

# Annual Report

2020



## 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 2020.

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.

In line with the Queensland Government's Unite and Recover savings measures (announced July 2020), production of this Annual Report has been simplified to reduce production costs.

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. Feedback can be provided by email or online through the Queensland Government Get Involved website: [www.qld.gov.au/annualreportfeedback](http://www.qld.gov.au/annualreportfeedback).

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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

26 February 2021

The Honourable Grace Grace MP  
Minister for Education, Minister for Industrial Relations and Minister for Racing  
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 2020.

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\\_2020.pdf](http://www.qct.edu.au/Publications/Corporate/QCT_Annual_Report_2020.pdf) and a checklist outlining the annual reporting requirements can be accessed at:

[http://www.qct.edu.au/Publications/Corporate/QCT\\_Annual\\_Report\\_2020\\_Compliance.pdf](http://www.qct.edu.au/Publications/Corporate/QCT_Annual_Report_2020_Compliance.pdf)

Yours sincerely



Emeritus Professor Wendy Patton  
Chairperson of the Board

Queensland College of Teachers  
601 Coronation Drive  
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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 Act), 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.

The functions and powers of the QCT are specified in sections 230–236 of the Act, which can be accessed via the following page of the QCT website: <https://www.qct.edu.au/about/legislation> or on the Queensland Government's legislation website: <https://www.legislation.qld.gov.au>.

## 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.

# Introduction

Even without the added challenges of a global pandemic, 2020 would have been an especially busy year for the QCT. It was a 'renewal year', the one year in every five when the largest cohort of fully registered teachers (over 50,000 teachers) are due to renew their registration; it was the first full year of delivering our added function of certification of Highly Accomplished and Lead teachers; and we received an increased number of notifications from employers about professional conduct matters.

The emergence of the COVID-19 pandemic in March saw the QCT refocus and rationalise its activities for the remainder of the year. Some regular activities had to be cancelled, deferred or moved online. Some projects were put on hold or continued with revised timelines. Previously manual work processes were rapidly digitised. The majority of staff were quickly moved offsite to work from home and/or provided with greater flexibility in their working arrangements. Some staff members were redeployed to other areas of the office. Internal and external meetings were moved to videoconferencing platforms.

With most employees working from home, adjustments to ensure staff were still engaging in meaningful and productive work meant regular communication with managers and within teams, increased use of some existing digital tools and revised business processes. Alongside the logistics of moving staff offsite to ensure the continuity of regulatory activities, a strategic effort was undertaken to ensure staff well-being. Measures were put in place to support communication and connection to the organisation as well as ensure that work-life balance was maintained.

Despite the many challenges that 2020 presented, we are proud of our achievements during the year. We continued to deliver our key regulatory functions and a high level of customer service throughout the year; we greatly enhanced the efficiency of the five-yearly renewal process, enabling a much larger proportion of renewals than in previous years to be completed ahead of the due date; and we responded, through flexible policy administration and agile decision making, to the needs of final-year initial teacher education (ITE) students impacted by COVID-19 restrictions on schools.

During the year, we processed over 42,000 applications for five-yearly renewal or restoration of registration, bringing to over 52,000 the total number of applications processed in 2020, including applications for approval to teach, progression from provisional to full registration, or renewal of registration. We undertook nearly 4,000

suitability to teach assessments on applicants for registration or renewal and suspended the registration of 33 teachers as part of our child protection work. We delivered online workshops, webinars, and information sessions about registration-related matters to thousands of teachers, preservice teachers and teacher education faculty; assessed and granted stage 1 or stage 2 accreditation to seven ITE programs, and considered and approved 62 program change notifications; and undertook or collaborated in various research and data analysis projects related to teacher regulation.

While the pandemic required us to refocus our activities, it did not adversely affect our operating result for the 2020 calendar year – quite the opposite. Contrary to initial expectations, COVID-19 had a little impact on registration applications and cancellation estimates. Cost-savings arising from the COVID-19 pandemic, mostly generated in the areas of travel expenses, consultants and administration related costs, resulted in an operating deficit much smaller than that originally predicted. We expect the impact of COVID-19 and the overall economic outlook will have little overall effect on future operating results and short- and long-term operations.

Moreover, our adaptations to the pandemic have provided opportunities and new ways of working. In particular, the increased digitisation of business processes may provide future opportunities for changed cost structures post-COVID-19 that we hope to capitalise on in coming years. The increased flexibility of working options provided during the pandemic could offer new and more efficient ways to design the way the QCT workplace operates.

The year saw changes to our Board membership as detailed elsewhere in this report. From March onwards our Board meetings moved to a video-conferencing platform, with almost all members participating from their homes or offices. In addition to its regular, scheduled meetings, the Board held two additional meetings specifically to consider and approve changes to ITE program requirements arising from the impact of COVID-19 restrictions on the ability of ITE students to complete their professional experience sessions in schools.

Due to changes required to provide flexible solutions related to the COVID-19 pandemic, our engagement and collaboration with stakeholders greatly increased. It became apparent that a number of participating stakeholders had little understanding or knowledge about the QCT's role in certain areas. As a result, to support stakeholder understanding of the work of the QCT more

broadly, we will pursue opportunities in future for greater visibility for the QCT such as the inclusion of branding, where relevant.

As Chair and Director, we maintained our regular program of twice-yearly meetings with senior representatives of the QCT's major stakeholders to discuss key priorities, listen to feedback and identify new opportunities for working collaboratively. It was pleasing to hear our stakeholders commend the way the QCT had maintained business continuity and service delivery despite the challenges presented by the pandemic. Meetings indicated that the QCT was well-regarded by employing authorities and peak bodies and was seen to be acting in a responsive and future-focussed way in the current climate, working with stakeholders to create solutions for matters related to our legislated functions.

In the latter part of the year, the Board reviewed its 2019–2022 Strategic Plan to consider any potential changes desirable in the light of issues arising from the pandemic which may impact on the achievability of the Plan over its remaining two years. While it was considered the Plan itself did not require change, priorities for the remaining two years of the plan were adjusted.

The Board determined that over the next two years the QCT should prioritise core business; building the visibility of the QCT; recruitment, retention and development of QCT staff; and innovation. It was suggested that given its limited resources, the QCT be more selective about its extensive engagement at the national level and that the agency explore supplementary sources of funding.

These responses indicated the importance of restarting the financial optimisation and strategic Human Resources (HR) work which had been temporarily put on hold due to the impact of the pandemic this year. The Board reaffirmed its commitment to these projects, as well as to an external review of the QCT's internal review processes. This work will be prioritised in 2021 and will help ensure the QCT remains well-placed to carry out its role into the future.

Among the QCT's numerous activities, one that brings us – and the profession – most pleasure is the annual TEACHX Awards program. This year, due to COVID-19 restrictions on public gatherings, we conducted the awards ceremony as a totally online event. 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 as a whole through publicity for the award nominees, finalists and winners and enhances the public profile of the QCT. We are grateful to

our sponsors – QSuper (welcomed as a new sponsor this year), Schoolzine, Teachers Mutual Bank, The Courier-Mail, and TUH Health Fund – for their valued ongoing support for the awards.

We look forward to celebrating our 50th anniversary in 2021 and taking this opportunity to further promote the profession and raise the visibility of the QCT.

This report amply shows 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 act with transparency (Be courageous) and we lead and set clear expectations and develop ourselves and those around us (Unleash potential).

The QCT Board deserves special thanks this year for its willingness to respond and adapt to the year's particular challenges and the greater demands this made on members' time. While our IT staff must be praised for their unflagging helpfulness in speedily providing the technical support to enable the majority of staff members to work from home, we would like to acknowledge the commitment and efforts of all QCT staff in responding to the pandemic, managing the transition while maintaining high-quality services, and focussing our energy on delivering outcomes for Queensland teachers and all our stakeholders.

**Professor Emeritus Wendy Patton**  
Chairperson, QCT Board

**Deanne Fishburn**  
Director, QCT Office

# 2020 Performance against Strategic Plan

The QCT Strategic Plan for 2019–2022 identifies the objectives, strategies and performance indicators shown in Table 1 (pages 10-14). The table indicates achievements against the strategies and performance indicators in 2020. 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 contributed to the Queensland Government's objectives for the community. The government's objectives for the community are built around Unite and Recover – Queensland's Economic Recovery Plan: <https://www.qld.gov.au/about/how-government-works/objectives-for-the-community>.

The QCT contributes directly to the following two of the Queensland Government's objectives for the community:

**Investing in skills:** Ensure Queenslanders have the skills they need to find meaningful jobs and set up pathways for the future.

**Backing our frontline services:** Deliver world-class frontline services in key areas such as health, education and community safety.

### We do this by:

- ensuring education in schools is provided in a professional and competent way by approved teachers
- delivering world-class frontline services that uphold the standards of the teaching profession and maintain public confidence in the teaching profession.

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 Queensland Department of Education (DoE) 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 ITE 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.

An enhanced focus on child protection at both federal and state levels in the wake of the recent Royal Commission into Institutional Responses to Child Sexual Abuse, the National Review of Teacher Registration, and the Queensland Family and Child Commission review of the blue card has implications for our work.

The QCT works in cooperation with the Queensland DoE to ensure a coordinated approach to issues of national relevance.



## Strategic risks, opportunities and challenges

The QCT's Strategic Plan 2019–2022 identifies the following challenges and opportunities:

- Influence and respond effectively and strategically to rapid change in the education sector and in government regulatory policy
  - o Teaching is a complex and demanding profession and involves the engagement of stakeholders to develop and implement solutions to emerging issues. In a context of increasing national interest in schooling and the teaching profession, the QCT frequently engages in meetings and forums to help influence policy development, at both state and national levels, to enhance consistency of teacher regulation while maintaining Queensland's world class standards.
- Use emerging Information and Communication Technologies (ICT) platforms to increase organisational agility
  - o Use of technologies such as automation and social media provides opportunities to engage with teachers, teacher applicants and stakeholders in efficient and timely ways. Emerging risks are considered by the Digital Governance Committee for the QCT, with any relevant business risks elevated to the QCT's Audit and Risk Committee to mitigate any possible information security breaches or reputational damage.
- Remain financially viable in the long term given a single income stream from teacher registration fees
  - o The QCT is investigating ways to respond to financial risks associated with an aging register of teachers and increasing service-delivery costs.
- Embrace predictive, preventive and responsive approaches to quality and safety
  - o By actively engaging in research and evidence-gathering, the QCT promotes preventive and responsive strategies to protect the best interests of children and ensure high standards for teachers in Queensland schools.
- Enhance strategies to promote the teaching profession
  - o The QCT creates opportunities to lead promotion of the profession through a range of activities designed to create positive perceptions of teachers and thus help to maintain public confidence in the profession.

The QCT recognises that its actions in implementing, administering and enforcing regulations play a significant role in effectively and efficiently achieving policy objectives and determining the level of regulatory burden experienced not just by our stakeholders and those we regulate, but also by ourselves as regulators. We strive to adhere to the model practices identified by the Queensland Government to reduce the burden/cost of regulation for all parties. As this report shows, we ensure that our regulatory activity is proportionate to risk and minimises unnecessary burden, we consult and engage meaningfully with our stakeholders, we provide appropriate information and support to assist compliance, we commit to continuous improvement and we are transparent and accountable in our actions.

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, and are suitable to teach 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 2021.

Table 1: Achievements against 2019–2022 Strategic Plan in 2020

## Contemporary regulation

Strategies	2020 Activities
Make robust, data-driven (when possible), timely and consistent decisions that are child/student-focussed and in the interests of the teaching profession	<ul style="list-style-type: none"> <li>Implemented a qualifications assessment training program to improve capability of QCT staff</li> <li>Implemented management action to engage with teachers more likely needing to undertake a Returning to Teaching (RTT) program prior to renewal so that they are complying with their RTT condition</li> <li>Finalised changes to improve functionality in myQCT for teachers with an RTT condition to mitigate serious emerging risks in respect to renewing teachers with a triggered RTT condition and risk of refusal at renewal</li> </ul>
Use powerful, secure and fit-for-purpose systems and processes	<ul style="list-style-type: none"> <li>Conducted the 2020 Census of teachers in Queensland schools</li> <li>Worked in partnership with Blue Card Services to finalise development of a Risk Assessment and Decision-making Tool by Griffith University for use by relevant QCT staff in assessing a teacher's risk of harm to children</li> </ul>
Use risk-based approaches to regulatory enforcement	<ul style="list-style-type: none"> <li>Implemented enhanced processes for practice and conduct proceedings against teachers on the grounds of incompetency</li> </ul>
Define, communicate and enforce standards to promote reliable and valid judgements by the QCT and our agents	<ul style="list-style-type: none"> <li>Presented webinars on professional boundaries and conduct issues</li> <li>Conducted six stage 2 accreditations and one stage 1 accreditation for ITE programs in Queensland</li> </ul>
Increase our efficiency and effectiveness by adopting practices afforded by new technologies	<ul style="list-style-type: none"> <li>Contributed to standard setting and implementation of revised national stage 1 and stage 2 accreditation guidelines through participation in a range of workshops and forums</li> <li>Supported Queensland ITE provider understanding of and compliance with program accreditation requirements, change notification processes and annual reporting through workshops and ongoing communication with program staff</li> <li>Facilitated COVID-19 policy changes to enable 11 ITE providers to apply professional experience changes ensuring that graduates continue to meet the Australian Professional Standards for Teachers (APST) and all requirements for graduation</li> <li>Supported regional partnerships across sectors to enhance understanding of the APST and mentoring of beginning teachers</li> <li>Considered strategies to support potential and new teachers entering the profession, in conjunction with the Government, Higher Education Institutions (HEIs), schooling sectors and other stakeholders</li> <li>Supported and developed preservice teacher, beginning teacher and experienced teacher understanding of the APST, to ensure maintenance of teacher quality across all career stages</li> <li>Conducted a range of information sessions and webinars to support preservice teachers' and approved teachers' understanding of teacher registration</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>Undertook significant work in governance and quality assurance of the certification process, including the internal review of certification decisions</li> </ul>

## Educational leadership

Strategies	2020 Activities
Lead a coordinated approach to promoting the teaching profession	<ul style="list-style-type: none"> <li>Received a record number of nominations for the QCT TEACHX Awards, held an inaugural virtual awards ceremony and secured significant media coverage of award finalists and winners</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>Commenced planning for 50th anniversary in 2021 of a Queensland teacher registration authority, including setting up a stakeholder reference group to strategically guide the operational work for anniversary celebrations</li> <li>Developed a suite of digital solutions to manage teacher registration and ensure business continuity during COVID-19 pandemic restrictions</li> </ul>
Increase the visibility of, and public confidence in the QCT	<ul style="list-style-type: none"> <li>Led the review of the Queensland Professional Experience Reporting Framework (QPERF) in cooperation with stakeholders including employers, teacher unions, professional associations and ITE providers</li> <li>Led national TRA collaboration for review and redevelopment of accreditation guidelines, including final editing of national documentation</li> </ul>
Develop and implement policies that are future-focussed and responsive to changes in community expectations	<ul style="list-style-type: none"> <li>Advised the Australian Institute for Teaching and School Leadership (AITSL) on data sources and collection processes for ITE provider reporting, based on QCT annual reporting and program accreditation requirements</li> <li>Developed and delivered workshops and supported cross-sectoral training of mentors in schools and early childhood settings</li> <li>Represented the Australasian Teacher Regulatory Authorities (ATRA) in Reading Instruction, Including Phonics, in ITE Expert Group</li> <li>Partnered with the Institute for Learning Sciences and Teacher Education to support Teaching Performance Assessment case studies for use in COVID-safe final professional experiences for preservice teachers</li> <li>Conducted a national environmental scan of ITE entry requirements in all states and territories</li> <li>Participated in the AITSL Virtual National Roundtable on School Staff Abuse</li> <li>Participated in an early childhood workforce forum convened by the Australian Children's Education and Care Quality Authority</li> <li>Participated in the Australian Teacher Workforce Data (ATWD) project</li> <li>Participated in national consultation on the development of a Best Practice Framework for teacher registration policy and legislation to provide for the safety and well-being of children, Implementing recommendations of the Royal Commission into Institutional Responses to Child Sexual Abuse and National Review of Teacher Registration</li> </ul>

Table 1: Achievements against 2019–2022 Strategic Plan in 2020 (Continued)

## Innovation

Strategies	2020 Activities
Apply evidence-based approaches to decision-making	<ul style="list-style-type: none"> <li>Implemented improvements in data integrity, business processes and reports</li> <li>Introduced full integration of verification of overseas criminal history into online application for registration form</li> </ul>
Deliver exceptional user experiences for people engaging with us	<ul style="list-style-type: none"> <li>Introduced the use of a third-party provider to verify that an applicant's qualification documents are authentic and that they were the recipient of the qualification/s</li> </ul>
Use data-driven insights to achieve public value	<ul style="list-style-type: none"> <li>Implemented changes to the Renewal of registration form online and in ATIS (QCT's registration information system), developed an RTT review form and RTT review functionality in ATIS and reviewed and improved Renewal conditions case management</li> </ul>
Develop contemporary solutions to identified issues	<ul style="list-style-type: none"> <li>Implemented process and collateral changes to mutual recognition notifications as a result of the 2019 High Court decision (<i>Victorian Building Authority v Andreotis</i>)</li> </ul>
Develop metrics to guide and improve performance	<ul style="list-style-type: none"> <li>Implemented online process for teachers to move to full registration where they have moved to the equivalent of full registration in another state or territory</li> <li>Revised forms across the organisation to allow users to submit forms electronically</li> </ul>
Build organisational support to drive innovation	<ul style="list-style-type: none"> <li>Made technology improvements to Suitability to Teach assessment process connected with registration application and renewals, to enable this to run in a seamless and paperless way for the first time</li> <li>Delivered modules in the QCT's Core Information Technology (IT) System to support efficient processing of conduct matters and reporting</li> <li>Enhanced a portal to support the delivery of certification of Highly Accomplished teachers and Lead teachers</li> <li>Designed and commenced implementation of an Accreditation portal to support ITE providers in meeting program accreditation, change notification and annual reporting requirements in an efficient and timely manner</li> <li>Partnered with Filmpod to facilitate development, storage and distribution of high-quality films for Queensland schools</li> <li>Participated in the <i>One Teaching Profession</i> Recommendation 2 steering group, including stakeholder workshops and development of a final report on national consistency of the provisional-to-full teacher registration standard</li> <li>Continued to implement actions of a cross-unit Digital Governance working group to support a coordinated approach to decision making and ensure QCT remains contemporary in implementation of digital technologies to enhance operations.</li> </ul>

## Collaboration with our stakeholders

Strategies	2020 Activities
Co-create solutions to identified issues	<ul style="list-style-type: none"> <li>Launched improvements to user experience on the QCT website in priority areas and information on five-yearly Renewal</li> </ul>
Build and maintain a strong reputation by meeting community expectations	<ul style="list-style-type: none"> <li>Launched 50-year celebratory certificate for the anniversary of teacher regulation in Queensland</li> <li>Participated in the ATRA review of English language proficiency requirements and consideration of associated recommendations of the Report – <i>One Teaching Profession: Teacher Registration in Australia</i></li> </ul>
Enable stakeholder-led evaluation of the QCT	<ul style="list-style-type: none"> <li>Liaised with employing authorities and schools to implement arrangements to extend Permission to Teach (PTT) approval, if required, where course completion of preservice teachers approved under PTT was delayed due to COVID-19</li> </ul>
Proactively engage with stakeholders about education and regulation issues	<ul style="list-style-type: none"> <li>Collaborated with the Queensland DoE on the <i>Teaching Queensland's Future</i> publicity campaign</li> <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>Participated as members in HEI academic advisory committees to support program development and quality assurance in ITE in Queensland</li> <li>Participated in Global Citizenship Education Network</li> <li>Participated in Queensland Resources Council Trade to Teaching working group</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>Participated in DoE Aboriginal and Torres Strait Islander Cultural Capability Framework working group</li> <li>Developed five fit-for-purpose, point-in-time webinars to ensure high quality teaching of preservice teachers and teachers delivering online programs during the COVID-19 pandemic</li> <li>Participated on the multi-stakeholder professional experience reference group to co-create solutions for preservice teachers to engage in authentic and valid professional experience placement during COVID-19</li> </ul>

Table 1: Achievements against 2019–2022 Strategic Plan in 2020 (Continued)

## Organisational sustainability

Strategies	2020 Activities
Ensure QCT is appropriately resourced, well managed and fit-for-purpose	<ul style="list-style-type: none"> <li>Reviewed QCT's complaints management system procedure to strengthen databases and recordkeeping processes, and monitor response times for enhancement of business operations and customer service</li> <li>Continued to develop QCT's performance measurement framework and refined organisational performance measures and the presentation of quarterly reports to the Board</li> </ul>
Cultivate a high performing and diverse organisation	<ul style="list-style-type: none"> <li>Enhanced QCT Corporate Risk reporting processes to the Audit and Risk Committee to ensure effective and efficient operations of the QCT</li> </ul>
Pursue opportunities to enhance our financial sustainability	<ul style="list-style-type: none"> <li>Arranged internal audits of QCT records management and business continuity planning, and began acting on their recommendations</li> <li>Implemented strategies to enhance the sustainability and resilience of the QCT's IT systems</li> </ul>
Take steps to reduce our environmental impact	<ul style="list-style-type: none"> <li>Continued implementation of Information and Communication Technology Strategic Plan</li> <li>Further developed monitoring of QCT contracts and agreements</li> </ul>
Redesign our work to capitalise on new modes of working and learning	<ul style="list-style-type: none"> <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>Continually monitored and managed our organisational structure, positions and workload</li> <li>Provided comprehensive induction for all new staff members</li> <li>Maintained staff Well-being Program and provided information and access to the Employee Assistance program for all staff</li> <li>Supported staff transition to retirement and ensured the retention of corporate knowledge</li> <li>Actioned working-from-home arrangements for business continuity and sustainability as a result of COVID-19</li> <li>Embarked on a program to multi-skill staff in registration-related activities in order to increase capability across the unit and mitigate potential issues with tasks that are normally undertaken by a specific staff member</li> <li>Maintained 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> <li>Supported QCT staff to undertake relevant professional development and training activities to improve skills and capabilities</li> <li>Digitised workshop materials and feedback forms</li> <li>Negotiated 2020-2022 grant agreement with DoE to ensure cost neutrality of certification</li> <li>Refined governance processes in 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</li> </ul>

# Performance indicators

<b>Fair and just processes</b>	<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> </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 – 17 # Updates to register within 1 working day of receiving s48 – 17</small></p>
<b>Stakeholder satisfaction</b>	<p>% of respondents to surveys who are satisfied with their experience of the QCT:</p> <p>Target: 80%</p> <p>Achieved: <b>96.5%*</b> (workshops/webinars)    <b>92.7%^</b> (application process)</p> <p><small>* Based on responses to feedback surveys regarding teacher engagement workshops and webinars (total 2142 respondents) ^ Based on responses to feedback surveys submitted by applicants for registration/PTT/renewal (total 1279 respondents)</small></p> <p>All major QCT stakeholders (the Minister, employers of teachers, teacher unions, parent groups) expressed satisfaction with QCT during biannual meetings with Chair and Director.</p>
<b>Positive public profile</b>	<ul style="list-style-type: none"> <li>Significantly increased numbers of followers on social media</li> <li>Extensive coverage in traditional media of QCT teaching awards program</li> <li>Articles by QCT Director appeared in mainstream media</li> </ul>
<b>Positive workplace climate</b>	<p>% of staff with positive work morale:</p> <p>Target: 70%      Achieved: <b>79.5%*</b></p> <p><small>* Based on responses to Working for Queensland survey 2020: 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>74%*</b></p> <p><small>* Based on responses to Working for Queensland survey 2020: positive responses to Q28a 'I received useful feedback on my performance'</small></p>
<b>Financial sustainability</b>	<ul style="list-style-type: none"> <li>Received an unqualified audit report</li> <li>Maintained one of the lowest annual teacher registration fees in Australia</li> <li>Achieved significant cost savings and a much better operating result from continuing operations than originally predicted</li> </ul>

# Outlook for 2021

Our priorities for 2021 include the following, listed against the Objectives and Strategies of the QCT's Strategic Plan for 2019–2022:

## Contemporary regulation

Strategies	2021 Projects/priorities
Make robust, data-driven (when possible), timely and consistent decisions that are child/student-focussed and in the interests of the teaching profession	<ul style="list-style-type: none"> <li>• Monitor and implement any required changes that may impact on how the QCT processes applications for mutual recognition and introduction of notices of intent</li> <li>• Prioritise and develop, based on customer information demands, Video/ PowerPoint instructional short clips for insertion at critical points for priority information areas</li> </ul>
Use powerful, secure and fit-for-purpose systems and processes	<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> </ul>
Use risk-based approaches to regulatory enforcement	<ul style="list-style-type: none"> <li>• Review professional conduct resources</li> <li>• Review the <i>Education (Queensland College of Teachers) Act 2005</i> and QCT policies and processes for compatibility with the <i>Human Rights Act 2019</i></li> </ul>
Define, communicate and enforce standards to promote reliable and valid judgements by the QCT and our agents	<ul style="list-style-type: none"> <li>• Implement an online system for stakeholders to lodge notifications/ complaints to the QCT about teacher professional conduct</li> <li>• Refine enhanced processes for practice and conduct proceedings against teachers on the grounds of incompetency</li> </ul>
Increase our efficiencies and effectiveness by adopting practices afforded by new technologies	<ul style="list-style-type: none"> <li>• Support Queensland accreditation panel members and ITE providers with implementation of the revised national accreditation guidelines</li> <li>• Continue to implement certification for teachers employed in DoE and Queensland Catholic Education Commission (QCEC) schools, supporting assessor training and processes; conduct moderation activities with Independent Schools Queensland (ISQ)</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, preservice teachers and employers currently provided via webinars, web conferences, videos, and e-books, to include new resources and modes of delivery, to support understanding and implementation of the APST</li> </ul>



## Educational leadership

Strategies	2021 Projects/priorities
<b>Lead a coordinated approach to promoting the teaching profession</b>  <b>Seize opportunities and participate in events that shape and influence state and national teacher regulatory policy</b>  <b>Increase the visibility of, and public confidence in the QCT</b>  <b>Develop and implement policies and programs that are future-focussed and responsive to changes in community expectations</b>	<ul style="list-style-type: none"> <li>• In consultation with stakeholders, promote the teaching profession by mounting activities to mark the 50th anniversary in 2021 of a teacher regulatory authority in Queensland</li> <li>• Acknowledge outstanding Queensland teachers through the QCT TEACHX Awards program</li> <li>• Collaborate with other education stakeholders on World Teachers' Day and other publicity campaigns to promote the teaching profession</li> <li>• Implement a research program including providing teacher research grants and contributing to a study of the assessment of professional experience in ITE programs</li> <li>• Monitor and participate in government strategic developments in teacher regulation and associated fields</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, including the Best Practice Framework for child safety aspects of teacher registration</li> <li>• Participate in national activities such as the ATWD project</li> <li>• Influence national consistency among teacher regulatory authorities and provide support through engagement in the ATRA Professional Conduct and Legal Officers Network, ITE Network and Executive Officers Group</li> </ul>

## Innovation

Strategies	2021 Projects/priorities
<b>Apply evidence-based approaches to decision-making</b>  <b>Deliver exceptional user experiences for people engaging with us</b>  <b>Use data-driven insights to achieve public value</b>  <b>Develop contemporary solutions to identified issues</b>  <b>Develop metrics to guide and improve performance</b>  <b>Build organisational support to drive innovation</b>	<ul style="list-style-type: none"> <li>• Review and enhance QCT Complaints Management System processes to improve efficiencies and effectiveness</li> <li>• Update a visualisation of QCT progress on national policy initiatives such as those arising from the report of the Teacher Education Ministerial Advisory Group and the National Review of Teacher Registration</li> <li>• Launch a new intranet platform designed during 2020 in consultation with QCT Digital Governance Group</li> <li>• Continue to implement the Accreditation portal to facilitate accreditation, change notifications and annual reporting, with guidance from the ITE Data Working Group and the ITE Data Reference Group</li> <li>• Develop a strategy for a whole solution to integrating phone and email queues (and ATIS) so that customer service timeframes can be better measured, managed and improved</li> <li>• Finalise the development of a 3-year Digital Customer Care Strategy and implement first year of plan</li> </ul>

## Collaboration with our stakeholders

Strategies	2021 Projects/priorities
<b>Co-create solutions to identified issues</b>  <b>Build and maintain a strong reputation by meeting community expectations</b>  <b>Enable stakeholder-led evaluation of the QCT</b>  <b>Proactively engage with stakeholders about education and regulation issues</b>	<ul style="list-style-type: none"> <li>• Facilitate improved information sharing with Queensland Government departments and entities</li> <li>• Improve user experience of the QCT website in priority areas and information about registration</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>• Engage in in-depth stakeholder consultation including focus group workshops to continue the review of the QPERF in collaboration with the QPERF review reference group</li> <li>• Meet on a quarterly basis 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 required action arising from recommendations of the Royal Commission into Institutional Responses to Child Sexual Abuse and of the National Review of Teacher Registration, including implementation of a Best Practice Framework for child safety aspects of teacher registration</li> <li>• Develop a survey to measure stakeholder satisfaction to facilitate performance improvement across QCT functions</li> </ul>

## Organisational sustainability

Strategies	2021 Projects/priorities
<p><b>Ensure QCT is appropriately resourced, well managed and fit-for-purpose</b></p> <p><b>Cultivate a high performing and diverse organisation</b></p> <p><b>Pursue opportunities to enhance our financial sustainability</b></p> <p><b>Take steps to reduce our environmental impact</b></p> <p><b>Redesign our work to capitalise on new modes of working and learning</b></p>	<ul style="list-style-type: none"> <li>• Commence a review of the <i>Education (Queensland College of Teachers) Act 2005</i> to identify potential enhancements</li> <li>• Conduct an election of practising teachers to the Board, as required under the <i>Education (Queensland College of Teachers) Act 2005</i></li> <li>• Engage an external expert to review the QCT's processes for internal review of decisions</li> <li>• Continue to explore and implement financial optimisation measures to address budgetary challenges to ensure QCT's financial sustainability for the future</li> <li>• Develop an activity-based costing model for the certification function that may create a methodology to test other QCT activities</li> <li>• Negotiate sponsorship for 50th anniversary activities</li> <li>• Implement internal audit recommendations to improve Records Management processes and Business Continuity Planning</li> <li>• Implement strategies to enhance the sustainability and resilience of the QCT's IT systems</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> <li>• Engage with the whole of QCT Performance Management Framework to support staff engagement, performance and development</li> <li>• Implement measures to promote greater well-being and maintain high motivation among staff members</li> <li>• Undertake a review of process changes and learnings from COVID and working-from-home arrangements to identify any opportunities to improve processes and address workload issues in key positions</li> <li>• Prioritise skill and capability development required for key positions and implement strategies to develop skills and competencies</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 (PTT).

The following table (Table 2) shows the number of teachers on the register as at 31 December 2020 and the numbers of applications received, withdrawn, refused, and approved during the year, as compared with the previous four years. At the end of 2020, the register contained the names of 111,175 approved teachers (up 1.4% from the end of 2019).

**Table 2:** Queensland register of teachers, 2016 – 2020

Registration activity	2016	2017	2018	2019	2020
<b>Register of teachers</b>					
Number of approved teachers as at 31 Dec	104,510	106,915	108,220	109,629	111,175
<b>Applications for approval to teach</b>					
New applications received	6805	7081	6350	6693	6866
In progress as at 31 Dec*	644	854	576	613	945
<b>Outcomes of applications for approval to teach</b>					
Applications refused	125	103	98	109	64
Applications withdrawn	157	116	213	168	105
Applications approved	6595	6562	6303	6316	6322
<b>Provisional to full registration</b>					
Applications processed	3555	3417	3633	3370	3336
<b>Applications for renewal/restoration of registration</b>					
Received	16,706	6631	6944	7338	48,683
Processed	24,751	6799	6884	7223	42,293
In progress as at 31 Dec	473	280	324	115	6861

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

During 2020 a total of 3793 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 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 2020 was 1.5% less than in 2019.

<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	2019	2020
Cancellation due to fee not being paid*	2057	2123
End of period of provisional registration	395	333
End of five-year full registration	118	98
Voluntary surrender	1,054	950
Deceased	57	63
Other	168	226
Total	3849	3793

\*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 35.8 years and the average age of teachers on the register is 45.6 years. The average ages of applicants and teachers have remained relatively stable in recent years.

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

Applicants/teachers	Average age	
	2019	2020
All applicants	35.9	35.8
–Female applicants	35.6	35.4
–Male applicants	36.7	36.8
Approved teachers on the register	45.4	45.6

Table 5 shows the age profile of approved teachers and the gender breakdown by age group. Overall, more than three-quarters (76.6%) of teachers on the register are female and half of all teachers (51.7%) are aged 45 years or older, with 17.0% 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 2020 (Percentages are rounded and may not add to 100 per cent)

Age group	Percentage of register	Male	Female
0-24	3.0%	20.3%	79.7%
25-29	9.0%	22.9%	77.1%
30-34	11.0%	22.7%	77.3%
35-39	12.7%	21.9%	78.1%
40-44	12.6%	22.7%	77.3%
45-49	12.7%	22.5%	77.5%
50-54	11.9%	23.7%	76.3%
55-59	10.1%	24.5%	75.5%
60 and over	17.0%	29.7%	70.3%

### Location and employment

Approximately 96% of approved teachers have Queensland addresses. Most of the remainder have interstate addresses (1.8% being in New South Wales). Fewer than 1% of teachers are located overseas. These proportions have remained similar since 2006.

According to data on the register, at the end of 2020, 68.6% of approved teachers were known to be employed in permanent or long-term temporary teaching positions in Queensland schools (2019: 67.8%). This proportion has been gradually increasing since 2013, when it was 60.5%. Some 2% of approved teachers in 2020 were known to be employed in other educational institutions (e.g. Technical and Further Education, 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, 67.6% were in State schools and 32.4% were in non-State schools (2019: 66.8 and 33.2 respectively). This distribution has remained constant in recent years. Table 6 shows the distribution of teachers across employment sectors

**Table 6:** Sectoral distribution of teachers recorded as in permanent or long-term temporary teaching employment as at 31 December 2020

Employment sector	2019	2020
Non-State Primary	16.1%	16.1%
Non-State Secondary	17.1%	17.2%
State Primary	40.5%	39.8%
State Secondary	26.3%	26.9%

Of those employed in a permanent or long-term temporary teaching position in a Queensland school, 93.7% held full registration and the remainder provisional registration.

### Qualifications

Most approved teachers (90%) have at least four years of teacher education (i.e. four years of higher education including at least one year of professional teaching studies) (2019: 90%). 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 at the end of 2020.

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

Qualification	Initial teaching qualification	Total qualifications
4 years or more	46%	90%
3 years	23%	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 percent in some cases)

Age group	Less than 3 years	3 years	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%	1%	98%
45-49	1%	9%	91%
50-54	1%	18%	81%
55-59	3%	19%	78%
60 and over	4%	19%	78%

## Registration activity

### Applications for approval to teach

The QCT received a total of 6866 applications for approval to teach (an increase of 2.6% on the previous year). Applicants who had attained an initial teaching qualification from a Queensland institution within the past two years made up 37.8% (2019: 37.2%). 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 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 2020, 27 portfolio submissions were assessed (2019: 27). Of these, 12 applications were refused, one application was withdrawn by the applicant and the remaining 14 were granted provisional registration. The 14 approvals and 12 refusals for 2020 applications compares to 17 approvals and six refusals in 2019.

A further five applications (2019: 16) 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 2020, the QCT received 479 applications from teachers with overseas qualifications (2019: 564). The 15% decrease in overseas trained applicants compared to the previous year is largely a result of the impact of COVID-19 travel restrictions.

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 2020, 389 teachers who obtained their ITE qualification overseas were admitted to the register (2019: 436).

## 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 (ACT), the Northern Territory (NT), Queensland (Qld), South Australia (SA), Tasmania (Tas), Victoria (Vic), Western Australia (WA), and (from 2018) New South Wales (NSW) 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 (NZ) 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 2020 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	2019	2020
ACT	42	49
NSW	481	466
NT	86	99
NZ	186	117
SA	118	88
TAS	34	37
VIC	358	405
WA	137	96
TOTAL	1442	1357

## 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 2020 a total of 466 (2019: 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, 307 (2019: 347) did not re-apply for registration by 31 December.

During 2020, 3336 provisionally registered teachers successfully transitioned from provisional to full registration (2019: 3370).

## 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 211 applications completed in 2020, all of which were approved, represented an increase on the number completed in 2019 (178). In 2020, 90% of those granted PTT were currently enrolled in an ITE program, compared to 84% in 2019 and 87% in 2018.

Most PTT holders (57%) in 2020 were approved to teach in state schools, a slight drop from the 2019 figure (2019: 58%). The remaining PTT approvals were in the independent and Catholic school sectors. Approximately 30% of PTTs granted in 2020 were for a period of less than two school terms.

Prominent subject areas in 2020 included Design and Technologies, English, Mathematics, Health and Physical Education and the Sciences.

## 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 2020 is summarised in Table 10.

**Table 10:** Number of applications for renewal or restoration of registration in 2020

Activity	Number
Renewal applications received	47,117
Restoration applications received	1,566
Renewals and restorations processed* (total)	42,293
- renewed with a condition (mostly RTT)	5,075
- refused (not suitable to teach)	1

\* 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 2020, 51,346 criminal history checks on applicants were received from the Queensland Police Service (QPS) and the QCT relied on the Blue Card ‘working with children’ checks for another 4,785 applicants.

### Refusal of registration or PTT

During 2020, 64 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. In 2020:

- 46% of applications for registration were processed within 30 days (60% in 2019)
- 62% of applications for PTT were processed within 14 days (65% in 2019)
- 81% of renewal applications were processed within four days (81% in 2019), with 65% processed on the day received (59% in 2019)
- 80% of applications under mutual recognition were finalised within 30 days (86% in 2019).

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%. In 2020, 1,279 teachers completed the survey and overall, 79% of respondents were ‘very satisfied’, and a further 13.7% ‘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 Professional Capacity and Teacher Conduct Committee (PC&TCC), the IRC must make a recommendation to the QCT Board.

Six original decisions of the QCT based on professional practice requirements for registration were reviewed by the IRC at six meetings in 2020. All reviewed decisions were delegated decisions. In four of these cases the IRC decided to confirm the original decision. In one case the IRC decided to amend the original decision and in another case the IRC substituted another decision for the original decision.

The six professional practice review applications made in 2020 constituted a decrease from the ten received in 2019. The number of such review applications has varied over the past five years, with no overall trend discernible.

In addition, six meetings of the IRC were held in 2020 to review 11 original delegated decisions of the QCT regarding applications for certification as a Highly Accomplished or Lead teacher (2019: seven meetings and 20 applications). In nine of these cases the IRC confirmed the original decision. In two 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 teachers' careers.

Engagement in 2020 was primarily through online presentations and webinars, reference groups, and the provision of print and digital resources.

At the request of Queensland HEIs, the Professional Standards team delivered presentations to over 1400 preservice teachers. 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 1300 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 five webinars in five weeks to support preservice teachers and teachers in the online delivery of educational programs due to the COVID-19 shutdown of school campuses. This series had 7606 total registrations, with 1491 live (online) participants.

QCT webinars attracted over 2200 '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 9800 preservice and registered teachers watched recordings of the sessions in 2020.

Supervising teacher 'train the trainer' program workshops were moved online and were well attended and over-subscribed. These sessions support teachers to make judgements of preservice teacher performance at the Graduate career stage of the APST. 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 virtually at events organised by:

- beginning teacher networks such as the Independent Education Union's Beginning Educators (BEnet) and Early Childhood provisionally registered teacher and mentor groups
- DoE 'Teach Queensland' and 'Teach Rural' Career Fairs
- school clusters on a range of topics.

Feedback from these sessions indicates 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.

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 reference group, a professional forum for discussion about how the QCT can better support teachers in the early stages of their career, met once each term to discuss strategic issues of relevance to the College and early career teachers.

## 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. This period of supported induction to the teaching profession includes guided reflection on practice, professional development and growth, and 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 career stage.

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.

## Maintaining full registration - Returning to Teaching condition

An RTT condition is placed on a fully registered teacher's 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 (see Appendix 2), 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 2020 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 an RTT condition in 2019 and 2020

Pathway	2019	2020
Web-based individual QCT RTT pathway	170	187
QCT-endorsed RTT professional development programs	48	45
School/Employer-based pathway	15	8

At the start of the 2020 school year, 6458 registered teachers had an active RTT condition on their registration. During 2020, 2511 renewing teachers had an RTT condition applied to their registration and 2914 teachers had their existing RTT condition remain at renewal. By the end of the year a total of 7879 fully registered teachers had an RTT condition (2019: 6458).

## 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. Certification is a voluntary process.

Under the *Education (Queensland College of Teachers) Act 2005*, the QCT is the certifying authority for teachers employed in Queensland state schools and schools represented by the QCEC. To ensure national consistency, rigour, quality and fidelity, the QCT applies national processes and quality assurance activities.

The assessment of applications for certification 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. Additional funding for certification is provided by both the DoE and the QCEC to ensure the certification process remains a cost-neutral function of the QCT.

In 2020, the QCT received 105 applications for certification and trained more than 50 teachers and school leaders from state schools and employers represented by the QCEC to assess portfolios from applicants.

The QCT worked closely with the DoE and QCEC

to support applicants and assessors to overcome interruptions and obstacles presented by COVID-19. Consultations were held with the DoE, the QCEC and the QCT on the development of guidelines for assessors to support the provision of feedback to applicants.

A total of 45 teachers were certified during 2020 as Highly Accomplished teachers and four as Lead teachers. Feedback conversations were provided to unsuccessful applicants to support their professional learning in this area.

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.

## ITE program accreditation and approval

During 2020, 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 and one at Stage 1 accreditation, for three providers.

The following programs were granted accreditation under the national system in 2020:

### **Christian Heritage College**

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

### **University of Southern Queensland**

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

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

- Bachelor of Primary Education (Early Childhood)

In addition to the program approval process, 62 program change notifications were considered and approved by the PSC, as were adjustments to professional experience placement mechanisms for all ITE providers due to COVID-19 restrictions affecting schools.

A list of all Queensland ITE programs currently approved by the QCT for teacher registration purposes can be found in Appendix 1 and on the QCT website at <https://www.qct.edu.au/teaching-in-queensland/approved-accredited-teacher-education-programs>.

Implementation of the national ITE accreditation processes includes training of panel members by AITSL. In 2020 five Queensland teachers, teacher educators and employer representatives, relevant QCT officers and PSC members completed AITSL's online training.

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.

## Internship authorisations issued

In 2020 a total of 533 final-year students across all Queensland HEIs undertook authorised internships. This represents a drop from 2019 numbers (578), largely due to the cancellation of some internships because of COVID-19 restrictions. One HEI has removed the internship from their Early Childhood program to better accommodate the high-stakes, culminating, teaching performance assessment for final-year students. Internships in 2020 were associated with programs offered by Christian Heritage College, the University of Southern Queensland and Central Queensland University.

## Research and data analysis

### HEI accreditation portal

The HEI accreditation portal, based on the work of the QCT's ITE Data Portal Reference Group in 2019, is progressing through Phase 1 implementation. This phase will enable HEIs to submit accreditation documentation, access accreditation reports and final approval notices, and upload clean-copy program documentation. It will also support the publishing of accreditation summaries.

Future implementation phases will assist HEIs to meet annual reporting requirements, as well as provide change notifications and approvals. The portal will store data and information on program improvements that will inform Stage 2 accreditation and support a streamlined approach to accreditation.

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

### Review of the Queensland Professional Experience Reporting Framework

The QCT is coordinating the reference group established to undertake a review of the QPERF. The group comprises members of the Queensland Council of Deans of Education, school principals' associations, teacher unions and employers for all three sectors. The purpose of the review is to consider:

- alignment of the QPERF with national accreditation requirements and professional experience contexts in Queensland
- the effectiveness of the final recommendation report in assisting schools to make valid and reliable judgements
- the functionality in regard to design, layout and format of the final recommendation report.

As part of Stage 1 consultation to develop an evidence base, organisational analyses of the strengths, weaknesses, opportunities and threats of QPERF (in particular the final recommendation report) were undertaken. Key themes aligned to the terms of reference were identified as starting points for developing survey questions.

In 2021 feedback will be sought from all users of the QPERF, via a survey and online focus groups workshops. Updates about the review will be communicated via the QCT eNews publication and through employer and higher education institution communications.

## 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.

The QCT regularly provides 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.

During 2020, the QCT approved specific measures for Queensland ITE programs to provide a pathway for entry to the profession for final-year ITE students affected by the COVID-19 restrictions on schools, and thus help ensure a supply of new teachers for Queensland schools in 2020-21.

The QCT's engagement with key Queensland stakeholder groups such as principals' associations and the early childhood sector builds strategic and enduring relationships and provides 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 2020 in the area of national reform related to teacher quality.

As a leading regulator, the QCT provided substantial support to AITSL and ATRA in the establishment of nationally consistent understandings and practices in the accreditation of ITE programs. The QCT participated in regular meetings of the ATRA Teacher Quality and Regulation Forum.

At the start of the year, we hosted a week-long visit by the new Registrar of the Teacher Registration Board South Australia to exchange information on teacher regulatory processes and approaches.

During the year, the QCT Chair hosted two online meetings of the Chairs of the Australian teacher regulatory authorities to discuss matters of mutual interest.

The 'report card' developed by the QCT in 2019 to demonstrate the implementation in Queensland to date of the various reforms to ITE arising from the 2014 Teacher Education Ministerial Advisory Group report, *Action Now: Classroom Ready Teachers*, was shared with stakeholders early in the year. This reporting tool, which focusses on the QCT's efforts, provides a quick visual overview of progress made in five main areas of reform.

The QCT again participated in the Australian Teacher Workforce Data project (ATWD), by providing registration data and facilitating the distribution of a voluntary survey to Queensland registered teachers. The ATWD is jointly funded by all governments of Australia and is being implemented by AITSL together with the Australian Institute of Health and Welfare.

In March, the QCT made a submission to the November 2019 federal government discussion paper *Review of the National Architecture for Schooling in Australia*.

In December, the QCT submitted a response to the AITSL consultation paper on 'Building a High Quality Sustainable "VET in Schools" Workforce', released in November for feedback from stakeholders.

## International contributions

Plans for the Director and Chair to present a paper at the International Forum of Teacher Regulatory Authorities conference on the teaching profession, scheduled to take place in Edinburgh in May, were cancelled in March due to the pandemic. The opportunity to participate in this international forum will be taken up for the virtual version of the postponed conference to be held in 2021.

In May, the QCT Director participated by invitation as part of the panel of authoritative speakers convened for an international webinar hosted by the Teaching Council of Ireland titled 'An International perspective – What's happening in other countries?'.



## 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 QCT engages with teachers in various forums to increase awareness of professional conduct issues and with stakeholder groups such as school principals

and employing authorities to improve compliance with mandatory reporting obligations, particularly regarding notifications about harm to children.

The table below (Table 12) shows for 2020 and the previous year 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 2019 and 2020

Type of information or activity	Explanation	Activity	2019	2020
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	36	35
Change in criminal history notifications	Teachers and the QPS must notify the QCT of any changes in an approved teacher's criminal history.	Teacher and QPS notifications	153	195
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	329	610
		Employer notifications – competence	5	9
Other	The QCT can receive information other than mandatory notifications and complaints through information sharing arrangements and generally.	Other	16	16
Total disciplinary matters received:			539	865

**Table 12:** Professional conduct and disciplinary-related activity 2019 and 2020 (continued)

Type of information or activity	Explanation	Activity	2019	2020
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	462	447
		Assessments of applications for renewal of registration	700	3511
		Total:	1162	3958
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	25	25
Suspension of registration/ PTT	The QCT must suspend a teacher's registration or PTT if the teacher is charged with a <i>serious offence</i> . The QCT has the discretion to suspend a teacher's registration or PTT if the QCT believes that the teacher poses an unacceptable risk of harm to children. All suspensions must be reviewed by QCAT.  Serious offences include serious child-related sexual offences under the <i>Criminal Code</i> and certain offences under the <i>Classification of Computer Games and Images Act 1995</i> , the <i>Classification of Films Act 1991</i> and the <i>Classification of Publications Act 1991</i> .	Suspension of registration/PTT – serious offence	16	17
		Suspension of registration – unacceptable risk	13	16
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	2	5
Excluded persons	An <i>excluded person</i> cannot apply for teacher registration or PTT. The QCT notifies persons that they are excluded from applying for registration or PTT where they have initially been suspended having been charged with a <i>serious offence</i> but have ceased to be registered or hold PTT when convicted.	Excluded persons	5	8
Eligibility declaration applications	<i>Excluded persons</i> are not able to apply for registration unless granted an eligibility declaration. Applications for eligibility declarations are considered by the Eligibility Declarations Committee.	Eligibility declaration applications received/ granted	0/0	1/1



**Table 12:** Professional conduct and disciplinary-related activity 2019 and 2020 (continued)

Type of information or activity	Explanation	Activity	2019	2020
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 exists for disciplinary action 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	38	30
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	28	32
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	8	2
		Suspension	2	0
		Prohibition	14	7
		Reprimand	0	0
		Conditions	2	0
		'Serious offence' suspension continued	12	16
		'Unacceptable risk' suspension continued	11	14
		Suspension ended	6	2
		Notation on register	13	5
		Withdrawn/dismissed	4	2
		Appeal	0	0

# Communication with and promotion of the teaching profession

## Quality customer service and registration communications

The QCT continued to pursue initiatives to improve customer service. From early 2019 teachers' myQCT accounts have 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 2020 this unit:

- answered more than 32,000 telephone calls
- made over 11,000 calls to assist applicants to undertake the application process and teachers to comply with registration requirements
- sent over 558,000 email communications 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
- issued 86,126 notices for renewal, restoration or annual fees.

Letters of Professional Standing (for purposes of accreditation, registration, or employment outside Australia) were issued on request to 77 teachers, continuing a downward trend in such requests 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 2020 publications promoting the value of the profession included:

- an updated 'Teacher Connections' booklet, issued with teachers' certificates 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
- a new 'Reflections on Registration' information sheet, issued with renewal notices.

## 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 2020:

- Further stages of a redesigned myQCT account were launched, with more due to roll out over the course of 2021.
- 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 was launched to assist applicants with accessing the service.
- An online application for review of registration conditions was developed, for launch in 2021.
- Enhancements to the online registration renewal form were implemented by September 2020, when approximately 55,000 fully registered teachers were notified of their five-yearly renewal requirement.
- 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 was enhanced to streamline this process.
- A simplified process was implemented to help teachers log in to their myQCT account using their email address. Teachers whose email address with the QCT is not current can be provided access using SMS.

## QCT eNews

The QCT eNews advises teachers of matters concerning their teacher registration and activities, resources 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.

Seven issues were produced in 2020 (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 at <https://www.qct.edu.au/about/publications/periodical>.

## Print media

In addition to generating and promoting media releases related to the QCT's TEACHX Awards (see below), the QCT also monitored mainstream media articles on the teaching profession throughout the year and responded to several requests from journalists for information or comment on topics related to teachers and teaching.

Two articles by QCT Director Deanne Fishburn appeared in *The Courier-Mail*: an item on entry requirements for ITE programs was published in January and an opinion piece thanking and praising Queensland teachers appeared at the time of World Teachers' Day.

## Social media

The QCT remained active across a breadth of social media platforms, including Facebook, Twitter, Instagram and LinkedIn. As Australia's most active teacher registration authority in this area, during 2020 the QCT made a combined total of over 1,053 posts (2019: 560 posts) and recorded significant growth in numbers of 'followers' to approximately 26,000. This resulted in more nominations for the TEACHX Awards, increased registrations for QCT webinars and enhanced engagement with the work of the QCT.

## 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 annual World Teachers' Day Queensland campaign.

World Teachers' Day recognises 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, QCEC, ISQ and the teacher unions. The page provides information about the day's origin, suggestions for celebrating the day, downloadable resources and links to other relevant sites.

Along with other major education stakeholders, the QCT contributed to a promotional campaign featuring World Teachers' Day ribbons for teachers and supporters. Contributing stakeholders cross-promoted a range of digital assets including craft templates, social media graphics, certificates, thank you cards, posters, videos and podcasts. The campaign also saw a variety of the state's local landmarks being lit up in special colours for teachers during the week of World Teachers' Day – including Brisbane's Story Bridge, Victoria Bridge, and Mt Coot-tha Tropical Display Dome; as well as buildings, bridges and parklands in Sandgate, Logan, Ipswich, Rockhampton, Cairns and Townsville.

## TEACHX Awards

The TEACHX Awards, in their twelfth year in 2020, are the only Queensland education awards that recognise teachers from all schooling sectors and across all subjects. The awards shine a spotlight on the extraordinary work being done across the sectors and provide an opportunity to celebrate inspiring teachers doing outstanding work. The program thus helps fulfil the QCT function of promoting the teaching profession to the public.

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*, sponsored by QSuper 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.

A marketing campaign to promote the awards saw nominations increase by 60% over the previous year (380 nominations in 2020 compared to 240 in 2019). Thirty finalists from state, Catholic and independent schools were recognised across the six award categories.

The awards were promoted by the QCT via the eNews, the website, the Teacher Stories website, the social media accounts, and media releases to mainstream media.

A story was written by QCT communications staff about each of the 74 shortlisted nominees and each story was published on the Teacher Stories website (<https://www.stories.qct.edu.au/stories/categories/teachx-2020>). The site received considerable interest: the stories had been visited a total of 11,707 times as of the end of October. A total of 36 media releases were published for the finalists and a media release was uploaded for each of the six winners.

Despite the challenges posed by the disappearance of many regional newspapers and the focus of traditional media during the Awards campaign on topics such as COVID-19, the Queensland election, and the US election, the QCT Awards gained their second largest media coverage ever. Seven finalists were interviewed on ABC talkback radio, four appeared in television stories, and there were dozens of newspaper stories on the finalists and winners. Through syndication of stories appearing in *The Courier-Mail* and in regional newspapers, a number of articles were carried by other state and interstate newspapers.

Due to ongoing uncertainty regarding COVID-19 restrictions, it was decided in July to hold the awards presentation ceremony as a virtual event which would incorporate pre-recorded and live elements.

The one-hour virtual ceremony took place from 4.00 pm on Thursday, 29 October and included video presentations by finalists, a pre-recorded presentation from each of the sponsors, and pre-recorded speeches from the Minister and the Shadow Minister for Education and the Director-General. The QCT Chair provided live closing remarks. Board member David Bliss, as master of ceremonies, wove the pre-recorded and live presentations together with his live commentary. The ceremony was promoted via social media, the QCT eNews, direct email and the QCT website. A total of 180 people or groups logged in to watch the live ceremony. This was the first time the QCT had mounted such an event, and its success was pleasing.

The finalists and winners of the 2020 TEACHX Awards are listed below and also on the QCT website: <https://www.qct.edu.au/teachx/live>.

## QCT TEACHX Awards: 2020 finalists

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

*Sponsored by TUH Health Fund*

- Winner: Sophie Gruhl, Mabel Park State High School
- Peita Bates, Maryborough State High School
- Alexandra Calligaris, Maroochydore State High School
- Matalena Daniells, Centenary State High School
- Michael King, John Paul College

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

*Sponsored by Teachers Mutual Bank*

- Winner: Joel Speranza, Ormiston College
- Jodi Audoss, Silkstone State School
- Song Huang, Yeronga State High School
- Cecilia Kovacic, Maryborough State High School
- Matthew Lourigan, Loreto College

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

*Sponsored by Schoolzine*

- Winner: Brett Murphy, Belgian Gardens State School
- Amy Freeman, Mackay District Special School
- Gavin Jones, Mabel Park State High School
- Cameron Lynch, Marsden State High School
- Christopher Pacey, St Patrick's College, Townsville

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

*Sponsored by Teachers Mutual Bank*

- Winner: Meredith Wenta, Kirwan State High School
- Donald Cameron, Marsden State High School
- Susan Dalton, Miami State High School
- Keith Graham, Rochedale State School
- Ben Habermehl, Yeronga State High School

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

*Sponsored by QSuper*

- Winner: Cathy Nixon, Cairns West State School
- Chantelle Amson, Nambour Special School
- Ron Armstrong, The Cathedral College
- Carly Bell, Clermont State High School
- Margaret Sherrington, Mabel Park State High School

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

*Sponsored by The Courier-Mail*

- Winner: Dell Rathbone, West Moreton Anglican College
- John Alloway, Ignatius Park College
- John Aloizos, Yeronga State High School
- Ping Ding, Marsden State High School
- Pearl Donovan, Queensland Academies Health Sciences Campus

## **50th anniversary of a teacher regulation body in Queensland**

The year 2021 marks the 50th anniversary of a teacher regulation body in Queensland. The Board of Teacher Education, the original forerunner of the QCT, was established and first met in 1971.

Early in 2020, the QCT Board endorsed proposals regarding the membership and terms of reference for a stakeholder reference group to oversee planning for the celebration of the anniversary. The reference group met several times during the year and developed a list of proposed activities to mark the anniversary. The three preferred activities were endorsed by the Board later in the year and will be implemented during 2021.

# 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 2020 Compliance Management Plan* included reporting on QCT compliance activities and data, monitoring compliance with conditions on registration, conducting the annual census of teachers in schools, and undertaking an annual program of school 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 the person meets the requirements to be approved to teach in Queensland. Four teachers

**Table 13:** Outcome of conditions monitoring in 2020

Type of condition	Action	No. of teachers
Overseas criminal history check	Condition cancelled	116
	Condition amended	10
Further study required	Condition cancelled	7
	Condition amended	1
	Amendment/cancellation of condition refused	1
Conditional accreditation NSW	Condition cancelled	8
	Condition amended	2
	Amendment/cancellation of condition refused	1
ITE graduate – English language proficiency	Condition cancelled	1
	Condition amended	1
Professional development	Condition cancelled	11
	Condition amended	1
Conditions apply – see statement of condition	Condition cancelled	7
English language proficiency	Condition cancelled	6
	Condition amended	1
Complete a Returning to Teaching Program	Condition cancelled	8
	Condition omitted	1
RTT (excluding reviews conducted during renewal)	Condition cancelled	240
	Condition omitted*	137

\*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.

had their registration cancelled in 2020 for failure to meet the requirements of their registration condition. Of these, three failed to meet their Criminal History Check condition and one failed to meet their Professional Report as per Approval Notice 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 2020.

## Annual census

The QCT conducted the 2020 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 2020, 93% of Queensland schools had completed a census return and due to the impact of COVID-19 on the school sector, a decision was made to close the 2020 census.

## 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 2020 the QCT commenced an audit of the employment records of one school, which is expected to be undertaken and finalised early in 2021.

## General offences

In 2020, 73 compliance issues were assessed and in over half of the matters (41) no breaches of the general offence provisions of the Act were identified. Seventeen warnings were issued to individuals, schools or employing authorities and no further action was undertaken on 15 minor breaches. The remaining matters will be addressed in 2021.

## 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 in their five-year registration period and have not complied with the requirements of their condition enter a case management process. If they still do not comply with the condition or provide adequate information otherwise, they may be referred to the QCT Registration Committee. In 2020 no teachers with an RTT condition who applied for renewal were refused, 255 completed their requirements and the condition was cancelled, 2914 RTT conditions remained upon renewal, and seven had their condition omitted at renewal (usually by providing evidence that they had previously answered the question about their recent teaching experience incorrectly). In 2020 56 RTT case management cases were finalised and 107 are expected to be finalised in early 2021.

### 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 2020, and eleven CPD cases are expected to be finalised in early 2021.



# Financial performance

## Summary of financial performance and position

The bulk of the QCT's income (92.5 %) is derived from the various fees it administers in accordance with the Act and Regulation. Its major expenses are employee-related expenses (64.8 %) and supplies and services (14.2 %), including mailing and contractor payments.

The QCT's 2020 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, Statement of Financial Position and Statement of Cash Flows) 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 deficit of \$739,840 it recorded a deficit of \$166,128. This was largely due to cost-savings arising from the implications of the COVID-19 pandemic, including cancellation or deferral of various activities and projects. Further explanation is included in the notes to the following Statements.

The QCT currently holds total assets worth about \$18 million.

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



## Budget vs Actual Comparison

Statement of Comprehensive Income

		Budget	Actual	Variance	%
		2020	2020		
<b>Income from Continuing Operations</b>	Notes				
<b>Revenue</b>					
Fees	1	10,891,729	11,077,354	(185,625)	-2%
Grants and Contributions	2	551,432	522,038	29,394	-
Interest	3	107,400	104,447	2,953	3%
Criminal history checks		168,100	167,903	197	0%
Other revenue	4	29,000	103,085	(74,085)	-255%
<b>Total Income from Continuing Operations</b>		<b>11,747,661</b>	<b>11,974,827</b>	<b>(227,166)</b>	<b>-2%</b>
<b>Expenses from Continuing Operations</b>					
Employee expenses	5	8,022,263	7,864,111	158,152	2%
Supplies and services	6	2,102,428	1,722,213	380,215	18%
Depreciation and amortisation		957,480	954,660	2,820	0%
Criminal history checks	7	1,216,150	1,410,797	(194,647)	-16%
Financial Costs		189,180	189,175	5	0%
<b>Total Expenses from Continuing Operations</b>		<b>12,487,501</b>	<b>12,140,956</b>	<b>346,545</b>	<b>0</b>
<b>Operating Result from Continuing Operations</b>		<b>(739,840)</b>	<b>(166,129)</b>	<b>(573,711)</b>	
<b>Other Comprehensive Income</b>		<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Total Comprehensive Loss/Income</b>		<b>(739,840)</b>	<b>(166,129)</b>	<b>(573,711)</b>	<b>0</b>

### Notes to the statements on pages 41-43

- |  |   |
|--|---|
| <p>1 Higher level of renewals than expected</p> <p>2 Grant received from Department of Education to implement certification of HAT &amp; LT in addition to Grant received from AITSL</p> <p>3 Interest rates continued to remain at historically low levels impacting on the returns earned on surplus funds</p> <p>4 Cost recoveries related to HAT &amp; LT program not covered by program grant (note 2)</p> <p>5 College trending under cap on full-time equivalent staff numbers</p> <p>6 Savings achieved across a number of expenditure categories largely due to numerous activities being curtailed during year</p> <p>7 Registrations renewed earlier than expected, triggering a higher number of Criminal History Checks in 2020</p> <p>8 Largely impact of Criminal History Checks from renewals paid earlier than expected</p> <p>9 Long Service Leave taken, higher than forecast</p> | <p>10 Less prepaid salary than estimated</p> <p>11 Software</p> <p>12 Accommodation lease</p> <p>13 Variance due to unplanned capital expenditure</p> <p>14 Lower operating activity levels as per 6 above</p> <p>15 Accrued annual leave provision estimated higher than expected</p> <p>16 First full year budget estimate for renewals recognising unearned income</p> <p>17 Unearned income greater than expected due to early renewals</p> <p>18 Renewals paid earlier than expected increasing Criminal History Check cost</p> <p>19 GST paid on Grant funds - utilised remaining 2019 grant for 2020, less grant funding invoiced with GST</p> <p>20 Unplanned capital expenditure on video conferencing equipment</p> <p>21 Capital expenditure</p> |
|--|---|

## Budget vs Actual Comparison

Statement of Financial Position

		Budget	Actual	Variance	%
	Notes	2020	2020		
<b>Current assets</b>					
Cash and cash equivalents	8	12,063,256	11,094,530	968,726	8%
Receivables	9	135,365	150,191	(14,826)	-11%
Other	10	170,000	157,643	12,357	7%
<b>Total current assets</b>		<b>12,368,621</b>	<b>11,402,364</b>	966,257	
<b>Non-current assets</b>					
Intangible assets	11	914,050	911,611	2,439	0%
Intangible assets - right of use asset	12	5,159,516	5,159,516	0	0%
Plant and equipment	13	438,135	459,080	(20,945)	-5%
<b>Total non-current assets</b>		<b>6,511,701</b>	<b>6,530,207</b>	<b>(18,506)</b>	
<b>TOTAL ASSETS</b>		<b>18,880,322</b>	<b>17,932,571</b>	<b>947,751</b>	
<b>Current liabilities</b>					
Payables	14	1,046,471	575,482	470,989	45%
Accrued employee benefits	15	966,196	786,166	180,030	19%
Other Liabilities	16	9,081,208	8,210,768	870,440	10%
Lease Liability - right of use asset		602,650	602,650	0	
<b>Total current liabilities</b>		<b>11,696,525</b>	<b>10,175,066</b>	<b>1,521,459</b>	
<b>Non - Current liabilities</b>					
Lease Liabilities - right of use asset		5,481,766	5,481,763	3	
<b>Total non-current liabilities</b>		<b>5,481,766</b>	<b>5,481,763</b>	<b>3</b>	
<b>NET ASSETS</b>		<b>1,702,031</b>	<b>2,275,742</b>	<b>-573,711</b>	
<b>Equity</b>					
Accumulated Surplus		1,702,033	2,275,744	(573,711)	-34%
<b>TOTAL EQUITY</b>		<b>1,702,033</b>	<b>2,275,744</b>	<b>-573,711</b>	

## Budget vs Actual Comparison

### Statement of Cash Flows

		Budget	Actual	Variance	%
	Notes	2020	2020		
<b>Cash Flows from operating activities</b>					
<b>Inflows:</b>					
Receipts from customers	17	12,386,826	11,697,054	689,772	6%
Grant Funds Received		305,717	305,746	(29)	-
Interest		107,400	104,447	2,953	3%
GST input tax credits from ATO		309,171	298,119	11,052	4%
GST collected from customers		48,800	39,497	9,303	19%
<b>Outflows:</b>					
Employee expenses		(7,826,701)	(7,818,152)	(8,549)	0%
Supplies and services	18	(2,585,143)	(2,888,672)	303,529	-12%
GST paid to suppliers		(274,800)	(266,042)	(8,758)	3%
GST remitted to the ATO	19	(51,444)	(7,735)	(43,709)	85%
Finance Costs			(0)	0	-
<b>Net cash provided by operating activities</b>		<b>2,419,826</b>	<b>1,464,262</b>	955,564	
<b>Cash Flows from investing activities</b>					
<b>Outflows:</b>					
Payments for plant and equipment purchased	20	0	(21,472)	21,472	-
Payments for software purchased	21	(50,000)	(41,692)	(8,308)	17%
<b>Net cash used in investing activities</b>		<b>(50,000)</b>	<b>(63,164)</b>	13,164	
<b>Cash Flows from financial activities</b>					
<b>Outflows:</b>					
Borrowing redemptions		(748,050)	(748,048)		
<b>Net cash used in financing activities</b>		<b>(748,050)</b>	<b>(748,048)</b>		
Net increase in cash and cash equivalents		1,621,776	653,050		
Cash and cash equivalents at beginning of financial year		10,441,480	10,441,480		
<b>Cash and cash equivalents at end of financial year</b>		<b>12,063,256</b>	<b>11,094,530</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

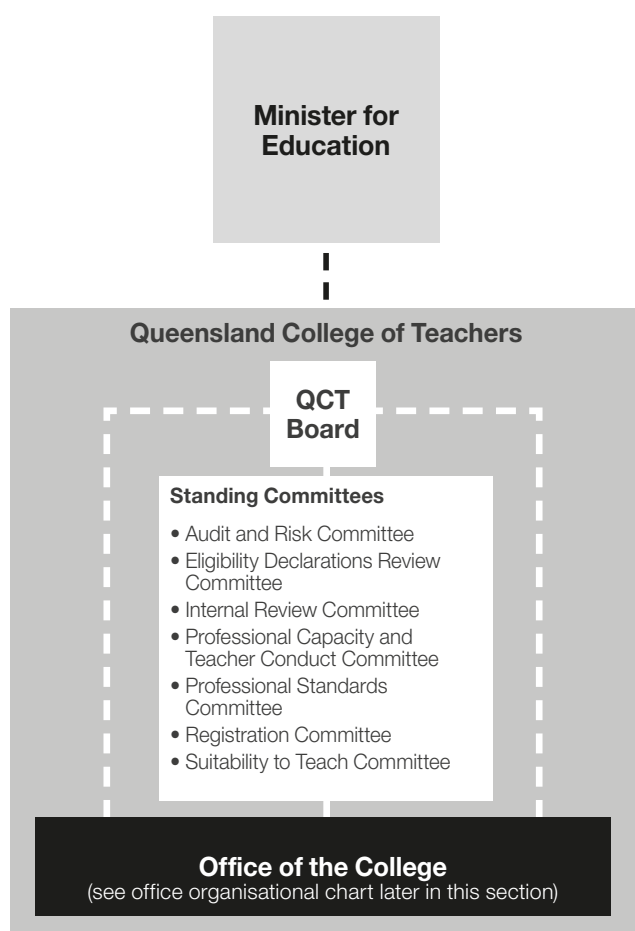
The Board is the governing body of the QCT. Under the *Education (Queensland College of Teachers) Act 2005*, the Board decides the policies of the QCT, controls its affairs, carries out its functions and exercises its powers. Anything done by the Board is taken to have been done by the QCT. The functions 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 2020 the QCT Board was in the second year of its fifth term. The terms of appointment of all members are up to 31 December 2021. Under the Act, the Board must appoint a member to be deputy chairperson.

The three positions for which casual vacancies existed at the end of 2019 were filled during 2020 – the *nominee of the Queensland Teachers' Union* in February and the *nominee of the Queensland Council of Parents and Citizens' Associations Incorporated* and the *nominee of the Queensland Catholic Education Commission* in July. The latter two nominees attended meetings as observers prior to their official appointment.



**Diagram 1:**  
Organisational structure

## Members in 2020 were as follows:

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

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

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

\*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*

Ms Amanda **Chissell**  
*Nominee of Queensland Council of Parents and Citizens' Associations Incorporated (from July)*

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

\*Mr Bryce **Goldburg**  
Dean of Studies, non-state school  
*Elected practising teacher – non-state sector*

\*Ms Alota **Lima**  
Deputy Principal, state school  
*Elected practising teacher – state sector*

\*Ms Natalie **Montague-Clarke**  
Teacher, state school  
*Elected practising teacher – state sector*

\*Dr Andrea **O'Brien**  
Director School Effectiveness – Secondary, Catholic Education Services – Diocese of Cairns  
*Nominee of the Queensland Catholic Education Commission (from July)*

\*Ms Leah **Olsson**  
Teacher, state school  
*Practising teacher nominated by the Queensland Teachers' Union (from February)*

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

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

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

\*Member was a registered teacher in 2020

The Board held eight ordinary meetings (one every six weeks from February to December), and two extraordinary meetings (both in April). Member attendance is recorded in Table 14.

**Table 14:** QCT Board member attendance record 2020

Name	Number of Board meetings attended*
Prof Wendy <b>Patton (Chairperson)</b>	10/10
Dr Monique <b>Beedles</b>	10/10
Ms Samantha <b>Blair</b>	8/10
Prof William <b>Blayney</b>	8/10
Mr David <b>Bliss</b>	10/10
Ms Amanda <b>Chissell</b>	4/4
Ms Aleisha <b>Connellan</b>	7/10
Mr Bryce <b>Goldburg</b>	9/10
Ms Alota <b>Lima</b>	9/10
Ms Natalie <b>Montague-Clarke</b>	9/10 (+ 1 by proxy)
Dr Andrea <b>O'Brien</b>	4/4
Ms Leah <b>Olsson</b>	9/10 (+ 1 by proxy)
Miss Eloise <b>Power</b>	10/10
Ms Janita <b>Valentine</b>	8/10
Ms Josephine <b>Wise</b>	7/10 (+ 1 by proxy)

\* of total number eligible to attend as formally appointed member (includes attendance by videoconference)

The total amount of fees paid to members of the Board for the period 1 January 2020 to 31 December 2020 was \$32,740. 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 \$19,517. Further details of remuneration to Board members are provided in Appendix 3.

## 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

Terms of reference and the prescribed membership of all QCT committees are given in the QCT Committee Charter, available via this page of the QCT website: <https://www.qct.edu.au/about/qct-committees>. The Committee Charter was updated during the year to reflect changes in committee reporting requirements and in the specified membership of the IRC. All committees are chaired by a Board member appointed by the Board from among the Board members on the Committee.

The number of meetings held by each committee in 2020 is given below:

- Audit and Risk Committee – 6
- Eligibility Declarations Committee – 1
- Internal Review Committee – 12
- Professional Capacity and Teacher Conduct Committee – 8
- Professional Standards Committee – 7
- Registration Committee – 0
- Suitability to Teach Committee – 6

The following table (Table 15) shows the committee membership of Board members during 2020 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.

**Table 15:** Committee membership of Board members in 2020

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
	A O'Brien	Yes	No
	A Lima*	No	-
	B Goldberg*	Yes	No
	E Power*	No	-
Professional Capacity and Teacher Conduct	A Connellan	Yes	No
	B Goldberg	Yes	No
	D Bliss*	Yes	No
	M Beedles*	Yes	No
Professional Standards	A Lima	No	-
	N Montague-Clarke	No	-
	L Olsson	No	-
		No	-
Registration	E Power	No	-
Suitability to Teach	A Connellan	No	-
	M Beedles	No	-
	B Goldberg	No	-
	D Bliss*	No	-

\*Back-up members as required

## Ministerial directions

No Ministerial directions were received during 2020.



## 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.

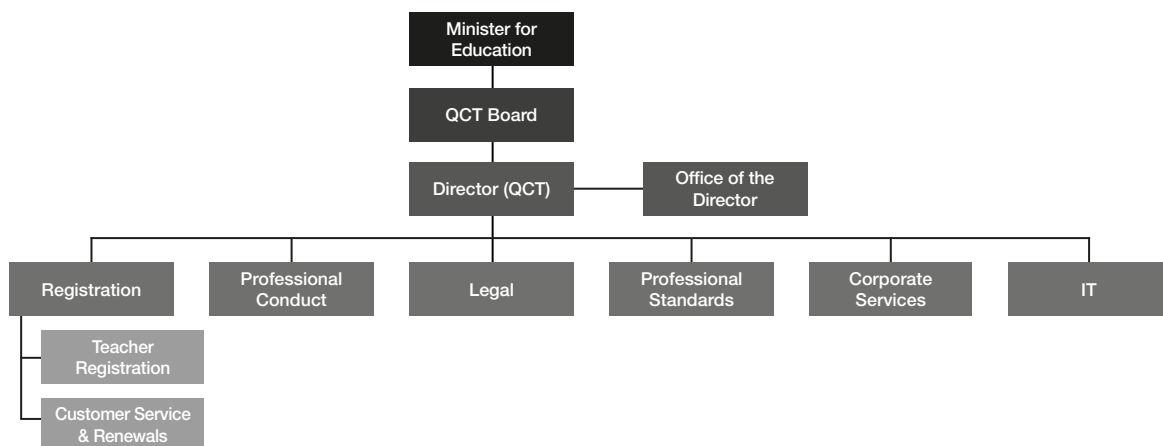
In 2020 the office had the following main operational areas: Registration, Professional Conduct, Legal, Professional Standards, Corporate Services, and the Office of the Director. The structure of the QCT office is shown in the organisational chart below (Diagram 2).

## Executive management

The executive team in the Office at the end of 2020 consisted of:

- **Director**  
Ms Deanne Fishburn  
*B Int Bus, PG Dip Ed, MBA*
- **Business Manager**  
Mr Robert Beazley  
*B Com, B Acc, CA (SA)*
- **Corporate Legal Counsel**  
Mr Andrew (Drew) Braban  
*LL M*
- **Principal Executive Officer**  
Ms Debra Cunningham  
*B Sc (Hons), M Ed St*
- **Executive Manager, Legal (Acting)**  
Ms Beth Houston  
*B Com, JD, Grad Dip Leg Prac*
- **Executive Manager, Registration**  
Ms Kim Newman  
*B Bus (Comm), MA (App Ethics)*
- **Executive Manager, Professional Conduct**  
Ms Anita Morrison
- **Manager, Information Technology**  
Mr Jason Rees  
*B App Sc (Comp), Grad Cert Mgmt (Public Sector)*
- **Executive Manager, Professional Standards**  
Ms Petrina Rossner  
*B Bus, Grad Dip Ed*

**Diagram 2:** QCT Organisational chart



## Strategy for corporate governance

Activities undertaken in 2020 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 2020 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.

Expert advice was obtained on the modification 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 QCT moved quickly early in the year to develop a Crisis Management Plan focussed on Covid-19 and a risk register outlining the high-level corporate risks and risk to government due to COVID-19. These were regularly monitored and updated throughout the year.

## Audit and Risk Committee

The Audit and Risk Committee 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 committee includes two Board members, one of whom chairs the committee. Members in 2020 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 Audit and Risk Committee met six 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 2020, major achievements of the committee were:

- oversaw internal audits of the QCT's record keeping processes and business continuity 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 2021 budget
- monitored the QCT's risks in terms of its Risk Management Policy and Framework
- monitored risk registers for COVID-19 and key projects such as 2020 Renewal of Registration, Certification, ATWD participation and TEACHX
- 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.

The independent audit report on the QCT's financial statements for the year ending 31 December 2019 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 a firm of chartered accountants to undertake independent performance audits in terms of an agreed plan over a three-year engagement period. A retender process undertaken in late 2019 resulted in the selection of Grant Thornton Australia as the firm to provide the service for the 2020-2021 period. As part of an agreed plan, two internal audits were undertaken in 2020 (see below).

## External scrutiny

The QCT has noted the findings and recommendations in the Auditor-General's September 2020 report on audit committees in state government entities (<https://www.qao.qld.gov.au/reports-resources/reports-parliament/effectiveness-audit-committees-state-government-entities>) and will consider its implications for the QCT in 2021.

## 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.

From 1 March 2020, cost-recovery arrangements began between the QCT and QCAT. The QCT is required to pay an amount for the costs incurred by QCAT in relation to applications or matters referred to QCAT which QCAT is required to deal with under the *Education (Queensland College of Teachers) Act 2005*. The types of applications or matters that QCAT is required to deal with include reviews of the continuation of suspension of teacher registration, disciplinary referrals and external reviews. The Department of Justice and Attorney-General will review and update the costs to be recovered from the QCT annually from 1 July 2021. The cost recovery arrangements exclude and do not relate to any fees payable under the *Queensland Civil and Administrative Tribunal Act 2009* and Queensland Civil and Administrative Tribunal Regulation 2019 by the QCT when it is a party to a proceeding. The QCT is still required to pay these fees. These arrangements, together with an increase in matters referred to QCAT, have resulted in significantly increased costs for the QCT.

Given the increasing financial pressure on the organisation, the Board endorsed a proposal that the Office explore opportunities to optimise the QCT's financial position. This work was postponed due to the pandemic crisis in 2020, but will be resumed in 2021.

## 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 ICT 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 2020 the section also:

- successfully delivered the Highly Accomplished teachers and Lead teachers Applicant and Assessor portals in myQCT
- worked with Higher Education Institutions to improve engagement around the accreditation process and data analytics
- finalised migration of the QCT's core infrastructure to a cloud-based service
- provided prompt and extensive support to enable staff members to rapidly move to working from home during the early stages of the pandemic
- developed and implemented softphone functionality to enhance productivity of staff working from home
- continued to improve the functionality and accessibility of the myQCT portal
- ensured that all core software licensing remained current.

To minimise the effects of potential major disruptions to its business, the QCT has partnered with the Corporate Administration Agency<sup>1</sup> ('CAA'), a shared service provider<sup>2</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.

An internal audit of the QCT's Business Continuity Planning conducted towards the end of the year rated the existing systems as 'acceptable', meaning that overall a good framework is in place but some improvements were identified which would further strengthen the overall control environment. The QCT will consider the recommendations early in 2021.

## 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.

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 7,289,128 documents, an increase of 937,591 during the period January 1, 2020 – December 31, 2020. CM9.3 is accessible by all QCT staff members on their desktops. A further upgrade to CM9.3 is scheduled for 2021.

Staff recordkeeping responsibilities are included in Position Descriptions and recordkeeping is included as part of the QCT Induction program. All QCT staff are

required to adhere to the Recordkeeping Policy which mandates that recordkeeping is a formal responsibility of all staff.

To further strengthen recordkeeping in the QCT an internal audit of Records Management was conducted by Grant Thornton & Associates in 2020. Benchmarked against the *Public Records Act 2002*, the Records Governance Policy, and the Queensland State Archives Recordkeeping Maturity Assessment Tool, the QCT was assessed as having 'Acceptable Records Management'. A series of recommendations resulting from the audit have been formulated into a three-year action plan for implementation. Work has commenced in implementing those recommendations across the organisation.

## Staffing establishment

Throughout 2020 the QCT Board and Management team continued to progress with business activities that aligned with the QCT Strategic Plan for 2019–2022. High priority and focus were given to continual development and maintenance of a robust organisational structure that is representative of the QCT's role within the Queensland education sector. The QCT Board and management are committed to achieving organisational goals and providing job satisfaction and security for our valued employees.

The emergence of the COVID-19 pandemic early in the year resulted in major change which impacted the workplace significantly and the implementation of remote working for staff became an urgent priority. Staff health, well-being and safety was foremost in planning for our response to the pandemic while maintaining essential service delivery to Queensland teachers and other stakeholders. Guidance and direction were provided during 2020 by Queensland Health, the Public Service Commission and the Department of Premier and Cabinet.

All processes undertaken in 2020 relating to the QCT establishment were compliant with all Queensland Public Service legislation and policy. Any vacant permanent positions or long-term temporary arrangements were submitted to the *Supporting Employees Affected by Workplace Change* (SEAWAC) program. In 2020 one vacancy was lodged and no applications were received from any SEAWAC applicants. The vacancy

<sup>1</sup> The CAA is part of the Department of Communities, Housing and Digital Economy. Its activities are reported on in that Department's annual report.

<sup>2</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.

was then progressed and filled in accordance with our obligations under the *Recruitment & Selection Directive 12/20* and *Supporting Employees Affected by Workplace Change Directive 8/20*.

Following the significant financial impact on Government of the COVID-19 pandemic, in July 2020 the Government announced a Savings and Debt Plan that essentially required all Government agencies to contribute to economic recovery, while ensuring the continuity of essential services. In implementing the expectations of this plan the QCT proposed a supportive approach by focusing on:

- maintaining our current staff numbers (full-time equivalent) (as at July 2020)
- accessing internal recruitment wherever possible
- prioritising existing Queensland Government employees by accessing Talent Now, Govnet and other internal Government resources for all roles other than entry level.

Significant amendments to the employment framework for public servants to support a fair, responsive and inclusive public sector in Queensland were passed on to agencies by the Public Service Commission. This included new and revised directives relating to the process of conversion of long-term temporary employees to permanency and permanent appointment of staff to higher classification roles where they have been acting for an extended period. Formal requests for conversion were received from two staff members who met the criteria outlined in the directives and these were approved to take effect in December 2020.

As at the last pay period in December 2020 the QCT directly employed 66.27 (full-time equivalent) staff members.

Our permanent employee retention rate for the 2020 period was 93.55% (62 staff members) with a separation rate of 6.45% (four staff members).

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

## Workforce planning, attraction and retention and performance plans

Throughout 2020 the QCT continued to focus on improving the capability, resilience and engagement of its workforce. The formation of a QCT Strategic Human Resources (HR) Group was a major priority

for 2020 to incorporate the principles contained in the Government's 10-year human capital outlook and 3-year strategic roadmap that provide the Queensland public sector with a plan for our future workforce. The group members include the Director, three QCT Board members, a member of the Executive Management team, the HR Manager and a staff representative.

Also initiated by the Director was the formation of the staff Professional Learning Committee in March 2020. The aim of this committee is to promote a professional learning culture within the QCT through:

- facilitating a coordinated, consistent, College-wide approach to staff professional learning
- identifying professional learning opportunities of potential value to individuals and groups
- approving professional learning applications within the framework of the committee.

The committee has also actively promoted and facilitated the introduction of micro-skill sessions with the assistance of the IT team and other QCT staff who have passed on their particular knowledge and skills to participants, on topics such as Cyber security, Microsoft Teams, Visio etc. Staff have been encouraged to nominate topics that they would like to be covered.

To further support the QCT's training needs, we have implemented a new online Learning Management System, ELMO, through a consortium of CAA clients. This learning package covers all prescribed compliance learning for Queensland Government employees, provides an extensive course catalogue of training to allow for self-directed learning and delivers a comprehensive reporting tool.

The QCT continued to encourage and support opportunities for professional development, including incoming and outgoing secondments to and from other Queensland Government entities.

All abovementioned initiatives ensure that the QCT maintains currency and is prepared to support continuous learning and the ongoing development of a resilient workforce that is well equipped to meet the enormous change and challenges of these unprecedented times.

Performance management that focused on the delivery of the QCT's Strategic Plan continued in 2020 in the form of the annual personal development plans (PPP) for staff 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 unit of the PSC. During 2020 there were no conduct or performance matters that required reporting.

All HR policies and procedures were made available on the QCT intranet and clarification/ interpretation of such information for employees is provided by HR personnel and management. An update and revision of all QCT role descriptions commenced in 2020 and will continue into 2021 to ensure all are reflective of the current responsibilities and requirements of positions within the College.

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 77%, which is higher than in previous years. Responses showed significant improvement from the 2019 results in the areas of 'organisational leadership' and 'learning and development'. The QCT will again participate in the survey in 2021.

## Workplace health and safety (WHS) and staff health and well-being

The QCT is committed to providing a work environment conducive to protecting the physical and mental safety and well-being 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 2020 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 Well-being Program. To fulfil our responsibilities and remain compliant, the QCT ensured that all staff were kept informed and updated on any current relevant information relating to WHS, bullying, sexual harassment, mental health and domestic violence. Information and access to our Employee Assistance Program (provided by Benestar) is always available to QCT staff and all enquiries remain strictly confidential.

Our workforce response to the COVID-19 pandemic highlights the commitment of both QCT management and staff to work as a team during such a crisis. New priorities were established and management focus was on the safety and well-being of all employees while maintaining productivity and uninterrupted service delivery. Examples of initiatives that were put in place included:

- formation of an Incident Management Team which met daily from March to June to closely monitor and respond to the situation
- formation of a management planning committee from March 2020 that convened once a week to discuss strategies related to the pandemic
- QCT HR representation at the Chief HR Officer weekly teleconferences presented by the Public Service Commission which provided updates and advice for all agencies on related COVID-19 strategies
- implementation of QCT working arrangements in line with the latest advice from Queensland Health and the Department of Premier and Cabinet, e.g. reduced on-site presence and facilitation of working from home arrangements, identifying vulnerable employees, facilitation of online internal and external meetings, review of communication strategies
- adjusting workplace health and safety practices to include social distancing, increased cleaning of premises, provision of sanitiser, face masks and relevant safety signage
- providing support to all employees with information and resources relating to:
  - o recognising COVID-19 symptoms, seeking medical advice, testing and self-isolation
  - o mental health and domestic violence awareness and assistance for vulnerable employees
  - o facilitating a gradual and safe transition back to the workplace for those who have been working remotely.



No major workplace health and safety issues were encountered during the 2020 reporting period. Our 2020 Wellness Program continued to provide annual on-site health services, e.g. flu vaccinations.

The QCT Emergency Response Guidelines were updated as required in 2020 to reflect any changes to the evacuation and safety procedures associated with our tenancy at 601 Coronation Drive, Toowong. First aid officers retained certification with St John Ambulance and Fire Wardens attended on-site training provided by the building management.

The QCT is committed to supporting all employees and creating an inclusive and diverse workforce that better reflects the community we serve.

### *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. Training and assessment regarding the Code of Conduct is mandatory for all government employees (including agency temporary staff and contractors). Access to this training is via ELMO, the QCT's Learning Management System, and 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.

### *Human Rights Act 2019*

The *Human Rights Act 2019* came into effect from 1 January 2020. The QCT is in the process of reviewing its policies, programs, procedures and services to ensure that they are compatible with human rights and, while some action has been completed, this is ongoing. This review was deferred due to a refocussing of activities and workload issues arising in the wake of COVID-19, but will be completed in the first half of 2021. To date, no human rights complaints have been received by the QCT.



# Financial Statements

For the financial year ended 31 December 2020

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**QUEENSLAND COLLEGE OF TEACHERS**  
**Statement of Comprehensive Income**  
**for the year ended 31 December 2020**

	<i>Note</i>	<i>2020</i> \$	<i>2019</i> \$
<b>Income from Continuing Operations</b>			
<b>Revenue</b>			
Fees	2	11,077,352	10,646,379
Grants and contributions	3	522,038	1,013,277
Interest		104,447	181,609
Criminal history checks		167,903	173,415
Other revenue	4	103,085	53,612
<b>Total Income from Continuing Operations</b>		<b>11,974,825</b>	<b>12,068,292</b>
<b>Expenses from Continuing Operations</b>			
Employee expenses	5	7,864,110	7,721,058
Supplies and services	8	1,722,212	1,969,309
Depreciation and amortisation	9	954,659	878,761
Criminal history checks	10	1,410,797	330,841
Finance costs	11	189,175	211,254
<b>Total Expenses from Continuing Operations</b>		<b>12,140,953</b>	<b>11,111,223</b>
<b>Operating Result from Continuing Operations</b>		<b>(166,128)</b>	<b>957,069</b>
<b>Other Comprehensive Income</b>		<b>-</b>	<b>-</b>
<b>Total Comprehensive Income</b>		<b>(166,128)</b>	<b>957,069</b>

The accompanying notes form part of these financial statements.

**QUEENSLAND COLLEGE OF TEACHERS**  
**Statement of Financial Position**  
**as at 31 December 2020**

	<i>Note</i>	<i>2020</i> \$	<i>2019</i> \$
<b>Current assets</b>			
Cash and cash equivalents	12	11,094,530	10,441,480
Receivables	13	150,191	137,889
Other		157,644	213,556
<b>Total current assets</b>		<b>11,402,365</b>	<b>10,792,925</b>
<b>Non-current assets</b>			
Intangible assets	14	911,611	1,004,204
Right-of-use asset	15	5,159,516	5,819,363
Plant and equipment	16	459,080	598,136
<b>Total non-current assets</b>		<b>6,530,207</b>	<b>7,421,703</b>
<b>TOTAL ASSETS</b>		<b>17,932,572</b>	<b>18,214,628</b>
<b>Current liabilities</b>			
Payables	17	575,482	331,471
Accrued employee benefits	18	786,165	763,877
Other liabilities	19	8,210,768	8,034,122
Lease liability	20	602,650	558,878
<b>Total current liabilities</b>		<b>10,175,065</b>	<b>9,688,348</b>
<b>Non-current liabilities</b>			
Lease liability	20	5,481,762	6,084,407
<b>Total non-current liabilities</b>		<b>5,481,762</b>	<b>6,084,407</b>
<b>TOTAL LIABILITIES</b>		<b>15,656,827</b>	<b>15,772,755</b>
<b>NET ASSETS</b>		<b>2,275,745</b>	<b>2,441,873</b>
<b>EQUITY</b>			
Accumulated Surplus	23	2,275,745	2,441,873
<b>TOTAL EQUITY</b>		<b>2,275,745</b>	<b>2,441,873</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 2020**

		<b>Accumulated Surplus</b>	
	<b>Note</b>	<b>2020</b>	<b>2019</b>
		<b>\$</b>	<b>\$</b>
<b>Balance as at 1 January</b>		<b>2,441,873</b>	<b>8,309,051</b>
Net effect of change in accounting policy from			
- Adoption of AASB 16 Leases		-	431,099
- Adoption of AASB 15 Revenue from Contracts with Customers		-	(7,255,346)
<b>Restated balance at the beginning of the reporting period</b>		-	<b>1,484,804</b>
Operating results from continuing operations		(166,128)	957,069
<b>Balance as at 31 December</b>		<b>2,275,745</b>	<b>2,441,873</b>

The accompanying notes form part of these financial statements.

**QUEENSLAND COLLEGE OF TEACHERS**  
**Statement of Cash Flows**  
**for the year ended 31 December 2020**

	<i>Note</i>	<b>2020</b> \$	<b>2019</b> \$
<b>Cash Flows from operating activities</b>			
<b>Inflows:</b>			
Receipts from customers		11,697,054	11,181,467
Grant funds received		305,746	1,258,992
Interest		104,447	181,609
GST input tax credits from ATO		298,119	385,748
GST collected from customers		39,497	137,131
<b>Outflows:</b>			
Employee expenses		(7,818,152)	(7,548,561)
Supplies and services		(2,888,672)	(2,476,004)
GST paid to suppliers		(266,042)	(382,248)
GST remitted to the ATO		(7,735)	(134,707)
Finance charges		-	(6,682)
<b>Net cash from operating activities</b>	<b>21</b>	<b><u>1,464,262</u></b>	<b><u>2,596,745</u></b>
<b>Cash Flows from investing activities</b>			
<b>Outflows:</b>			
Payments for software purchased		(41,692)	(759,955)
Payments for plant and equipment purchased		(21,472)	(47,392)
<b>Net cash used in investing activities</b>		<b><u>(63,164)</u></b>	<b><u>(807,347)</u></b>
<b>Cash Flows from financing activities</b>			
<b>Outflows:</b>			
Payments for lease liability		(748,048)	(722,752)
<b>Net cash used in financing activities</b>		<b><u>(748,048)</u></b>	<b><u>(722,752)</u></b>
Net increase in cash and cash equivalents		653,050	1,066,646
Cash and cash equivalents at beginning of financial year		10,441,480	9,374,834
<b>Cash and cash equivalents at end of financial year</b>	<b>12</b>	<b><u>11,094,530</u></b>	<b><u>10,441,480</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 2020**

**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 differ from the correct subtotals or totals due to rounding.

**(b) Compliance with Prescribed Requirements**

The College has prepared these financial statements in compliance with Section 39 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 2019 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 2020**

**1 Basis of Financial Statements preparation (continued)**

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

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

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

The College did not voluntarily change any of its accounting policies during 2020. There were no Australian Accounting Standards applicable for the current financial year that had a significant impact on the College's financial statements.

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

**(g) Accounting Estimates and Judgements**

The preparation of financial statements 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 9, Intangibles note 14 and Plant and Equipment note 16.

**Queensland College of Teachers**  
**Notes To and Forming Part of the Financial Statements**  
**for the year ended 31 December 2020**

<b>2 Fees</b>	<b>2020</b>	<b>2019</b>
	<b>\$</b>	<b>\$</b>
Teacher registration, application and renewal fees	10,828,164	10,512,605
Certification fees	123,700	156,800
Late payment fees	122,277	129,925
Other fees	3,211	3,849
<b>Total</b>	<b><u>11,077,352</u></b>	<b><u>10,646,379</u></b>

**Accounting policy**

Amounts disclosed as revenue are, where applicable, net of returns, allowances and duties and taxes. Revenue is recognised for each of the College's major activities 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 entitle 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 19 as unearned application and renewal fees. Immediately the registration is renewed and 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.

**Queensland College of Teachers**  
**Notes To and Forming Part of the Financial Statements**  
**for the year ended 31 December 2020**

**3 Grant and Contributions**

Grant income for the Highly Accomplished Teachers and Lead Teachers (HAT & LT) program of \$1,258,992 was recognised during the financial year 2019, of which \$1,013,277 was spent and \$245,715 was recognised as unearned. The retained grant was adjusted in 2020 to \$190,008 by ICT costs (\$64,431) and interest revenue (-\$8,724) related to the 2019 grant.

During the financial year 2020, the grant funding of \$522,038 comprised of: \$437,607 for the 2020 HAT & LT program; \$64,431 relating to the 2019 HAT & LT program due to delayed ICT work and \$20,000 from the Australian Institute for Teaching and School Leadership (AITSL).

The agreed HAT & LT grant funding for 2020 was \$467,000, of which \$190,008 was funding retained from the 2019 grant, with the remaining \$276,992 paid by the Department of Education in 2020.

**Accounting policy**

Grant agreements which contain enforceable and sufficiently specific performance obligations are recognised when each performance obligation 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 recognised 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.

<b>4 Other Revenue</b>	<b>2020</b>	<b>2019</b>
	<b>\$</b>	<b>\$</b>
Copyright fees	506	18,214
Program recoveries	66,979	-
Advertising	28,000	26,364
Reimbursement	6,954	9,034
Minor equipment disposal	646	-
<b>Total</b>	<b>103,085</b>	<b>53,612</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**  
**Notes To and Forming Part of the Financial Statements**  
**for the year ended 31 December 2020**

<b>5 Employee Expenses</b>	<b>2020</b>	<b>2019</b>
	<b>\$</b>	<b>\$</b>
<i>Employee benefits:</i>		
Wages, salaries and annual leave*	6,546,736	6,443,644
Employee superannuation contributions	768,975	738,713
Long service leave levy	154,255	137,635
<i>Employee related expenses</i>		
Workers compensation premium	10,352	6,545
Payroll tax**	355,714	337,149
Other employee related expenses	28,078	57,372
<b>Total</b>	<b>7,864,110</b>	<b>7,721,058</b>

\* Wages, salaries and annual leave for 2019 included an accrual for the EBA negotiated \$1,250 one-off payment, amounting to \$95,000 (based on 76 FTE). The actual expenditure was \$82,513, occurring 19 March 2020, based on 80 staff and applied pro-rata.

\*\* There was no payroll tax relief due to COVID-19 in financial year 2020.

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

	<b>As at 31 December 2020</b>	<b>As at 31 December 2019</b>
Number of Employees	67.57	68.17

**Accounting policy**

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

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

*Wages, Salaries, and Sick Leave*

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

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

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

*Superannuation*

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

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

**Queensland College of Teachers**  
**Notes To and Forming Part of the Financial Statements**  
**for the year ended 31 December 2020**

**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 2020. 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.
Corporate General Counsel	General Counsel for QCT	PO 6 classification level under sections 119 of the Public Service Act 2008	Contract start date 02/03/2020, current end date 30/12/2021
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	Contract start date 02/03/2020, contract completion date 30/06/2021  <i>Incumbent acting as Corporate Counsel</i> Appointment date 20/04/2009

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

**(a) Key Executive Management Personnel (continued)**

Position	Responsibilities	Current Incumbents	
		Contract classification and appointment authority	Date appointed to position (Date resigned from position)
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 governance arrangements.	AO 8 classification level under sections 119 of the <i>Public Service Act 2008</i>	Contract start date 28/09/2020, contract completion date 16/05/2021  <i>Incumbent on leave</i> Appointment date 09/10/2006.
Manager, IT Services	The Manager, IT Services is responsible for the College's ICT digital strategies and the development, maintenance, operation, monitoring and integrity of the College's information systems.	AO 8 classification level under sections 119 of the <i>Public Service Act 2008</i>	Contract start date 02/03/2020, contract completion date 30/06/2021

**(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 2020 year, remuneration of key executive management personnel increased by 1.8% for grades up to AO 8. There was no increase in SES and SO remuneration.

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

**(b) Remuneration (continued)**

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

Short term employee benefits which include:

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

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

**1 January 2020 – 31 December 2020**

<b>Position (Date Resigned if applicable)</b>	<b>Short Term Employee Benefits</b>		<b>Long Term Employee Benefits</b>	<b>Post Employment Benefits</b>	<b>Total Remuneration</b>
	<b>Base \$'000</b>	<b>Non- Monetary Benefits \$'000</b>	<b>\$'000</b>	<b>\$'000</b>	<b>\$'000</b>
Director	189	-	5	20	214
Executive Manager, Corporate Legal Counsel	66	-	2	13	81
Executive Manager, Legal and General Counsel	120	-	3	16	139
Executive Manager, Professional Conduct	107	-	3	14	124
Executive Manager, Registration	130	-	3	17	150
Executive Manager, Professional Standards	129	-	3	17	149
Business Manager, Corporate Services	140	-	4	21	165
Manager, IT Services	96	-	2	12	110
<b>Total Remuneration</b>	<b>977</b>	<b>-</b>	<b>25</b>	<b>130</b>	<b>1,132</b>



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

**(b) Remuneration (continued)**

**1 January 2019 – 31 December 2019**

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

**7 COVID-19 impacts**

No material impacts of the COVID-19 pandemic have been identified.

Teacher registrations remain at expected levels despite the COVID-19 outbreak.

Variances to revenue and expenditure are explainable as non-COVID-19 related. There has been no COVID related concessions or exemptions granted.

COVID-19 is not expected to impact the supply of teachers to the profession. Teacher 5 – year renewals were in line with expectation despite COVID-19, with the vast majority of the cohort renewing registration as expected for another 5 years. There has been no material increase in cost to the College during 2020 due to COVID-19. There has been no material demonstrated financial hardship experienced by teachers that has impacted registration revenue streams for the College.

In assessing the Financial Statements management is confident that COVID-19 will not impact the going concern of the college into the future. The teaching profession has remained resilient and robust throughout the pandemic, proving itself to be agile in it's approach to change. The College has also shown a remarkable ability to continue operations in spite of the pandemic with no material increases in running costs, demonstrating a willingness to adapt in an unknown landscape.

**Queensland College of Teachers**  
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<b>8 Supplies and Services</b>	<b>2020</b>	<b>2019</b>
	<b>\$</b>	<b>\$</b>
Administration and finance *	1,061,731	1,167,902
Asset operating costs	9,631	37,109
Consulting, contracting and bureau fees	533,432	627,122
Professional Conduct and Disciplinary costs	10,579	38,958
Property costs and maintenance	106,839	98,218
<b>Total</b>	<b>1,722,212</b>	<b>1,969,309</b>

\*Total external audit fees paid to the Queensland Audit Office relating to the 2020 financial statements are estimated to be \$27,765 (2019: \$27,000). There are no non-audit services included in this amount. The College also engaged the services of Grant Thornton Australia to perform internal audits at a cost of \$14,190 (Vincents, 2019: \$8,450). Vincents Chartered Accountants were not used during 2020.

**Related Party Transactions**

Consulting, contracting and bureau fees *	232,863	249,421
<b>Total</b>	<b>232,863</b>	<b>249,421</b>

\* Includes Corporate Administration Agency (Shared service provision) charges.

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

<b>9 Depreciation and Amortisation</b>	<b>2020</b>	<b>2019</b>
	<b>\$</b>	<b>\$</b>
Depreciation and amortisation were incurred in respect of:		
Depreciation: Plant and equipment	160,527	155,214
Amortisation: Software purchased	134,285	65,516
Amortisation: Right of use asset	659,847	658,031
<b>Total</b>	<b>954,659</b>	<b>878,761</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 completed 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**  
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**9 Depreciation and Amortisation (continued)**

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

<b>Class</b>	<b>Depreciation/ Amortisation Rate %</b>
Plant and equipment:	
Other equipment	10 – 50
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.

	<b>2020</b>	<b>2019</b>
	<b>\$</b>	<b>\$</b>
<b>10 Criminal history checks</b>		
		<b>\$</b>
Incurred in respect of Applications	141,864	136,303
Incurred in respect of Renewal of Registration*	1,268,933	194,538
	<b>1,410,797</b>	<b>330,841</b>

\*Teacher registrations are required to be renewed every five years. Approximately 52,307 teachers who registered during 2015 and 2016 representing 47% of registered teachers in Queensland, were consequently required to renew their registration during 2020 (2019:7,342).

<b>11 Finance costs</b>	<b>2020</b>	<b>2019</b>
	<b>\$</b>	<b>\$</b>
Lease liability	189,175	204,572
Other	-	6,682
	<b>189,175</b>	<b>211,254</b>

**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**  
**Notes To and Forming Part of the Financial Statements**  
**for the year ended 31 December 2020**

<b>12 Cash and Cash Equivalents</b>	<b>2020</b>	<b>2019</b>
	<b>\$</b>	<b>\$</b>
Cash on hand	1,000	1,000
Cash at bank	3,219,201	993,355
Deposits at call	7,874,329	9,447,125
<b>Total</b>	<b>11,094,530</b>	<b>10,441,480</b>

Cash deposited with the Queensland Treasury Corporation earned interest at rates between 1.92% and 0.67% (2019: 3.05% and 1.55%).

Funds totalling \$4.4 million (2019: \$4.4 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>13 Receivables</b>	<b>2020</b>	<b>2019</b>
	<b>\$</b>	<b>\$</b>
GST receivable	67,094	99,171
GST payable	(34,405)	(2,644)
	<b>32,689</b>	<b>96,527</b>
Long service leave reimbursements	56,082	24,165
Other receivables	61,420	17,197
<b>Total</b>	<b>150,191</b>	<b>137,889</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.

**Queensland College of Teachers**  
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<b>14 Intangible Assets</b>	<b>2020</b>	<b>2019</b>
	<b>\$</b>	<b>\$</b>
<i>Software purchased</i>		
At cost	2,214,236	2,172,542
Less accumulated amortisation	<u>(1,302,625)</u>	<u>(1,168,338)</u>
<b>Total</b>	<b><u>911,611</u></b>	<b><u>1,004,204</u></b>

**Intangible Assets Reconciliation**

	Carrying amount at 1 January	Acquisitions	Transfers	Amortisation	Carrying amount at 31 December
	\$	\$	\$	\$	\$
<b>2020</b>					
<i>Software purchased</i>	<b>810,584</b>	41,692	193,620	(134,285)	<b>911,611</b>
<i>Software WIP</i>	193,620	-	(193,620)	-	-
	<b><u>1,004,204</u></b>	41,692	-	(134,285)	<b><u>911,611</u></b>
<b>2019</b>					
<i>Software Purchased</i>	<b>228,852</b>	-	647,248	(65,516)	<b>810,584</b>
<i>Software WIP</i>	<b>80,913</b>	759,955	(647,248)	-	<b>193,620</b>
	<b><u>309,765</u></b>	759,955	-	(65,516)	<b><u>1,004,204</u></b>

Amortisation of the purchased software intangible is included in the line item "Depreciation and Amortisation" in the Statement of Comprehensive Income and in note 9.

The purchased software intangible asset of the College has a finite useful life and is amortised on a straight-line basis. Refer to note 9.

**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.

**Queensland College of Teachers**  
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15 Right-of-use asset	2020 \$	2019 \$
<i>Right of use asset</i>		
At cost	6,477,394	6,477,394
Less accumulated amortisation	(1,317,878)	(658,031)
<b>Total</b>	<b>5,159,516</b>	<b>5,819,363</b>

**Right of Use Asset Reconciliation**

	Carrying amount at 1 January \$	Impact of first year adoption of AASB 16 \$	Amortisation \$	Carrying amount at 31 December \$
<b>2020</b>				
Right-of-use asset	5,819,363	-	(659,847)	5,159,516
<b>2019</b>				
<i>Right of use asset</i>	-	6,477,394	(658,031)	<b>5,819,363</b>

**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.

**Queensland College of Teachers**  
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<b>16 Plant and Equipment</b>	<b>2020</b>	<b>2019</b>
	<b>\$</b>	<b>\$</b>
<i>Leasehold Improvements</i>		
At cost	1,151,672	1,151,672
Less accumulated depreciation	<u>(743,987)</u>	<u>(599,829)</u>
	407,685	551,843
<i>Plant and equipment</i>		
At cost	498,089	476,617
Less accumulated depreciation	<u>(446,694)</u>	<u>(430,324)</u>
	51,395	46,293
<b>Total</b>	<b><u>459,080</u></b>	<b><u>598,136</u></b>

**Plant and Equipment Reconciliation**

	Carrying amount at 1 January	Acquisitions	Depreciation	Carrying amount at 31 December
	\$	\$	\$	\$
<b>2020</b>				
<i>Leasehold Improvements</i>	551,843	-	(144,157)	407,686
<i>Plant and equipment</i>	46,293	21,472	(16,370)	51,395
	<u>598,136</u>	<u>21,472</u>	<u>(160,527)</u>	<u>459,080</u>
<b>2019</b>				
<i>Leasehold Improvements</i>	695,604	-	(143,761)	551,843
<i>Plant and equipment</i>	10,354	47,392	(11,453)	46,293
	<u>705,958</u>	<u>47,392</u>	<u>(155,214)</u>	<u>598,136</u>

The College has plant and equipment with an original cost of \$421,781 (2019: \$403,096) and a written down value of zero which is still being used in the provision of services.

**Acquisitions of Assets**

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

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

**Plant and Equipment**

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

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

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

**Queensland College of Teachers**  
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<b>17 Payables</b>	<b>2020</b>	<b>2019</b>
	<b>\$</b>	<b>\$</b>
Trade creditors	99,069	172,183
Criminal history checks	394,296	43,605
Other creditors and accruals	82,117	115,683
<b>Total</b>	<b>575,482</b>	<b>331,471</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.

<b>18 Accrued Employee Benefits</b>	<b>2020</b>	<b>2019</b>
	<b>\$</b>	<b>\$</b>
<i>Current</i>		
Salaries payable	-	99,778
Annual leave	704,724	582,468
Salaries on costs payable	81,441	81,631
<b>Total</b>	<b>786,165</b>	<b>763,877</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 employees' annual leave allocation with amounts paid to employees for annual leave being deducted from the provision.

*Long Service Leave*

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

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

<b>19 Other Liabilities</b>	<b>2020</b>	<b>2019</b>
	<b>\$</b>	<b>\$</b>
<i>Current</i>		
Contract liability - Grant	29,424	245,715
Contract liability - Fees	8,181,344	7,788,407
<b>Total</b>	<b>8,210,768</b>	<b>8,034,122</b>

**Accounting policy**

The College recognises monies received as unearned income until services and benefits promised to customers have been fully satisfied (AASB 15 – Revenue from Contract with Customers). 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.

**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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<b>20 Leases as lessee</b>	<b>2020</b>	<b>2019</b>
	<b>\$</b>	<b>\$</b>
<b>Right of use assets – Building</b>		
Opening balance at 1 January	<b>5,819,363</b>	<b>6,477,394</b>
Depreciation charge	(659,847)	(658,031)
<b>Closing balance at 31 December</b>	<b>5,159,516</b>	<b>5,819,363</b>
<b>Lease liabilities</b>		
<i>Current</i>	602,650	558,878
<i>Non-Current</i>	5,481,762	6,084,407
<b>Total</b>	<b>6,084,412</b>	<b>6,643,285</b>
<b>Amounts recognised in profit or loss</b>		
Interest expense on lease liabilities	189,175	204,572
<b>Total cash outflow for leases</b>	<b>748,048</b>	<b>722,752</b>

**Accounting policy**

Right-of-use assets are initially measured at cost comprising the amount of the initial measurement of the lease liability, any lease payments made at or before the commencement date (less any lease incentives received), initial direct costs incurred and the initial estimate of restoration costs (where applicable). Subsequent to initial recognition, right-of-use assets are measured at cost.

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 11).

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.

**Queensland College of Teachers**  
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<b>21 Reconciliation of Operating Result to Net Cash from Operating Activities</b>	<b>2020 \$</b>	<b>2019 \$</b>
Operating result	<b>(166,128)</b>	<b>957,069</b>
Depreciation and amortisation	954,659	878,761
Finance charges – lease liability	189,175	204,572
Change in assets and liabilities		
(Increase)/Decrease in other receivables	(44,223)	(8,615)
(Increase)/Decrease in GST receivables	32,077	3,501
(Increase)/Decrease in LSL reimbursement	(31,917)	(6,753)
(Increase)/Decrease in prepayments	55,913	(65,682)
Increase/(Decrease) in payables	244,011	(83,806)
Increase/(Decrease) in accrued employee benefits	22,289	152,884
Increase/(Decrease) in unearned revenue	176,645	1,677,563
Increase/(Decrease) in lease incentive liability	0	(1,115,171)
Increase/(Decrease) in GST payable	31,761	2,422
<b>Net cash from/used in operating activities</b>	<b><u>1,464,262</u></b>	<b><u>2,596,745</u></b>

## **22 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.

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

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

<b>Category</b>	<b>Note</b>	<b>2020 \$</b>	<b>2019 \$</b>
<b>Financial assets</b>			
Cash and cash equivalents	12	11,094,530	10,441,480
Receivables	13	150,191	137,889
<b>Total</b>		<b><u>11,244,721</u></b>	<b><u>10,579,369</u></b>
<b>Financial liabilities</b>			
Financial liabilities measured at amortised cost:			
Payables	17	575,482	331,471
<b>Total</b>		<b><u>575,482</u></b>	<b><u>331,471</u></b>

**Queensland College of Teachers**  
**Notes To and Forming Part of the Financial Statements**  
**for the year ended 31 December 2020**

**22 Financial Instruments (Continued)**

**(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.

**(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**  
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**22 Financial Instruments (continued)**

**(d) Liquidity Risk (continued)**

		2020 Payable in			
	Note	< 1 year	1 – 5 year	> 5 years	Total
		\$	\$	\$	\$
<b>Financial liabilities</b>					
Payables	16	575,482			575,482
Lease liability	20	602,650	3,743,586	1,738,171	6,084,407
<b>Total</b>		<b>1,178,132</b>	<b>3,743,586</b>	<b>1,738,171</b>	<b>6,659,889</b>

2019 Payable in					
	Note	< 1 year	1 – 5 year	> 5 years	Total
		\$	\$	\$	\$
<b>Financial liabilities</b>					
Payables	16	331,471			331,471
Lease liability	20	558,878	3,491,765	2,592,642	6,643,285
<b>Total</b>		<b>890,349</b>	<b>3,491,765</b>	<b>2,592,642</b>	<b>6,974,756</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.

**Queensland College of Teachers**  
**Notes To and Forming Part of the Financial Statements**  
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**22 Financial Instruments (continued)**

**(f) Interest Rate Sensitivity Analysis**

The following interest rate sensitivity analysis is based on the outcome to profit and loss if interest rates would change by +/- 1% from the year end rates applicable to the College's financial assets and liabilities. With all other variables held constant, the College would have a surplus and equity increase/ (decrease) of \$110,945 (2019: \$104,414). This is attributable to the College's exposure to variable interest rates on its cash invested.

		<b>2020 Interest Rate Risk</b>			
<b>Financial Instruments</b>	<b>Carrying Amount</b>	<b>-1%</b>		<b>+1%</b>	
		<b>Profit '000</b>	<b>Equity '000</b>	<b>Profit '000</b>	<b>Equity '000</b>
<b>Financial Assets</b>					
Cash	11,094,530	(110)	(110)	110	110
<b>Overall effect on operating result and equity</b>		<b>(110)</b>	<b>(110)</b>	<b>110</b>	<b>110</b>
		<b>2019 Interest Rate Risk</b>			
<b>Financial Instruments</b>	<b>Carrying Amount</b>	<b>-1%</b>		<b>+1%</b>	
		<b>Profit '000</b>	<b>Equity '000</b>	<b>Profit '000</b>	<b>Equity '000</b>
<b>Financial Assets</b>					
Cash	10,441,480	(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>

**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.

**23 Accumulated Surplus**

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

**Criminal history Checks**

The College has an obligation at its own expense to conduct Criminal History Checks for teachers seeking to renew their registration, six months prior to the termination of their initial 5-year registration period.

Based on current Criminal History Check fees, management has estimated the cash outflow over the next five years to be approximately of \$1.2 million (2019: \$1.3 million).

\$4.4 million (2019: \$4.4 million) of the total Deposits at Call (Note 11) will be utilised to service the cash flow impact of the bulk cohort renewals which will occur in 2024 - 25.

**Queensland College of Teachers**  
**Notes To and Forming Part of the Financial Statements**  
**for the year ended 31 December 2020**

**24 Contingencies**

There were no known contingent assets or liabilities of a significant nature as at 31 December 2020 (2019: Nil).

**25 Remuneration of Board Members**

The College's Board comprised the following members during 2020:

<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
L Olsson~	Practising teacher nominated by the Queensland Teachers' Union
N Montague-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)
A Chissell*	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
A O'Brien*	Nominee of the Qld Catholic Education Commission (QCEC)
J Valentine	Nominee of the Chief Executive

<b>Total Remuneration paid to Board Members</b>	<b>2020</b>	<b>2019</b>
	<b>\$</b>	<b>\$</b>
Emeritus Professor W Patton (Chairperson)	25,795	28,942
Professor W Blayney	3,005	3,382
Dr M Beedles	2,869	3,559
K Campradt <sup>‡</sup>	0	4,356
A Chissell*	1,071	0
	<b>32,740</b>	<b>40,239</b>

~ appointed 13 February 2020 – resigned effective 5 December 2020

\* appointed 16 July 2020

‡ resigned 22 October 2019

Board Remuneration included fees of \$30,072 and superannuation of \$2,668 (2019: fees of \$36,602 and superannuation of \$3,637).

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 2020**

**26 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.

**27 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.

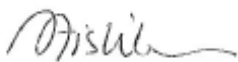
**Queensland College of Teachers**  
**Notes To and Forming Part of the Financial Statements**  
**for the year ended 31 December 2020**

**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 39 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 2020 and of the financial position of the College at the end of that year.

We acknowledge responsibility under s 7 and s 11 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*

25 February 2021



Emeritus Professor W Patton  
*Chairperson*

25 February 2021



## 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 2020, 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 2020, 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.

#### 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**

### **Statement**

In accordance with s.40 of the *Auditor-General Act 2009*, for the year ended 31 December 2020:

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

### **Prescribed requirements scope**

The prescribed requirements for the establishment and keeping of accounts are contained in the Financial Accountability Act 2009, any other Act and the Financial and Performance Management Standard 2019. The applicable requirements include those for keeping financial records that correctly record and explain the entity's transactions and account balances to enable the preparation of a true and fair financial report.



Bhavik Deoji  
as delegate of the Auditor-General

1 March 2021

Queensland Audit Office  
Brisbane



# Appendices

## Appendix 1 – Accredited ITE programs offered in Queensland

Following is a list of Queensland preservice (initial) teacher education programs approved by the QCT for purposes of teacher registration in Queensland as at December 2020. The programs listed below also have national accreditation.

### AUSTRALIAN CATHOLIC UNIVERSITY

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

### GRIFFITH UNIVERSITY

- Bachelor of Education (Junior Secondary/Secondary Double Major)
- Bachelor of Education (Primary Major)
- Bachelor of Education (Primary/Early Childhood)
- Bachelor of Education (Primary/Health and Physical Education Double Major)
- Bachelor of Education (Primary/Special Needs Double Major)
- Bachelor of Education (Secondary Major)
- Bachelor of Education (Secondary/Learning Support Double Major)
- Master of Primary Teaching
- Master of Secondary Teaching

### JAMES COOK UNIVERSITY

- Bachelor of Education (Early Childhood Education)
- Bachelor of Education (Primary)
- Bachelor of Education (Secondary)
- 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 Business
- Bachelor of Education (Secondary)/Bachelor of Fine Arts
- Bachelor of Education (Secondary)/Bachelor of Information Technology
- Bachelor of Mathematics/Master of Teaching (Secondary)
- Bachelor of Science/Master of Teaching (Secondary)
- Master of Teaching (Early Childhood)
- Master of Teaching (Primary)
- Master of Teaching (Secondary)

### SOUTHERN CROSS UNIVERSITY

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

#### **UNIVERSITY OF QUEENSLAND**

- Bachelor of Arts/Bachelor of Education (Secondary)
- Bachelor of Business Management/ Bachelor of Education (Secondary)
- Bachelor of Education (Primary)
- Bachelor of Health, Sport and Physical Education (Honours)
- Bachelor of Mathematics/Bachelor of Education (Secondary)
- Bachelor of Music/Bachelor of Education (Secondary)
- Bachelor of Science/Bachelor of Education (Secondary)
- Master of Teaching (Primary)
- Master of Teaching (Secondary)

#### **UNIVERSITY OF SOUTHERN QUEENSLAND**

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

#### **UNIVERSITY OF THE SUNSHINE COAST**

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

## Appendix 2: Endorsed *Returning to Teaching* programs

Provider	Name of program
Department of Education, Queensland	<i>Restart Teaching</i>
Australian Catholic University	<i>Return to Teaching in Schools</i>

## Appendix 3: 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</i> <i>Transactions of the entity are accounted for in the financial statements</i>

### Remuneration

Position	Name	Meetings/ sessions attended	Approved daily fee \$	Approved subcommittee fees if applicable	Actual fees received* \$
Chair	Professor WA Patton	10	650	Nil	25,795
Member	Professor W Blayney	8	500	Nil	3,005
Member	Dr M Beedles	10	500	Nil	2,869
Member	A Chissell	4	500	Nil	1,071
No. scheduled meetings	10				
Total out-of-pocket expenses					32,740

\* 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

AITSL	Australian Institute for Teaching and School Leadership
APST	Australian Professional Standards for Teachers
ATRA	Australasian Teacher Regulatory Authorities
ATWD	Australian Teacher Workforce Data
CAA	Corporate Administration Agency
CPD	Continuing Professional Development
DoE	Department of Education (Queensland)
HEI	Higher Education Institution
HR	Human resources
ICT	Information and Communication Technology/ies
IRC	Internal Review Committee
ISQ	Independent Schools Queensland
IT	Information Technology
ITE	Initial Teacher Education
PC&TCC	Professional Capacity and Teacher Conduct Committee
PSC	Professional Standards Committee
PTT	Permission to Teach
QCAT	Queensland Civil and Administrative Tribunal
QCEC	Queensland Catholic Education Commission
QCT	Queensland College of Teachers
QPERF	Queensland Professional Experience Reporting Framework
QPS	Queensland Police Service
RTT	Returning to Teaching
SEAWAC	Supporting Employees Affected by Workplace Change
WHS	Work Health and Safety



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