.
- 24 Capital expenditure as per note 13.
- 25 Capital expenditure as per note 12.

**Budget vs Actual Comparison**

Statement of Financial Position

		<b>Budget</b>	<b>Actual</b>	<b>Variance</b>	<b>%</b>
	Notes	2019	2019		
<b>Current assets</b>					
Cash and cash equivalents	8	10,042,610	10,441,480	(398,869)	-4%
Receivables	9	91,000	137,889	(46,889)	-52%
Other	10	60,000	213,556	(153,556)	-256%
<b>Total current assets</b>		<b>10,193,610</b>	<b>10,792,925</b>	<b>(599,315)</b>	
<b>Non-current assets</b>					
Intangible assets	11	595,400	1,004,205	(408,805)	-69%
Intangible assets - right of use asset	12	6,433,000	5,819,363	613,637	10%
Plant and equipment	13	553,600	598,136	(44,536)	-8%
<b>Total non-current assets</b>		<b>7,582,000</b>	<b>7,421,703</b>	<b>160,297</b>	
<b>TOTAL ASSETS</b>		<b>17,775,610</b>	<b>18,214,628</b>	<b>(439,018)</b>	
<b>Current liabilities</b>					
Payables	14	401,000	331,471	69,529	17%
Accrued employee benefits	15	679,650	763,877	(84,227)	-12%
Other Liabilities	16	208,941	8,034,123	(7,825,182)	-3745%
<b>Total current liabilities</b>		<b>1,848,469</b>	<b>9,688,348</b>	<b>(7,839,879)</b>	
<b>Non - Current liabilities</b>					
Lease Liabilities - right of use asset		6,084,369	6,084,408	(39)	
<b>Total non-current liabilities</b>		<b>6,084,369</b>	<b>6,084,408</b>	<b>(39)</b>	
<b>NET ASSETS</b>		<b>9,842,772</b>	<b>2,441,873</b>	<b>7,400,899</b>	
<b>Equity</b>					
Accumulated Surplus	16	9,842,772	2,441,873	7,400,899	75%
<b>TOTAL EQUITY</b>		<b>9,842,772</b>	<b>2,441,873</b>	<b>7,400,899</b>	

**Budget vs Actual Comparison**

## Statement of Cash Flows

		Budget	Actual	Variance	%
	Notes	2019	2019		
<b><i>Cash Flows from operating activities</i></b>					
<b><i>Inflows:</i></b>					
Receipts from customers	17	11,467,500	11,181,467	286,033	2%
Grant Funds Received	18	0	1,258,992	(1,258,992)	-
Interest	19	235,000	181,609	53,391	23%
GST input tax credits from ATO		379,532	385,748	(6,216)	-2%
GST collected from customers	20	16,000	137,131	(121,131)	-757%
<b><i>Outflows:</i></b>					
Employee expenses	21	(7,818,201)	(7,548,561)	(269,640)	3%
Supplies and services	22	(2,782,053)	(2,476,004)	(306,048)	11%
GST paid to suppliers		(336,000)	(382,248)	46,248	-14%
GST remitted to the ATO	23	(16,000)	(134,708)	118,708	-742%
Finance Costs			(6,682)	6,682	-
<b>Net cash provided by operating activities</b>		<b>1,145,778</b>	<b>2,596,744</b>	(1,450,969)	
<b><i>Cash Flows from investing activities</i></b>					
<b><i>Outflows:</i></b>					
Payments for plant and equipment purchased	24	0	(47,392)	47,392	-
Payments for software purchased	25	(414,000)	(759,955)	345,955	-84%
<b>Net cash used in investing activities</b>		<b>(414,000)</b>	<b>(807,347)</b>	393,347	
<b><i>Cash Flows from financial activities</i></b>					
<b><i>Outflows:</i></b>					
Borrowing redemptions		(722,750)	(722,752)		
<b>Net cash used in financing activities</b>		<b>(722,750)</b>	<b>(722,752)</b>		
Net increase in cash and cash equivalents		9,028	1,066,646		
Cash and cash equivalents at beginning of financial year		10,033,582	9,372,834		
<b>Cash and cash equivalents at end of financial year</b>		<b>10,042,610</b>	<b>10,441,880</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.

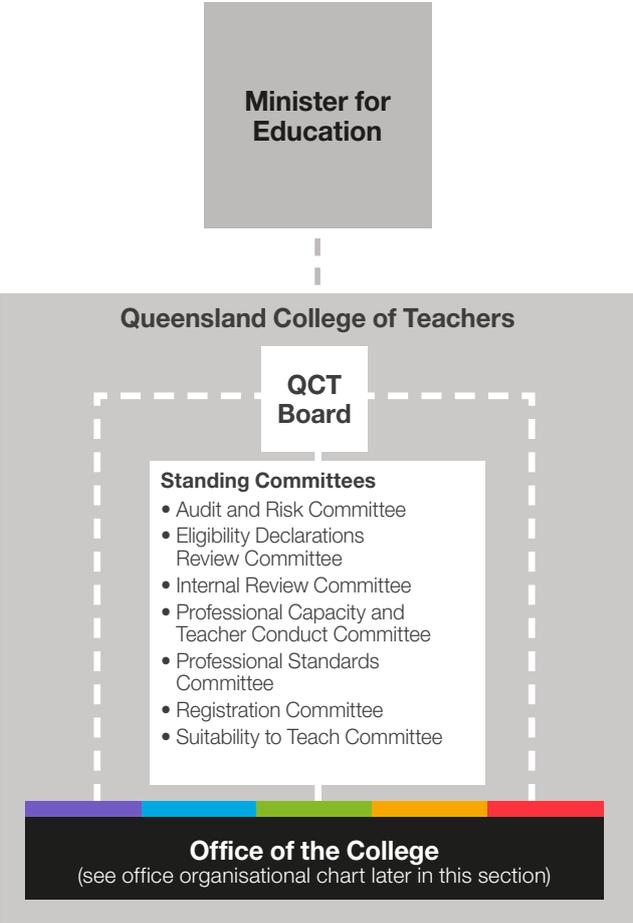
## Role and achievements of the Board

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 2019 the QCT Board was in the first year of its fifth term. The terms of appointment of all members were to 31 December 2021. Under the Act, the Board must appoint a member to be deputy chairperson.

The members occupying the positions of nominee of the Queensland Teachers' Union, nominee of the Queensland Council of Parents and Citizens' Associations Incorporated and nominee of the Queensland Catholic Education Commission resigned during the year due to moving into other roles and these positions remained unfilled as of the end of the year.



**Diagram 1:**  
Organisational structure

## Members in 2019 were as follows:

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

\*Professor William **Blayney**  
Dean, CQUniversity  
*Nominee of the Higher Education Forum who is a practising teacher educator*

\*Ms Cresta **Richardson**  
Teacher, state school  
*Practising teacher nominated by the Queensland Teachers' Union (until July)*

\*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 Incorporated (until October)*

\*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 of Employees*

\*Mr David **Bliss**  
Principal, non-state school  
*Practising teacher representing non-state schools, jointly nominated by the Queensland Catholic Education Commission and the Association of Independent Schools Queensland*

\*Mr Bryce **Goldburg**  
Teacher, non-state school  
*Elected practising teacher – non-state sector*

Ms Janita **Valentine**  
Executive Director, Organisational Transformation and Capability, DoE  
*Nominee of the chief executive*

\*Mr Peter **Hill**  
Director, Employee Services, Brisbane Catholic Education Office  
*Nominee of the Queensland Catholic Education Commission*

\*Ms Alota **Lima**  
Experienced senior teacher, state school  
*Elected practising teacher – state sector*

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

Dr Monique **Beedles**  
Company director  
*Joint Nominee of Federation of Parents and Friends Associations of Catholic Schools (Qld) and Qld Independent Schools Parents' Network*

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

\*Member was a registered teacher in 2019

The Board met eight times in 2019, 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 2019 to 31 December 2019 was \$36,602. 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 \$35,347. Further details of remuneration to Board members are provided in Appendix 6.

**Table 14:** QCT Board member attendance record 2019

NAME	FEB	MAR	MAY	JUN	JUL	SEP	OCT	NOV	TOTAL*
Prof Wendy <b>PATTON (CHAIR)</b>	✓	✓	✓	✓	✓	✓	✓	✓	8/8
Dr Monique <b>BEEPLES</b>	✓	✓	✓	✓	✓	✓	✓	A	7/8
Ms Samantha <b>BLAIR</b>	✓	✓	A	A	✓	✓	✓	✓	6/8
Professor Bill <b>BLAYNEY</b>	✓	✓	✓	A	✓	✓	✓	✓	7/8
Mr David <b>BLISS</b>	✓	A	✓	✓	✓	✓	✓	✓	7/8
Ms Kaylee <b>CAMPRADT (to October)</b>	✓	✓	✓	✓	✓	A	✓		6/7
Ms Natalie <b>CLARKE</b>	✓	✓	✓	✓	✓	✓	✓	✓	8/8
Ms Aleisha <b>CONNELLAN</b>	✓	✓	✓	✓	✓	✓	✓	✓	8/8
Mr Bryce <b>GOLDBURG</b>	✓	✓	A	✓	✓	✓	✓	✓	7/8
Mr Peter <b>HILL</b>	✓	✓	✓	✓	P	✓	P	✓	6/8
Ms Alota <b>LIMA</b>	✓	A	✓	P	✓	✓	✓	✓	6/8
Ms Eloise <b>POWER</b>	✓	A	✓	A	✓	✓	✓	✓	6/8
Ms Cresta <b>RICHARDSON (to July)</b>	✓	✓	✓	✓	P				4/5
Ms Janita <b>VALENTINE</b>	✓	✓	✓	✓	✓	A	✓	✓	7/8
Ms Josephine <b>WISE</b>	✓	✓	✓	✓	✓	A	✓	✓	7/8

\* Number of meetings attended in person    A Apology recorded    ✓ Attendance recorded    P Attendance by proxy

## 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 2019 are given in Appendix 2.

The following table (Table 15) shows the committee membership of Board members during 2019 and whether or not they are remunerated for this committee work. In line with the Remuneration Procedures for Part-Time Chairs and Members of Queensland Government Bodies, only members of the two legislated committees are eligible for sitting fees (if not public sector employees). However, members of all QCT committees may be reimbursed for reasonable out-of-pocket expenses involved in attending committee meetings. The QCT also reimburses schools for relief teacher salaries incurred as a result of practising-teacher members' attendance at Board and committee meetings.

## Ministerial directions

No Ministerial directions were received during 2019.

**Table 15:** Committee membership of Board members in 2019

Committee	Board members on committee	Eligible for sitting fees?	Sitting fees claimed?*
Audit and Risk	J Wise	No	-
	M Beedles	No	-
Eligibility Declarations	E Power	No	-
Internal Review	S Blair	No	-
	J Wise	Yes	No
	P Hill	Yes	No
	A Lima*	No	-
	B Goldberg*	Yes	No
	E Power*	No	-
Professional Capacity and Teacher Conduct	A Connellan	Yes	No
	K Campradt	Yes	Yes - \$250.00
	B Goldberg	Yes	No
	D Bliss*	Yes	No
	M Beedles*	Yes	No
Professional Standards	A Lima	No	-
	N Clarke	No	-
	C Richardson (to July)	No	-
	B Blayney (from September)	No	-
Registration	E Power	No	-
Suitability to Teach	A Connellan	No	-
	K Campradt	No	-
	B Goldberg	No	-
	D Bliss*	No	-

\*Back-up members as required \*\*if eligible

## The office of the QCT

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 2019 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 on page 50 (Diagram 2).

## Executive management

The executive team in the Office at the end of 2019 consisted of:

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

## Strategy for corporate governance

Activities undertaken in 2019 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 2019 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
- engaging a firm of chartered accountants to provide internal audit services (performance audits).

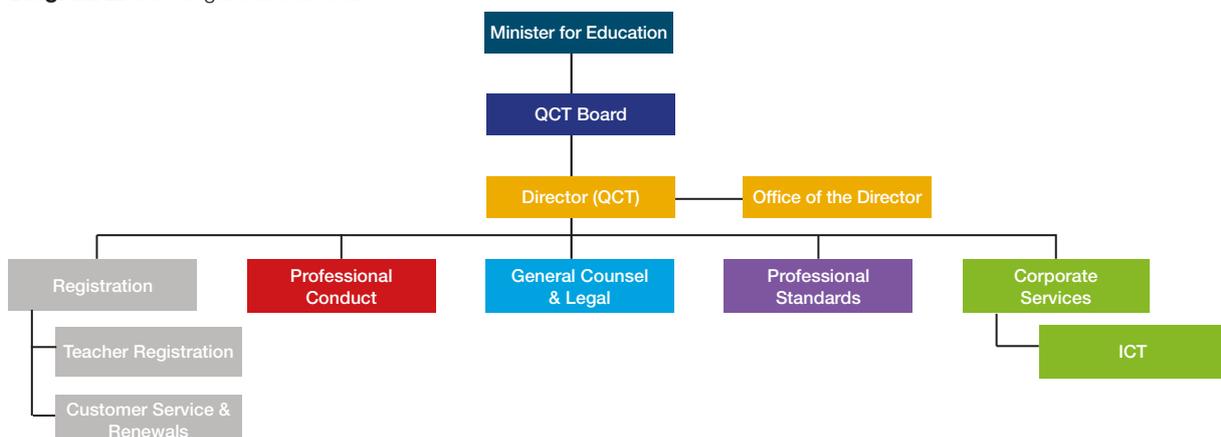
Corporate support functions were fundamental in developing the governance framework of the QCT and leading the development and implementation of effective resource management and capability development strategies.

## 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.

**Diagram 2:** QCT Organisational chart



Expert feedback was sought on the redevelopment of the QCT Corporate Risk Register in line with the QCT's commitment to continuous improvement. Resources were allocated to management of the Risk Register to monitor risk ratings and treatment plans in consultation with executive managers. The rigorous application of a robust risk management system will assist the QCT to comply with its legal obligations and will help develop a risk-aware culture to improve project management.

## 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 2019 were: Ms J Wise (Chair) (Board member), Dr M Beedles (Board member), Ms P Bentley (external nominee – expertise in risk management), Mr T Dwan (external nominee – expertise in ICT) and Mr K Walters (external nominee – broad financial expertise).

No member of the Committee is remunerated.

The ARC met five 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 2019, major achievements of the committee were:

- oversaw an internal audit of the QCT's data integrity 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
- monitored the QCT's risks in terms of its Risk Management Policy and Framework
- monitored the transition of the QCT's ICT infrastructure to the cloud

- monitored progress in implementing the QCT's new function of certifying teachers as Highly Accomplished teachers and Lead teachers, including enhancements to the online portals for this function.

On 17 May 2019, the following Queensland Audit Office (QAO) report was tabled in the Queensland legislative assembly 'Education: 2018-19 results of financial audits (Report 19: 2018-19)'. 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 2018 or 31 December 2018) 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 2018 did not identify any issues to be addressed.

The QCT does not maintain an in-house internal audit function but instead has in recent years engaged the services of Vincents Chartered Accountants to undertake performance audits in terms of an agreed plan over a three-year engagement period. This engagement came to an end in 2019 and a retender process was undertaken, with Grant Thornton being selected to provide the service for the 2020–2021 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.

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

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

## 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 2019 the section also: successfully delivered the Highly Accomplished teachers and Lead teachers Applicant and Assessor portals in myQCT

- migrated the QCT's core infrastructure to a cloud-based service
- implemented a data warehouse solution and visual reporting tool for improved data analysis and reporting
- continued to improve the functionality and accessibility of the myQCT portal
- ensured that all core software licensing remained current

A tool was developed with a consultancy firm to support assessment and prioritisation of ICT investment initiatives to ensure efficient delivery of IT services. This concluded work on development of a QCT Digital Strategy. This tool may be used to support business decision making for other project initiatives at the organisational level.

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>.

## 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 Queensland Government Records Governance policy. The QCT formally responded to the Queensland State Archives' request for submissions on their draft disposal authorisations and guidance for records relating to the safety and wellbeing of vulnerable people.

Digital recordkeeping using CM9.3 provides the QCT with a secure records management repository with extensive security and audit capabilities. The original digital record captured and managed in CM9.3 is the single source of truth and is the cornerstone of QCT's information governance. This repository preserves information integrity and enables accountability.

Currently, CM9.3 holds 6,351,537 documents, an increase of 839,645 during the period January 1, 2019 – December 31, 2019. CM9.3 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 CM9.3 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.

As part of the ongoing process to improve compliance with the *Public Records Act 2002*, in 2019 the QCT established the Shared Drive Clean-Up Project to migrate those digital records deemed public records under the *Public Records Act 2002* from shared drives and other business systems into CM9.3. Whilst the project is

ongoing, once the digital records have been migrated into CM9.3 the QCT will be able to decommission the shared drives and other business systems where some digital records are currently stored.

## Staffing establishment

The QCT appointed a new Director, Ms Deanne Fishburn, in May 2019. Part of her transition into the role involved individual engagement sessions with all QCT management and staff. The information collected from these discussions contributed to the ongoing process of monitoring and reviewing work units and individual positions.

As an organisation the QCT continues to focus on ensuring that the establishment remains relevant and adaptive to changing business requirements. The QCT Board and management are committed to achieving organisational goals and providing job satisfaction and security for our valued employees.

All processes undertaken in 2019 relating to the QCT establishment were compliant with all Queensland Public Service legislation and policy. 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 2019 six 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 2019 the QCT directly employed 68.17 (full-time equivalent) staff members.

Our permanent employee retention rate for the 2019 period was 93.44 per cent (61 staff) with a separation rate of 6.56 per cent (4 staff).

No redundancy/early retirement/retrenchment packages were paid during the period.

## Workforce planning, attraction and retention and performance plans

Throughout 2019 the QCT continued to focus on improving the capability, resilience and engagement of its workforce. Critical projects and programs undertaken in 2019 increased the demand for the recruitment and development of employees who were highly skilled in specific areas of expertise (e.g. the Highly Accomplished

and Lead Teachers (HAT&LT) program and the migration of the QCT's ICT data, applications, and workloads to a cloud infrastructure). Strategic and effective human resources (HR) workforce planning was, and will continue to be, crucial to retaining this level of expertise and equipping our current workforce with the skills to continue achieving the QCT's organisational goals. During 2019 an online HR induction portal has been under construction to provide a contact point, not only for new employees, but also for existing staff members who need to access any relevant HR internal and external information pertaining to their employment at the QCT.

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. The QCT continued to encourage and support opportunities for learning and development, including external secondments to other Queensland Government entities.

All HR policies and procedures were made available on the QCT intranet and clarification and support for employees is provided through management and HR staff.

The QCT once again participated in the annual Working for Queensland Survey which measures employee opinion and level of satisfaction with the workplace climate. The QCT's overall response rate was 66 per cent. Responses showed significant improvement from the 2018 results in the areas of provision of valuable feedback to employees on performance and organisational commitment to the professional development of its workforce. Improvement in this space may be attributed to the commitment from management to focus on workforce capability and development in 2019. The QCT will again participate in the survey in 2020.

In 2019 the QCT continued to support the development of capabilities and skills of the management team through the annual personal performance planning (PPP) and monitoring of 100-day plans for managers/supervisors.

The QCT maintains a half-yearly reporting obligation relating to employee conduct and performance matters to the Conduct and Performance Excellence of the Public Service Commission.

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

The QCT is committed to providing a work environment conducive to protecting the physical and mental safety and 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 2019 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 (provided by Benestar). The QCT is committed to supporting all employees and creating an inclusive and diverse workforce that better reflects the community we serve.

In 2019 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. Workshops were conducted for staff in February on creating a personal success plan, goal setting and resilience. In March two police officers from the Crime Prevention Unit gave a presentation to staff on Best Safety Practices for personal safety within the workplace and in private lives. All sessions were well attended and well received by staff.

Our Wellness Program continued to provide annual on-site health checks, e.g. flu vaccinations.

No major workplace health and safety issues were encountered during the 2019 reporting period.

The QCT Emergency Response Guidelines were updated as required in 2019 to reflect any changes to 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 interest disclosures

No disclosures were received during the 2019 year under the *Public Interest Disclosure Act 2010*.

## 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 2019. 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 2019-2022 was communicated to staff through the development of operational plans in each team. Following a legislative amendment, the Strategic Plan was updated to include reference to the QCT's new function of certification of Highly Accomplished and Lead Teachers.

The QCT's Annual Report for the 2018 calendar year was submitted to the Minister before the due date of 31 March.

## 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 2019 one formal request for information was received by the QCT under the *Right to Information Act 2009*. No requests were received under the *Information Privacy Act 2009*.



# Financial Statements

For the financial year ended 31 December 2019



 **QUEENSLAND**  
COLLEGE OF TEACHERS



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**QUEENSLAND COLLEGE OF TEACHERS**  
**Statement of Comprehensive Income**  
**for the year ended 31 December 2019**

	<i>Notes</i>	<b>2019</b>	<b>2018</b>
		\$	\$
<b>Income from Continuing Operations</b>			
<b>Revenue</b>			
Fees	2	10,646,379	10,231,448
Grants and Contributions	3	1,013,277	-
Interest		181,609	199,073
Criminal history checks		173,415	175,094
Other revenue	4	53,612	221,274
<b>Total Income from Continuing Operations</b>		<b>12,068,292</b>	<b>10,826,889</b>
<b>Expenses from Continuing Operations</b>			
Employee expenses	5	7,721,058	7,452,661
Supplies and services	7	1,969,309	3,284,000
Depreciation and amortisation	8	878,761	189,628
Criminal history checks	9	330,841	317,975
Finance Costs	10	211,254	-
<b>Total Expenses from Continuing Operations</b>		<b>11,111,223</b>	<b>11,244,264</b>
<b>Operating Result from Continuing Operations</b>		<b>957,069</b>	<b>(417,375)</b>
<b>Other Comprehensive Income</b>		<b>-</b>	<b>-</b>
<b>Total Comprehensive Income</b>		<b>957,069</b>	<b>(417,375)</b>

The accompanying notes form part of these financial statements.

**QUEENSLAND COLLEGE OF TEACHERS**  
**Statement of Financial Position**  
**as at 31 December 2019**

	<i>Notes</i>	<b>2019</b> \$	<b>2018</b> \$
<b>Current assets</b>			
Cash and cash equivalents	11	10,441,480	9,374,834
Receivables	12	137,889	128,445
Other		213,556	147,874
<b>Total current assets</b>		<b>10,792,925</b>	<b>9,651,153</b>
<b>Non-current assets</b>			
Intangible assets	13	1,004,204	309,765
Intangible assets – right of use asset	14	5,819,363	-
Plant and equipment	15	598,136	705,958
<b>Total non-current assets</b>		<b>7,421,703</b>	<b>1,015,723</b>
<b>TOTAL ASSETS</b>		<b>18,214,628</b>	<b>10,666,876</b>
<b>Current liabilities</b>			
Payables	16	331,471	415,276
Accrued employee benefits	17	763,877	610,992
Other liabilities	18	8,034,122	400,682
Lease Liability	19	558,878	-
<b>Total current liabilities</b>		<b>9,688,348</b>	<b>1,426,950</b>
<b>Non-Current liabilities</b>			
Other liabilities	18	-	930,875
Lease Liability	19	6,084,407	-
<b>Total non-current liabilities</b>		<b>6,084,407</b>	<b>930,875</b>
<b>TOTAL LIABILITIES</b>		<b>15,772,755</b>	<b>2,357,825</b>
<b>NET ASSETS</b>		<b>2,441,873</b>	<b>8,309,051</b>
<b>EQUITY</b>			
Accumulated Surplus	24	2,441,873	8,309,051
<b>TOTAL EQUITY</b>		<b>2,441,873</b>	<b>8,309,051</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 2019**

	<i>Note</i>	<b>Accumulated Surplus</b>	
		<b>2019</b>	<b>2018</b>
		<b>\$</b>	<b>\$</b>
<b>Balance as at 1 January</b>		<b>8,309,051</b>	<b>8,726,426</b>
Net effect of change in accounting policy from			
- Adoption of AASB 16 Leases	18	431,099	
- Adoption of AASB 15 Revenue from Contracts with Customers	2	(7,255,346)	
<b>Restated balance at the beginning of the reporting period</b>		<b>1,484,804</b>	<b>8,726,426</b>
<b>Comprehensive Income</b>		<b>957,069</b>	<b>(417,375)</b>
Operating results from continuing operations			
<b>Balance as at 31 December</b>	<b>24</b>	<b><u>2,441,873</u></b>	<b><u>8,309,051</u></b>

The accompanying notes form part of these financial statements.

**QUEENSLAND COLLEGE OF TEACHERS**  
**Statement of Cash Flows**  
**for the year ended 31 December 2019**

	<i>Notes</i>	<b>2019</b>	<b>2018</b>
		\$	\$
<b>Cash Flows from operating activities</b>			
<b>Inflows:</b>			
Receipts from customers		11,181,467	10,600,184
Grant Funds Received		1,258,992	-
Interest		181,609	199,073
GST input tax credits from ATO		385,748	368,195
GST collected from customers		137,131	19,259
<b>Outflows:</b>			
Employee expenses		(7,548,561)	(7,649,919)
Supplies and services		(2,476,004)	(3,752,375)
GST paid to suppliers		(382,248)	(362,066)
GST remitted to the ATO		(134,707)	(19,063)
Finance Charges		(6,682)	-
<b>Net cash provided by operating activities</b>	<b>20</b>	<b><u>2,596,745</u></b>	<b><u>(596,712)</u></b>
<b>Cash Flows from investing activities</b>			
<b>Outflows:</b>			
Payments for software purchased		(759,955)	(80,913)
Payments for plant and equipment purchased		(47,392)	-
<b>Net cash used in investing activities</b>		<b><u>(807,347)</u></b>	<b><u>(80,913)</u></b>
<b>Cash Flows from financing activities</b>			
<b>Outflows:</b>			
Payments for lease liability		(722,752)	-
<b>Net Cash used in financing activities</b>		<b><u>(722,752)</u></b>	<b><u>-</u></b>
Net Increase in cash and cash equivalents		1,066,646	(677,625)
Cash and cash equivalents at beginning of financial year		9,374,834	10,052,457
<b>Cash and cash equivalents at end of financial year</b>	<b>11</b>	<b><u>10,441,480</u></b>	<b><u>9,374,834</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 2019**

**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 2019.

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 2018 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 2019**

**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**

In the current period, the College has adopted all of the new and revised standards and interpretations issued by the AASB that are relevant to its operations and effective for the current reporting period. These include, AASB 15 Revenue from Contracts with Customers, AASB 1058 Income of Not for Profit Entities and AASB 16 Leases. The College has set out the impact in respect to the adoption of these new and revised standards and interpretations. The initial application date is 1 January 2019.

	Note	Income Statement under previous accounting Standard	Impact of AASB 15 and AASB 1058	Impact of AASB 16	Income Statement under new accounting Standard
Fee Income	2	10,841,681	(195,302)		10,646,379
Operating lease expense		(538,451)	-	538,451	-
Finance cost – Lease Liability	10	-	-	(204,572)	(204,572)
Amortisation Expense – Right-of-Use Asset	8	-	-	(658,031)	(658,031)
<b>Other comprehensive income</b>		<b>1,476,523</b>	<b>(195,302)</b>	<b>(324,152)</b>	<b>957,069</b>

	Note	Balance Sheet under previous accounting Standard	Impact of AASB 15 and AASB 1058	Impact of AASB 16	Balance Sheet under new accounting Standard
Right-of-use Asset	14	-		6,477,394	6,477,394
Accumulated Amortisation Right-of- Use Asset	14	-	-	(658,031)	(658,031)
Lease Liability - (Current)	19	-	-	(558,878)	(558,878)
Lease Liability - (Non-Current)	19			(6,084,407)	(6,084,407)
Lease incentive Liability	18	(930,672)	-	930,672	-
Unearned Fee Income	18	(337,759)	(7,450,648)		(7,788,407)
<b>Retained Earnings</b>		<b>(9,785,574)</b>	<b>7,450,648</b>	<b>(106,947)</b>	<b>(2,441,873)</b>

**Queensland College of Teachers  
Notes To and Forming Part of the Financial Statements  
for the year ended 31 December 2019**

**1 Basis of Financial Statements preparation**

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

***AASB 15 – Revenue from Contracts with Customers and AASB 1058 Income of Not for - Profit Entities***

**Application, Registration, and Renewal Fees**

AASB 15 sets out requirements to assess contracts with customers for specific, enforceable performance obligations and where applicable recognise income if those obligations are satisfied.

The adoption of AASB 15 has resulted in an adjustment to the College's treatment of application, registration, and renewal fees received from teachers. Previously these fees were recognised as revenue in the year of receipt. Upon applying AASB 15 an enforceable contract exists between the College and the teacher that guarantees the right to teach in Queensland and access to a number of services and benefits that are provided to the teachers during their period of registration. The fees received will now be recognised on a straight - line basis over the year commencing from the date of the teacher's registration or their anniversary date of registration.

The new standard has been applied using the modified retrospective approach with the cumulative effect of adopting AASB 15 being recognised as an adjustment to the opening balance of retained earnings for the current period. Prior periods have not been restated.

The amount of deferred revenue calculated as at 1 January 2019 due to changes to revenue recognition of registration and renewal fees was \$7,255,346. Retained earnings is adjusted accordingly.

**Grants**

Under the previous accounting standard AASB 1004 Contributions, most grant income was recognised as revenue on receipt. Under AASB 1058 and AASB 15, where an agreement is enforceable and contains sufficiently specific performance obligations, the revenue is either recognised over time as the work is performed or recognised at the point in time that the control of the services pass to the customer.

Grants with no sufficient performance obligations are recorded under AASB 1058 upon receipt when the College obtains control over the funds.

***AASB 16 – Leases***

The adoption of AASB 16 has resulted in the College recognising a right-of-use asset representing the right to use the underlying asset and a related lease liability representing the obligation to make lease payments in connection with all former operating leases except for those identified as low-value or having a remaining lease term of less than 12 months from the date of initial application.

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.

Under AASB 117 - Leases, the College assessed whether leases were operating or finance leases based on its assessment of whether the significant risks and rewards of ownership had been transferred to the lessee or remained with the lessor. Under AASB 16, there is no differentiation between finance and operating leases for the lessee and therefore all leases which meet the definition of a lease are recognised on the statement of financial position (except where an exemption election is used).

**Queensland College of Teachers**  
**Notes To and Forming Part of the Financial Statements**  
**for the year ended 31 December 2019**

**1 Basis of Financial Statements preparation**

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

The new standard has been applied using the modified retrospective approach with the cumulative effect of adopting AASB 16 being recognised as an adjustment to the opening balance of retained earnings at the date of initial application.

Prior periods have not been restated and are prepared in accordance with the requirements of AASB 117 Leases and associated accounting interpretations.

On transition the incremental borrowing rate applied to lease liabilities recognised under AASB 16 was 2.96%

The College did not voluntarily change any of its accounting policies during 2019.

**(g) Accounting Estimates and Judgements**

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

Estimates and assumptions that have a potential significant effect are outlined in the financial statement notes: Depreciation note 8, Intangibles note 13 and Plant and Equipment note 15.

**Queensland College of Teachers**  
**Notes To and Forming Part of the Financial Statements**  
**for the year ended 31 December 2019**

2 Fees	2019	2018
	\$	\$
Teacher Registration and renewal fees	9,741,012	9,635,400
Application fees	771,593	456,995
Late Payment fees	129,925	132,735
Other fees	3,849	6,318
<b>Total</b>	<b>10,646,379</b>	<b>10,231,448</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 in accordance with AASB 15 Revenue from Contract with Customers and AASB 1058 Income of Not for - Profit Entities as follows:

*Application fees:*

Application fees are received in advance of a teacher's registration and it is split and recognised between two performance obligations:

- *Application:* – The applicant is required to complete an application form. The College is required to perform an initial assessment of the applicant's skills in respect to their ability to teach. Approval of the application grants the applicant registration or permission to teach in Queensland. If the applicant fails to meet the requirements to be registered or the applicant chooses to cease the registration process once it has commenced the fee is refundable. The fee is recognised when registration is granted.
- *Annual Registration* - Once the applicant is registered the teacher then receives access to a number of services and benefits provided by the College. As the services and benefits are offered throughout the year, it is determined the performance obligation is satisfied over this period. The fee is recognised over the year on a straight -line basis, commencing from the date of the teacher's registration.

*Registration fees*

Registration fees are received every year after the initial registration and provides the same annual benefits as noted for the Application fees. The annual registration fees entitles the teacher to services and benefits throughout the year. The fee is recognised on a straight line basis over the year commencing from the date of the teacher's anniversary of their registration.

*Renewal fees*

Renewal and registration fees received from teachers as part of the 5 yearly Renewal of Registration is not a distinct service from the annual benefits. This registration is only recognised as revenue over the period of re-registration once all assessment documentation and processes are complete as this constitutes a valid application for re-registration. Any amounts received which are not accompanied by assessment documentation are disclosed in note 18 as unearned application and renewal fees. Immediately the registration is renewed the fee is recognised on a straight-line basis over the year.

*Late Payment, other fees*

Late payment fees, and other fees charged to prospective and registered teachers are recognised as revenue on receipt.

**Accounting Policy Previously applied**

Fees received from members are recognised upon on receipt, when the College obtains control over the funds.

**Queensland College of Teachers  
Notes To and Forming Part of the Financial Statements  
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**3 Grant and Contributions**

During the financial year 2019, the College received grant income \$1,258,992 from the Department of Education. Unspent funds of \$245,715 were recorded as unearned income and will be refunded to the Department.

**Accounting Policy**

Grant agreements which contain enforceable and sufficiently specific performance obligations is recognised when each performance obligations is satisfied.

Within grant agreements there may be some performance obligations where control transfers at a point in time and others which have continuous transfer of control over the life of the contract. Where control is transferred over time, generally the revenue is recognition based on either cost or time incurred which best reflects the transfer of control. Grants with no sufficient performance obligations are recognised on receipt, when the College obtains control over the funds.

**Accounting Policy Previously applied**

Grants, contributions and donations are non-reciprocal in nature if they do not require any goods or services to be provided in return. Corresponding revenue is recognised in the year in which the College obtains control over the grant

**4 Other Revenue**

	<b>2019</b>	<b>2018</b>
	<b>\$</b>	<b>\$</b>
Copyright fees	18,214	20,530
Advertising	26,364	18,182
Reimbursement	9,034	182,562
<b>Total</b>	<b>53,612</b>	<b>221,274</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).

**Queensland College of Teachers**  
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<b>5 Employee Expenses</b>	<b>2019</b> \$	<b>2018</b> \$
<i>Employee benefits:</i>		
Wages salaries and annual leave	6,443,644	6,186,665
Employee superannuation contributions	738,713	717,402
Long service leave levy	137,635	125,376
<i>Employee related expenses</i>		
Workers compensation premium	6,545	7,098
Payroll tax	337,149	319,962
Other Employee related expenses	57,372	96,158
<b>Total</b>	<b>7,721,058</b>	<b>7,452,661</b>

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

	As at 31 December 2019	As at 31 December 2018
Number of Employees	68.17	61.83

**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**  
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**6 Key Executive Management Personnel and Remuneration**

**(a) Key Executive Management Personnel**

The following details for key executive management personnel include those positions that had authority and responsibility for planning, directing and controlling the activities of the Queensland College of Teachers during 2019. 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 2.3 under s 110 of the <i>Public Service Act 2008</i>	Contract start date 07/05/2019, contract completion date 06/05/2024  <i>Previous Incumbent</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 07/05/2019.
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 Public Service Act 2008	Appointment date 20/04/2009.

**Queensland College of Teachers**  
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**6 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.

**(b) Remuneration**

*Key management personnel and remuneration*

Key management personnel and remuneration disclosures are made in accordance with section 5 of the *Financial Reporting Requirement for Queensland Government Agencies* issued by Queensland Treasury. 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 2019 year, remuneration of key executive management personnel increased by 3% for grades at AO 8. There was no increase in SES and SO remuneration.

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.

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

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 2019 – 31 December 2019**

Position (Date Resigned if applicable)	Short Term Employee Benefits		Long Term Employee Benefits \$'000	Post Employment Benefits \$'000	Total Remuneration \$'000
	Base \$'000	Non-Monetary Benefits \$'000			
Director	192	-	4	21	217
Executive Manager, Legal and General Counsel	130	-	3	16	149
Executive Manager, Professional Conduct	97	-	3	12	112
Executive Manager, Registration	126	-	3	16	145
Executive Manager, Professional Standards	131	-	3	17	151
Business Manager, Corporate Services	127	-	3	16	146
<b>Total Remuneration</b>	<b>803</b>	<b>-</b>	<b>19</b>	<b>98</b>	<b>920</b>

**1 January 2018 – 31 December 2018**

Position (Date Resigned if applicable)	Short Term Employee Benefits		Long Term Employee Benefits \$'000	Post Employment Benefits \$'000	Total Remuneration \$'000
	Base \$'000	Non-Monetary Benefits \$'000			
Director	197	-	4	22	223
Executive Manager, Legal and General Counsel	116	-	3	16	135
Executive Manager, Professional Conduct	105	-	3	13	121
Executive Manager, Registration	123	-	3	15	142
Executive Manager, Professional Standards	131	-	3	16	150
Business Manager, Corporate Services	121	-	3	16	140
<b>Total Remuneration</b>	<b>793</b>	<b>-</b>	<b>19</b>	<b>98</b>	<b>911</b>

**Queensland College of Teachers**  
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<b>7 Supplies and Services</b>	<b>2019</b>	<b>2018</b>
	<b>\$</b>	<b>\$</b>
Administration and finance *	1,167,902	1,363,344
Asset operating costs	37,109	19,245
Consulting, contracting and bureau fees	627,122	1,236,807
Professional Conduct and Disciplinary costs	38,958	40,638
Property costs & maintenance	<u>98,218</u>	<u>623,966</u>
<b>Total</b>	<b><u>1,969,309</u></b>	<b><u>3,284,000</u></b>

\*Total external audit fees paid to the Queensland Audit Office relating to the 2019 financial statements are estimated to be \$27,000 (2018: \$24,700). 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 \$8,450 (2018: \$42,650).

**Related Party Transactions**

Transactions with other related parties

Corporate Administration Agency (Shared service provision)	<u>249,421</u>	<u>265,772</u>
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There are no material transactions with other Queensland Government-controlled entities.

**8 Depreciation and Amortisation**

Depreciation and amortisation were incurred in respect of:

Depreciation: Plant and equipment	155,214	156,225
Amortisation: Software Purchased	65,516	33,403
Amortisation: Right of use asset	<u>658,031</u>	<u>-</u>
<b>Total</b>	<b><u>878,761</u></b>	<b><u>189,628</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.

The right-of-use asset is depreciated over the remaining period of the lease.

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

**Queensland College of Teachers**  
**Notes To and Forming Part of the Financial Statements**  
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**8 Depreciation and Amortisation (continued)**

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

Class	Depreciation/ Amortisation Rate %
Plant and equipment:	
Other equipment	10 – 50
Right of use asset	10
Intangible assets:	
Software purchased	12.5

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

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.

	2019	2018
<b>9 Criminal History Checks</b>		
	\$	\$
Incurred in respect of Applications	136,303	133,286
Incurred in respect of Renewal of Registration*	194,538	184,689
	<u>330,841</u>	<u>317,975</u>

\*Teacher registrations are required to be renewed every five years. Approximately 7,342 teachers who registered during 2014 and 2015 representing 6.7 % of registered teachers in Queensland, were consequently required to renew their registration during 2019 (2018: 6,884).

	2019	2018
<b>10 Finance costs</b>		
	\$	\$
Lease liability	204,572	-
Other	6,682	-
	<u>211,254</u>	<u>-</u>

**Accounting policy**

Finance costs are recognised as an expense in the period which they are incurred. Finance costs include amortisation of discounts or premiums relating to borrowings and provisions.

**Queensland College of Teachers**  
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<b>11 Cash and Cash Equivalents</b>	<b>2019</b>	<b>2018</b>
	<b>\$</b>	<b>\$</b>
Cash on hand	1,000	1,000
Cash at bank	993,355	1,007,307
Deposits at call	9,447,125	8,366,527
<b>Total</b>	<b>10,441,480</b>	<b>9,374,834</b>

Cash deposited with the Queensland Treasury Corporation earned interest at rates between 3.05% and 1.55% (2018: 3.15% and 2.19%).

Funds totalling \$4.4 million (2018: \$4.3 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 24.

**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>12 Receivables</b>	<b>2019</b>	<b>2018</b>
	<b>\$</b>	<b>\$</b>
GST receivable	99,171	102,672
GST payable	(2,644)	(221)
	<u>96,527</u>	<u>102,451</u>
Long service leave reimbursements	24,165	17,412
Other receivables	17,197	8,582
<b>Total</b>	<b>137,889</b>	<b>128,445</b>

**Accounting Policy**

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

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

<b>13 Intangible Assets</b>	<b>2019</b>	<b>2018</b>
	<b>\$</b>	<b>\$</b>
<i>Software purchased</i>		
At cost	2,172,542	1,412,588
Less accumulated amortisation	(1,168,338)	(1,102,823)
<b>Total</b>	<b>1,004,204</b>	<b>309,765</b>

**Queensland College of Teachers**  
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**13 Intangible Assets (continued)**

	Carrying amount at 1 January	Acquisitions	Disposals	Amortisation	Carrying amount at 31 December
<b>2019</b>	\$	\$	\$	\$	\$
<i>Software purchased</i>	<b>228,852</b>	-	647,248	(65,516)	<b>810,584</b>
<i>Software WIP</i>	80,913	759,955	(647,248)	-	<b>193,620</b>
	<b>309,765</b>	759,955	-	(65,516)	<b>1,004,204</b>
<b>2018</b>					
<i>Software Purchased</i>	<b>262,255</b>	-	-	(33,403)	<b>228,852</b>
<i>Software WIP</i>	-	80,913	-	-	<b>80,913</b>
	<b>262,255</b>	80,913	-	(33,403)	<b>309,765</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 8.

**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.

**14 Intangible Assets – right of use asset**

**2019**  
\$

*Right of use asset*

At cost	6,477,394
Less accumulated amortisation	(658,031)
<b>Total</b>	<b>5,819,363</b>

	Carrying amount at 1 January	Impact of first year adoption of AASB 16	Acquisitions	Disposals	Amortisation	Carrying amount at 31 December
<b>2019</b>	\$	\$	\$		\$	\$
<i>Right of use asset</i>	-	6,477,394	-	-	(658,031)	<b>5,819,363</b>

**Queensland College of Teachers**  
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**14 Intangible Assets – right of use asset (continued)**

**Accounting Policy**

Leases are recognised as a right-of-use asset and a corresponding liability at the date of which the leased asset is available for use by the College. The right-of-use asset is 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 College leases its head-office space through an operating lease arrangement, which is now recognised in accordance with AASB 16 – Leases. These arrangements were previously recorded in accordance with AASB 117 and lease payments were recognised as operating expense.

**Accounting Policy previously applied**

Lease payments from operating lease arrangements are recognised on a straight-line basis over the period of the lease as an operating expense.

	<b>2019</b>	<b>2018</b>
	\$	\$
<b>15 Plant and Equipment</b>		
<i>Leasehold Improvements</i>		
At cost	1,151,672	1,151,672
Less accumulated depreciation	<u>(599,829)</u>	<u>(456,069)</u>
	551,843	695,603
 <i>Plant and equipment</i>		
At cost	476,617	494,050
Less accumulated depreciation	<u>(430,324)</u>	<u>(483,695)</u>
	46,293	10,355
<b>Total</b>	<b><u>598,136</u></b>	<b><u>705,958</u></b>

**Plant and Equipment Reconciliation**

	Carrying amount at 1 January	Acquisitions	Depreciation	Carrying amount at 31 December
	\$	\$	\$	\$
<b>2019</b>				
<i>Leasehold Improvements</i>	<b>695,604</b>	-	(143,761)	<b>551,843</b>
<i>Plant and equipment</i>	<b>10,354</b>	47,392	(11,453)	<b>46,293</b>
	<b><u>705,958</u></b>	<b><u>47,392</u></b>	<b><u>(155,214)</u></b>	<b><u>598,136</u></b>
	\$	\$	\$	\$
<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>(156,225)</u></b>	<b><u>705,958</u></b>

The College has plant and equipment with an original cost of \$ 403,096 (2018: \$ 443,235) and a written down value of zero which is still being used in the provision of services.

**Queensland College of Teachers**  
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**15 Plant and Equipment (Continued)**

**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.

<b>16 Payables</b>	<b>2019</b>	<b>2018</b>
	<b>\$</b>	<b>\$</b>
Trade creditors	172,183	132,086
Criminal history checks	43,605	71,608
Other creditors and accruals	115,683	211,582
<b>Total</b>	<b>331,471</b>	<b>415,276</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.

**17 Accrued Employee Benefits**

*Current*

Salaries Payable	99,778	-
Annual leave	582,468	551,022
Salaries on costs payable	81,631	59,970
	<b>763,877</b>	<b>610,992</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.

**Queensland College of Teachers**  
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**17 Accrued Employee Benefits (continued)**

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*.

**18 Other Liabilities**

	<b>2019</b>	<b>2018</b>
	\$	\$
<i>Current</i>		
Unearned Grant income	245,715	-
Unearned Fee Income	7,788,407	216,386
Lease Incentive Liability+	-	184,296
	<b>8,034,122</b>	<b>400,682</b>
<i>Non-Current</i>		
Lease Incentive Liability+	-	<b>930,875</b>

**Accounting Policy**

The College adopted the new accounting standard AASB 15 – Revenue from Contract with Customers as of 1 January 2019. The College recognises monies received as unearned income until services and benefits promised to customers have been fully satisfied. The unearned income is mainly comprised of registration fees received upfront in respect to future periods of registration, application fees awaiting the College's assessment and contractual amounts received under specific contracts yet to be fulfilled. The balance of Unearned Fee Income on adoption of the new accounting standard as at 1 January 2019 was \$7,255,346.

+On adoption of AASB16 \$431,099 of Lease incentives, representing the rent-free periods of the current lease was transferred to the College's accumulated surplus. The remaining balance has been offset against the opening value of the right of use asset created on adoption of the standard.

**Accounting Policy previously applied**

*Lease Incentive*

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.

**Unearned fees:**

A liability is recognised in respect to refundable fees. The fees are recognised as income when the College has performed its obligations and has obtained the right to record the income.

**Queensland College of Teachers**  
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**19 Lease Liability**

	<b>2019</b>	<b>2018</b>
	<b>\$</b>	<b>\$</b>
<i>Current</i>	558,878	-
<i>Non-Current</i>	6,084,407	-
<b>Total</b>	<b>6,643,285</b>	<b>-</b>

**Accounting Policy**

The lease liability is initially measured on a present value basis. Lease liabilities include the net present value of the fixed lease payments.

Current operating lease rental payments 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 is recognised as an expense (Note 10).

From 1 January 2019, leases are recognised as a right-of-use asset and a corresponding liability at the date at which the leased asset is available for use by the College. Assets and liabilities arising from a lease are initially measured on a present value basis. Lease liabilities are to include the net present value of the following lease payments:

- fixed payments (including in-substance fixed payments), less any lease incentives receivable
- variable lease payment that are based on an index or a rate, initially measured using the index or rate as at the commencement date
- amounts expected to be payable by the College under residual value guarantees
- the exercise price of a purchase option if the College is reasonably certain to exercise that option, and payments of penalties for terminating the lease, if the lease term reflects the College exercising that option.

Lease payments to be made under reasonably certain extension options are also included in the measurement of the liability.

The lease payments are discounted using the interest rate implicit in the lease. If that rate cannot be readily determined, the QTC's Fixed Rate Loan rates that correspond with the lease commencement month and lease term.

**Accounting Policy previously applied**

Lease payments from operating lease arrangements are recognised on a straight-line basis over the period of the lease. These lease payments are recorded as an operating expense and discounted by any amortisation of lease incentives.

**Queensland College of Teachers**  
**Notes To and Forming Part of the Financial Statements**  
**for the year ended 31 December 2019**

<b>20 Reconciliation of Operating Result to Net Cash from Operating Activities</b>	<b>2019</b>	<b>2018</b>
	<b>\$</b>	<b>\$</b>
Operating result	<b>957,069</b>	<b>(417,375)</b>
Depreciation and amortisation	878,761	189,628
Finance Charges	204,572	-
Change in assets and liabilities		
(Increase)/Decrease in other receivables	(8,615)	(5,077)
(Increase)/Decrease in GST receivables	3,501	6,129
(Increase)/Decrease in LSL reimbursement	(6,753)	(11,944)
(Increase)/Decrease in prepayments	(65,682)	47,230
Increase/(Decrease) in payables	(83,806)	(36,168)
Increase/(Decrease) in accrued employee benefits	152,884	(185,314)
Increase/(Decrease) in unearned revenue	1,677,563	(22,555)
Increase/(Decrease) in lease incentive liability	(1,115,171)	(161,462)
Increase/(Decrease) in GST payable	2,422	196
Net cash from/used in operating activities	<b><u>2,596,745</u></b>	<b><u>(596,712)</u></b>

## **21 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.

**Queensland College of Teachers**  
**Notes To and Forming Part of the Financial Statements**  
**for the year ended 31 December 2019**

**21 Financial Instruments (Continued)**

**(a) Categorisation of Financial Instruments**

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

<b>Category</b>	Note	<b>2019</b> \$	<b>2018</b> \$
<b>Financial assets</b>			
Cash and cash equivalents	11	10,441,480	9,374,834
Receivables	12	137,889	128,445
<b>Total</b>		<b>10,579,369</b>	<b>9,503,279</b>
<b>Financial liabilities</b>			
Financial liabilities measured at amortised cost:			
Payables	16	331,471	415,276
<b>Total</b>		<b>331,471</b>	<b>415,276</b>

**(b) Financial Risk Management**

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

**(c) Credit Risk Exposure**

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

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

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

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

**Queensland College of Teachers**  
**Notes To and Forming Part of the Financial Statements**  
**for the year ended 31 December 2019**

**21 Financial Instruments (Continued)**

**2019 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	137,889				137,889
<b>Total</b>	<b>137,889</b>	-	-	-	<b>137,889</b>

**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>

**(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 24.

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

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

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

**Queensland College of Teachers**  
**Notes To and Forming Part of the Financial Statements**  
**for the year ended 31 December 2019**

**21 Financial Instruments (continued)**

	Note	2019 Payable in			Total
		< 1 year	1 – 5 year	> 5 years	
		\$	\$	\$	
<b>Financial liabilities</b>					
Payables	16	331,471			331,471
<b>Total</b>		<b>331,471</b>	<b>-</b>	<b>-</b>	<b>331,471</b>

	Note	2018 Payable in			Total
		< 1 year	1 – 5 year	> 5 years	
		\$	\$	\$	
<b>Financial liabilities</b>					
Payables	16	415,276			415,276
<b>Total</b>		<b>415,276</b>	<b>-</b>	<b>-</b>	<b>415,276</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 \$104,414 (2018: \$ 93,748). 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>2019 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	10,441,480	(104)	(104)	104	104
<b>Overall effect on operating result and equity</b>		<b>(104)</b>	<b>(104)</b>	<b>104</b>	<b>104</b>

**Queensland College of Teachers**  
**Notes To and Forming Part of the Financial Statements**  
**for the year ended 31 December 2019**

**21 Financial Instruments (continued)**

<i>Financial Instruments</i>	<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>

**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.

**22 Segment Information**

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

**23 Commitments for Expenditure**

At 31 December the College did not have any commitments in respect of operating leases or capital expenditure.

**24 Accumulated Surplus**

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

**Adoption of New Standards**

Upon adoption of both AASB 15 Revenue from Contracts with Customers and AASB 16 Leases, the opening balance of accumulated surplus was adjusted to reflect the impact due to changes of accounting policy.

The net impact of these changes on retained earnings was a decrease of \$6,824,247.

**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.

During the period the policy has been changed to include only those registrations falling into the five- year bulk renewal cohort. Based on current Criminal History Check fees, management has estimated the cash outflow over the next five years to be approximately of \$ 1.3 million (2018: \$2.9 million). Previously the estimate was based on all teacher registrations falling into the 5-year registration period.

As such, the previously earmarked \$4.4 million (2018: \$4.3 million) of the total Deposits at Call (Note 11) which has been allocated and invested in a separate account to meet this future obligation will be utilised to service the cash flow impact of the bulk cohort renewals which will occur in 2020 - 21.

**Queensland College of Teachers**  
**Notes To and Forming Part of the Financial Statements**  
**for the year ended 31 December 2019**

**25 Contingencies**

There were no known contingent assets or liabilities of a significant nature as at 31 December 2019 (2019: Nil).

**26 Remuneration of Board Members**

The College's Board comprised the following members during 2019:

<b>Name</b>	<b>Membership Category</b>
Emeritus Professor W Patton (Chairperson)	Nominee of the Minister for Education
Professor W Blayney	A practising teacher educator nominated jointly by vice-chancellors of universities that provide an approved preservice teacher education program
C Richardson*	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 Goldberg	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
D Bliss	Practising teacher representing non-State schools, jointly nominated by the QCEC and AISQ
Dr M Beedles	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)
J Valentine	Nominee of the Chief Executive

\* resigned 31 July 2019

+ resigned 22 October 2019

\$ resigned 31 December 2019

	<b>2019</b>	<b>2018</b>
<b>Total Remuneration paid to Board Members</b>		
	<b>\$</b>	<b>\$</b>
Emeritus Professor W Patton (Chairperson)	28,942	36,098
Professor W Blayney	3,382	-
Dr M Beedles	3,559	-
K Campradt	4,356	2,690
Professor N Alloway#	-	2,690
B Gray#	-	1,595
E Siganto #	-	2,392
	<b>40,239</b>	<b>45,465</b>

# Resigned 2018

Board Remuneration included fees of \$36,602 and superannuation of \$3,637 (2018: fees of \$41,575 and superannuation of \$3,890).

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

**Queensland College of Teachers**  
**Notes To and Forming Part of the Financial Statements**  
**for the year ended 31 December 2019**

**27 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.

**28 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 12).

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 2019**

**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), section 42 of the *Financial and Performance Management Standard 2019* 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; and

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 2019 and of the financial position of the College at the end of that year.

We acknowledge responsibility under s 8 and s 15 of the Financial and Performance Management Standard 2019 for the establishment and maintenance, in all material respects of an appropriate and effective system of internal control and risk management processes with respect to financial reporting throughout the reporting period.



D Fishburn  
Director

14 February 2020



Emeritus Professor W Patton  
Chairperson

14 February 2020

## 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 2019, 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 2019 and Australian Accounting Standards.

The financial report comprises the statement of financial position as at 31 December 2019, 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 2019, 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 2019 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.

**Report on other legal and regulatory requirements**

In accordance with s.40 of the *Auditor-General Act 2009*, for the year ended 31 December 2019:

- 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.

A handwritten signature in black ink, appearing to read "BDeoji".

Bhavik Deoji  
as delegate of the Auditor-General

18 February 2020

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) making 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.

### **230B College's functions about certification of teachers**

(1) The college has the function of administering the process for the certification of teachers under chapter 2A.

(2) Without limiting subsection (1), the college's functions include the following—

- (a) deciding certification applications and renewal applications;
- (b) keeping records in relation to certifications;
- (c) coordinating training for persons involved in the assessment of teachers for certification, or the renewal of certifications, under chapter 2A.

(3) The college may engage another entity prescribed by regulation to assist the college in performing its functions under this section.

### **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) 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.
- (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) must consult with the chief executive and the representative entities; and
  - (b) may consult with other entities it considers appropriate.
- (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.
  - (d) the abilities, experience, knowledge and skills required for a certification application to proceed to assessment stage 2;
  - (e) the abilities, experience, knowledge and skills required for certification as a highly accomplished teacher or lead teacher, or the renewal of a certification.
- (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 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
- A nominee with broad financial expertise
- 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 five times 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 2019 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 an employing authority for a school)
- A member of the registered health practitioner panel, if the application relates to a PC&TCC decision about a practice and conduct matter involving an impairment of a teacher
- One or more additional member(s) with specialist knowledge appropriate to the application(s) being considered at the meeting, if required (for example, professional practice, professional conduct, approval of preservice teacher education programs).

As the Act specifies that the committee must consist of at least three persons, at least these three members must consider the matter. If the application relates to a decision about impairment of a teacher, a member of the registered health practitioner panel must also consider the matter.

The Chair of the Board is delegated/authorised to appoint another member of the committee as the chair of the committee in the event that the Board appointed chair is unable to attend or consider an application.

The Chair of the Board is delegated/authorised to appoint the additional members with specialist knowledge.

The Director QCT, the Executive Manager (Legal) and the Executive Manager (Registration) are delegated/authorised to appoint members in the event of unavailability or conflict of interest of the usual members.

Staff of the Registration unit or the Legal unit 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.

The Committee met fifteen times in 2019.

## 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 ten times in 2019.

## 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 certification, teacher education including professional experience, accreditation and professional development
- 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
- 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 2019.

## 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
- 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 Queensland 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
  - One is identified by the Queensland Independent Education Union
- 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 was not required to meet in 2019.

## **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 seven times in 2019.

## 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	<i>Restart Teaching</i>
Australian Catholic University	<i>Return to Teaching in Schools</i>

## Appendix 5: Publications

Publications of the QCT in 2019 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 2018*

### **Strategic Plan**

Strategic Plan 2019–2022

### **Periodicals**

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

### **Research reports**

*Attrition of Queensland Graduate Teachers (March 2019)*

([https://cdn.qct.edu.au/pdf/QCT\\_Qld\\_Graduate\\_Attrition\\_Report\\_2019.pdf?\\_ga=2.66570153.602022902.1580431584-1036033947.1572908942](https://cdn.qct.edu.au/pdf/QCT_Qld_Graduate_Attrition_Report_2019.pdf?_ga=2.66570153.602022902.1580431584-1036033947.1572908942))

*Challenging Regulatory Burden Without Compromising Quality, Rigour or Oversight in Initial Teacher Education Accreditation (April 2019)*

([https://cdn.qct.edu.au/pdf/Research/QCTStudyOnRegulatoryBurden.pdf?\\_ga=2.91588509.602022902.1580431584-1036033947.1572908942](https://cdn.qct.edu.au/pdf/Research/QCTStudyOnRegulatoryBurden.pdf?_ga=2.91588509.602022902.1580431584-1036033947.1572908942))

## 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>Position</b>	<b>Name</b>	<b>Meetings/</b>	<b>Approved daily fee \$</b>	<b>Approved subcommittee fees if applicable</b>	<b>Actual fees received \$</b>
Chair	Professor WA Patton	8	650	Nil	26,352
Member	Professor W Blayney	7	500	Nil	3,000
Member	KM Campradt	6	500	250	4,000
Member	Dr M Beedles	7	500	Nil	3,250
No. scheduled meetings	8				
Total out-of-pocket expenses					36,602

\* Only Board members who are not employed in the public sector are eligible to receive sitting fees. Not all eligible members elect to receive fees. Some eligible members, especially the Chairperson, receive Special Assignment Fees for other work undertaken in their capacity as directors. Half the daily fee is payable for meetings lasting four hours or less.

# 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
HR	Human resources
ICT	Information and Communication Technology/ies
IRC	Internal Review Committee
IT	Information Technology
ITE	Initial Teacher Education
PC&TCC	Professional Capacity and Teacher Conduct [Committee]
PSC	Professional Standards Committee
PTT	Permission to Teach
QAO	Queensland Audit Office
QBECT	Queensland Beginning and Early Career Teachers Network
QCAT	Queensland Civil and Administrative Tribunal
QCDE	Queensland Council of Deans of Education
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
TEMAG	Teacher Education Ministerial Advisory Group
TEQSA	Tertiary Education Quality and Standards Agency
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 2019 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:

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

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









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