

# Annual Report

2021



# 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 2021.

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 Office of the Director at the QCT Office (phone 07 3377 4735; 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: <https://www.getinvolved.qld.gov.au/>.

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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.

# 2021 Annual Report to the Minister

Letter of compliance

25 February 2022

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 2021.

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\\_2021.pdf](http://www.qct.edu.au/Publications/Corporate/QCT_Annual_Report_2021.pdf) and a checklist outlining the annual reporting requirements can be accessed at:

[http://www.qct.edu.au/Publications/Corporate/QCT\\_Annual\\_Report\\_2021\\_Compliance.pdf](http://www.qct.edu.au/Publications/Corporate/QCT_Annual_Report_2021_Compliance.pdf)

Yours sincerely

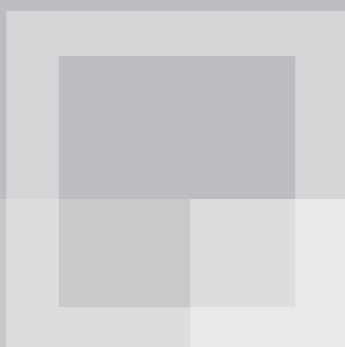


Emeritus Professor Wendy Patton  
Chairperson of the Board

Queensland College of Teachers  
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# About the Queensland College of Teachers

The Queensland College of Teachers (QCT<sup>1</sup>) is the regulatory body for the teaching profession in Queensland. It is a Queensland Government statutory body and is responsible to the Minister for a range of functions to do with registration of teachers. Established on 1 January 2006 by the *Education (Queensland College of Teachers) Act 2005 (the 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](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 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 Vision

World class teachers for a better future for Queensland

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

# Introduction

While 2021 was again a challenging year in terms of responding to COVID conditions, it was wonderful to focus some of our effort toward celebrating our 50<sup>th</sup> anniversary in what was a busy year of activities to promote the teaching profession.

2021 marked 50 years since the establishment of the Board of Teacher Education and the initial development of a teacher registration framework in Queensland. The state led the nation in developing a cross-sector system for the registration of teachers, with the first meeting of the Board of Teacher Education (the original predecessor institution of the QCT) being held on 16 June 1971.

A series of articles specially written for the 50<sup>th</sup> anniversary highlighted the continuing role the QCT plays in the high standing of the teaching profession in Queensland, the value of registration to the profession and the public, the historical development of teacher registration and the regulatory authority in Queensland across the decades, and the contributions of the successive Board chairs. Links to these articles and information about anniversary activities featured in issues of QCT eNews throughout the year and can be found on our website.

Activities undertaken as part of our anniversary celebrations are detailed in the section of this report headed 'Communication with the profession and the public'. A particular pleasure for us as Chair and Director was the opportunity to visit regional areas and meet local members of the profession, both at the anniversary events and in associated school visits. Local teachers in turn expressed their appreciation to the QCT for enabling them to be part of the celebrations.

A series of banners and a board showing a timeline of the development of teacher regulation in Queensland were developed for use at anniversary events, and were later displayed in the QCT office and in the foyer of Education House, where they provided an opportunity to showcase the work of the QCT, and its previous incarnations, to promote high standards of teaching quality and child safety.

Our annual TEACHX Awards program, as always, provided a welcome chance to celebrate the quality of Queensland's teaching profession by recognising the remarkable efforts and achievements of dedicated teachers around the state. We were pleased to again achieve significant media coverage for our award finalists and winners and, through them, for the teaching profession in Queensland.

We are grateful to our partners and sponsors for their financial and in-kind assistance in bringing the anniversary events and the teaching awards to fruition.

In April, we were saddened to learn of the passing in Brisbane of Miss Merline Muldoon, a former Board Chair (of the Board of Teacher Registration, 1989-95) and one of the eponyms of our TEACHX Awards. The QCT was represented at Miss Muldoon's funeral. In the 1960s, Merline was one of the leading lights in the original Queensland Teachers' Union (QTU) campaign to introduce a teacher registration system in Queensland.

During the year, the Board welcomed a new member and farewelled two others. Board meetings continued to be conducted largely online, with only the Chair and a small number of other members attending in person at the QCT Office. In addition to its regular, scheduled meetings, several Board decisions were taken by flying minute.

Members of the QCT Board are normally appointed for three-year terms, and the appointments of members in 2021 were due to terminate at the end of the year. As part of this normal three-cycle, the Board oversaw an election process in the first half of the year to elect three practising teachers for the next term of the Board. Details of this can be found in the Corporate Governance section of this report.

With a view to the reconstitution of the Board from the start of 2022, the outgoing Board gave consideration at several meetings to the nature of an effective induction program for the new Board. Work on this has continued, and we look forward to welcoming and working with a new Board in 2022.

We expect that a major issue the new Board will need to address is ensuring that teaching quality is maintained in the current context. This situation, which is by no means unique to our state, may well be exacerbated in 2022 by the impact of COVID. The QCT looks forward to continuing to work with all our stakeholders – employing sectors, teacher unions, parents' groups, HEIs – to find solutions which help to increase the supply of teachers

who meet the high standards necessary for those entrusted with the education and welfare of the state's school students.

Due to the ongoing pandemic, much of our work – whether 'office work', or interactions with teachers and other stakeholders – continued to be undertaken online. Our core functions continued to be performed at a high level and our high-quality customer service was maintained. This report illustrates how much our relatively small agency continues to achieve in terms of teacher registration, teacher certification, monitoring of compliance with teacher regulatory legislation, action on teacher conduct matters and accreditation of initial teacher education programs.

As part of the State's public service, the Office of the QCT aims to be a high performing, impartial and productive workforce that puts the people of Queensland first. We are dedicated to serving the public of Queensland and the state's teaching profession and are committed to a way of working where:

- leaders and employees make decisions based on the Queensland public service values
- leaders demonstrate the values as role models for employees
- we prioritise quality, inclusion, diversity, creativity, and collaboration every day.

Examples can be found throughout this report of how the five public service values (Customers first, Ideas into action, Unleash potential, Be courageous, and Empower people) guide our behaviour and the way we operate. We know our customers and deliver what matters. We encourage and embrace new ideas. We lead and set clear expectations and seek and act on feedback. We act with transparency and promote professional development.

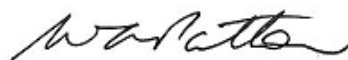
The QCT continues to be acknowledged, both by our stakeholders in Queensland and nationally, as a leader in evidence-based contribution to state and national policy discussions in areas including child safety, teacher professional boundaries, accreditation of preservice teacher education and promotion of the profession.

Our regular meetings with leaders of the QCT's major stakeholders in 2021 confirmed the high regard in which the QCT is held by employing authorities and peak bodies. The QCT was commended for its collaborative approach in addressing matters of mutual concern and its responsive and responsible commitment to performing its legislated functions.

On the financial front, it appears that our expectation at this time last year that COVID would have little overall effect on future operating results has been borne out so far. We are pleased to report a favourable operating outcome: various cost-saving measures resulted in a surplus rather than the budgeted small deficit. However, with a view to ensuring our long-term financial sustainability, we will in 2022 be prioritising the exploration of ways to address our increasing budgetary challenges.

We would like to take this opportunity to express our appreciation to Board members and committee members for their ongoing dedication to the work of the QCT and their forbearance with virtual meetings. Our gratitude goes to the staff of the QCT Office, who have again demonstrated commitment and adaptability in serving the public and the teaching profession. Our IT staff have again shone in their assistance with remote connectedness for staff and in their delivery of online solutions for various QCT functions.

Finally, we thank Queensland teachers. We salute their resilience and tireless service to their communities and wish them all the best for 2022.



Emeritus Professor Wendy Patton  
Chairperson of the Board



Deanne Fishburn  
Director

# 2021 Performance against Strategic Plan

The Strategic Plan for 2019–2022 identifies the objectives, strategies and performance indicators shown in Table 1 (pages 10-15).

The table indicates achievements against the strategies and performance indicators in 2021. 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 a high standard of preparation, conduct and practice is upheld in the teaching profession in Queensland
- 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:

- using professional standards to enhance teaching quality
- enhancing our governance and decision-making processes
- conducting an efficient administrative operation
- 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 (APST)
- nationally consistent accreditation of initial teacher education (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 teaching quality) affect the QCT's work. The activities of the QCT contribute towards 'the Australian Governments' commitment to action in the 2019 *Alice Springs (Mparntwe) Education Declaration*, especially in the area of supporting quality teaching and leadership.

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 system 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 Working Group 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 teaching 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 APST, 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 2022.

Table 1: Achievements against 2019–2022 Strategic Plan in 2021

## Contemporary regulation

Strategies	2021 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>Conducted the 2021 Census of teachers in Queensland schools</li> <li>Launched instructional videos for application and renewal processes on the QCT website</li> <li>Conducted two stage 2 accreditations and one stage 1 accreditation for ITE programs in Queensland</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> </ul>
Use powerful, secure and fit-for-purpose systems and processes	<ul style="list-style-type: none"> <li>Continued to facilitate COVID-19 policy changes to enable ITE providers to apply professional experience changes ensuring that graduates continue to meet the APST and all requirements for graduation</li> <li>Supported initial teacher education providers to implement changes to the accreditation requirements for primary ITE programs, to strengthen the capacity of graduate teachers to teach reading</li> </ul>
Use risk-based approaches to regulatory enforcement	<ul style="list-style-type: none"> <li>Supported the negotiation of the Professional Experience Partnership Agreement between the Queensland DoE, Independent Schools Queensland (ISQ), Queensland Catholic Education Commission (QCEC) and ITE providers to ensure genuine collaboration and partnership across Queensland's education sector to deliver high quality outcomes for preservice teachers</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>Conducted a review of assessment processes for applications for registration by individuals who do not have a prescribed qualification</li> <li>Supported regional partnerships across sectors to enhance understanding of the APST and mentoring of beginning teachers</li> </ul>
Increase our efficiency and effectiveness by adopting practices afforded by new technologies	<ul style="list-style-type: none"> <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 teaching quality across all career stages</li> <li>Conducted information sessions and webinars to support preservice teachers' and approved teachers' understanding of teacher registration and of professional boundaries and conduct issues</li> <li>Developed resources to support the professional development of preservice and practising teachers about Professional Boundaries</li> <li>Developed a Renewal of Certification Policy and Guideline aligned to national certification requirements and the requirements of Queensland stakeholders</li> <li>Undertook significant work in governance and quality assurance of the certification process, including the internal review of certification decisions</li> <li>Conducted a review of the QCT's internal review processes and commenced implementation of resultant recommendations to support efficient and effective operation of internal review processes at the QCT</li> <li>Reviewed and refined processes for practice and conduct proceedings against teachers on competency grounds</li> </ul>

## Educational leadership

Strategies	2021 Activities
<p>Lead a coordinated approach to promoting the teaching profession</p> <p>Seize opportunities and participate in events that shape and influence state and national teacher regulatory policy</p> <p>Increase the visibility of, and public confidence in the QCT</p> <p>Develop and implement policies that are future-focussed and responsive to changes in community expectations</p>	<ul style="list-style-type: none"> <li>• Conducted a program of activities to mark the 50<sup>th</sup> anniversary of a Queensland teacher registration authority, guided by a stakeholder reference group</li> <li>• Conducted the QCT TEACHX Awards, receiving a high number of nominations, held a virtual awards ceremony and secured significant media coverage of award finalists and winners</li> <li>• Chaired a working group of the Australasian Teacher Regulatory Authorities (ATRA) to consider responses to implementation challenges related to the inclusion of teachers within the Automatic Mutual Recognition (AMR) scheme proposed by the Australian Government</li> <li>• Provided submissions to the Australian Government's consultation on a proposed Automatic Mutual Recognition scheme and on a review of Quality Initial Teacher Education</li> <li>• Continued to lead 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>• Worked with national TRAs on a range of policy and operational matters related to the accreditation of initial teacher education programs</li> <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>• Participated in the Australian Teacher Workforce Data (ATWD) project</li> <li>• Assisted a small number of teachers to present their research at national conferences through our Teacher Research Grants</li> </ul>

Table 1: Achievements against 2019–2022 Strategic Plan in 2021 (Continued)

## Innovation

Strategies	2021 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>Implemented a streamlined registration process for Norfolk Island teachers transitioning from employment in New South Wales as a result of education services now being provided by Queensland</li> </ul>
Deliver exceptional user experiences for people engaging with us	<ul style="list-style-type: none"> <li>Delivered innovations from the first year of a three-year Digital Customer Care Strategy</li> <li>Developed further digital solutions to manage teacher registration and ensure business continuity during COVID-19 pandemic restrictions</li> </ul>
Use data-driven insights to achieve public value	<ul style="list-style-type: none"> <li>Enhanced a portal to support the delivery of certification of Highly Accomplished teachers and Lead teachers</li> <li>Implemented an accreditation portal to support ITE providers in meeting program accreditation, change notification and annual reporting requirements in an efficient and timely manner</li> </ul>
Develop contemporary solutions to identified issues	<ul style="list-style-type: none"> <li>Developed, tested and trialled an online system for stakeholders to lodge notifications and complaints to the QCT about teacher professional conduct, with full implementation to occur in 2022</li> </ul>
Develop metrics to guide and improve performance	<ul style="list-style-type: none"> <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>
Build organisational support to drive innovation	<ul style="list-style-type: none"> <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> <li>Launched a new intranet platform designed during 2020 in consultation with QCT Digital Governance Working Group</li> </ul>

## Collaboration with our stakeholders

Strategies	2021 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 registration</li> </ul>
Build and maintain a strong reputation by meeting community expectations	<ul style="list-style-type: none"> <li>Continued to provide teachers with 50-year celebratory certificate for the anniversary of teacher regulation in Queensland</li> <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>
Enable stakeholder-led evaluation of the QCT	<ul style="list-style-type: none"> <li>Engaged with stakeholders to provide regulatory advice and guidance in relation to the DoE's Turn to Teaching internship program to be piloted in 2022 with two Queensland ITE providers</li> </ul>
Proactively engage with stakeholders about education and regulation issues	<ul style="list-style-type: none"> <li>Worked with Queensland teachers to develop two films to promote the teaching profession and to provide guidance on the transition from provisional to full registration</li> <li>Held regular meetings with Queensland Beginning and Early Career Teachers' Group to consult on a range of QCT activities and policy directions</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>Worked with the New South Wales Standards Authority (NESA) to support AITSL's delivery of training to accreditation panel members</li> <li>Consulted with AITSL at data gathering stage and responded to the AITSL <i>Review of Disability Standards for Education (DSE): Mapping of teaching and school leadership frameworks, discussion paper</i></li> <li>Worked through AITSL's Certifying Authority Network to collaborate with national stakeholders on strategic and operational issues related to the certification of Highly Accomplished and Lead Teachers</li> </ul>

Table 1: Achievements against 2019–2022 Strategic Plan in 2021 (Continued)

## Organisational sustainability

Strategies	2021 Activities
Ensure QCT is appropriately resourced, well managed and fit-for-purpose	<ul style="list-style-type: none"> <li>Began identifying potential enhancements (e.g. regarding teacher professional conduct provisions) as part of a review under s232 of the Act to occur in 2022</li> </ul>
Cultivate a high performing and diverse organisation	<ul style="list-style-type: none"> <li>Engaged expert assistance to conduct a strategic review of our human resources (HR) to ensure staffing structure is best suited to future needs of the organisation</li> <li>Furthered the implementation of recommendations from the 2020 internal audits of QCT records management and business continuity planning</li> <li>Arranged internal audits regarding QCT financial controls and data privacy arrangements and began acting on their recommendations</li> </ul>
Pursue opportunities to enhance our financial sustainability	<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> <li>Negotiated sponsorship arrangements for the QCT 50<sup>th</sup> anniversary activities</li> </ul>
Take steps to reduce our environmental impact	<ul style="list-style-type: none"> <li>Maintained staff wellbeing measures 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> </ul>
Redesign our work to capitalise on new modes of working and learning	<ul style="list-style-type: none"> <li>Maintained working-from-home arrangements for business continuity and sustainability due to ongoing pandemic</li> <li>Upskilled staff in registration-related activities in order to increase capability across the Registration Unit and mitigate potential issues with tasks normally undertaken by a specific staff member</li> <li>Revised leave policy and monitored staff leave balances to maintain staff wellbeing and reduce organisational liability</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>Continued to refine 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 QCEC</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 – 16 # Updates to register within 1 working day of receiving s48 – 16</small></p>
<b>Stakeholder satisfaction</b>	<p>% of respondents to customer and stakeholder surveys who are satisfied with their experience of the QCT:</p> <p>Target: 80%      Achieved: <b>95.2%*</b> workshops/webinars <b>95.5%^</b> application process</p> <p><small>* Based on responses to feedback surveys regarding teacher engagement workshops and webinars (total 816 respondents) ^ Based on responses to feedback surveys submitted by applicants for registration/PTT/renewal (total 574 respondents)</small></p> <ul style="list-style-type: none"> <li>All major QCT stakeholders (the Minister, employers of teachers, teacher unions, parent groups) expressed satisfaction with the QCT during biannual meetings with the Chair and the Director.</li> </ul>
<b>Positive public profile</b>	<ul style="list-style-type: none"> <li>Increased numbers of followers on social media</li> <li>Extensive media coverage of QCT teaching awards program</li> </ul>
<b>Positive workplace climate</b>	<p>% of staff with positive work morale:</p> <p>Target: 70%      Achieved: <b>85.5%*</b> (2020: 79.5%)</p> <p><small>* Based on responses to Working for Queensland survey 2021: 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>79%*</b> (2020: 74%)</p> <p><small>* Based on responses to Working for Queensland survey 2019: positive responses to Q28a 'I received useful feedback on my performance'</small></p>
<b>Financial sustainability</b>	<ul style="list-style-type: none"> <li>Received an unmodified 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 2022

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

## Contemporary regulation

Strategies	2022 Projects/priorities
Make robust, data-driven (when possible), timely and consistent decisions that are child/student-focussed and in the interests of the teaching profession	<ul style="list-style-type: none"> <li>Participate in national activities to support the implementation of new or revised collateral and processes to increase knowledge and understanding of the APST, in response to national initiatives</li> <li>Engage with stakeholders to support the Turn to Teaching initiative including, where appropriate, streamlined PTT processes</li> <li>Review the regulatory compliance position paper and develop an annual plan to implement priority regulatory activities</li> </ul>
Use powerful, secure and fit-for-purpose systems and processes	<ul style="list-style-type: none"> <li>Continue to implement case management strategies for teachers applying for renewal of registration, and launch an application form for teachers seeking review of a Returning to Teaching (RTT) condition</li> </ul>
Use risk-based approaches to regulatory enforcement	<ul style="list-style-type: none"> <li>Review the continuing professional development (CPD) policy, develop and action a change management plan for changes required for implementation</li> <li>Review and implement changes to the portfolio process for applicants</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>Participate in the development of a universal information sharing agreement for mutual recognition, and implement any required changes to mutual recognition process and regulation resulting from legislative changes</li> <li>Review the Transition to Full Registration policy and implement recommendations arising from the consultation, including process and collateral changes and enhancements to myQCT (teachers' individual online accounts)</li> </ul>
Increase our efficiencies and effectiveness by adopting practices afforded by new technologies	<ul style="list-style-type: none"> <li>Review QCT resources about professional boundaries and professional conduct</li> <li>Review and initiate/implement information sharing arrangements with New Zealand Teaching Council and Queensland Department of Children, Youth Justice and Multicultural Affairs to ensure consistent decision making in the best interests of the teaching profession and child safety</li> <li>Continue to implement processes for the certification of teachers employed in DoE and QCEC schools as Highly Accomplished or Lead teachers, supporting assessor training and processes; conduct moderation activities with ISQ</li> <li>Implement the renewal of certification function for teachers certified during the certification pilot and teachers certified by interstate certifying authorities</li> <li>Provide support to certification assessors to assist the retention and capability development of the pool of certification assessors</li> <li>Continue to implement national annual reporting for ITE program accreditation and streamline Queensland annual reporting requirements to ensure reduced regulatory burden in the efficient and precise monitoring of Queensland ITE programs</li> <li>Continue to support AITSL in the development and delivery of accreditation panellist training</li> <li>Implement scheduled accreditation activities including 12 stage 2 assessments, monitoring and annual reporting for all Queensland ITE providers</li> <li>Facilitate a forum for Queensland ITE providers to support streamlined stage 2 accreditation and revised quality assurance processes</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 application of the APST</li> <li>Strengthen teachers' and school leaders' understanding and application of the APST across the career continuum</li> <li>Continue to review the Act and QCT policies and processes for compatibility with the <i>Human Rights Act 2019</i></li> </ul>



## Educational leadership

Strategies	2022 Projects/priorities
<p>Lead a coordinated approach to promoting the teaching profession</p> <p>Seize opportunities and participate in events that shape and influence state and national teacher regulatory policy</p> <p>Increase the visibility of, and public confidence in the QCT</p> <p>Develop and implement policies and programs that are future-focussed and responsive to changes in community expectations</p>	<ul style="list-style-type: none"> <li>• Undertake a leadership role in specialist areas and participate in relevant forums</li> <li>• Monitor and participate in government policy development and implementation strategies for early childhood teacher registration</li> <li>• Participate in the ATRA review of English language proficiency requirements and consideration of associated recommendations from the report – <i>One Teaching Profession: Teacher Registration in Australia</i></li> <li>• Recognise and reward excellence in teaching through the QCT TEACHX Awards program, to promote the profession and increase the visibility of the QCT</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 research that develops an evidence base to support QCT functions</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> <li>• Continue to engage with ATRA members in chairing a working group to consider responses to implementation challenges related to the inclusion of teachers within the AMR Scheme introduced by the Australian Government</li> <li>• Contribute to national forums and discussions about ITE and the APST</li> <li>• Proactively engage in national activities regarding certification of teachers as Highly Accomplished or Lead teachers, to positively influence development of national policy in this area</li> <li>• Continue to progress recommendations arising from National Review of Teacher Registration</li> </ul>

## Innovation

Strategies	2022 Projects/priorities
<p>Apply evidence-based approaches to decision-making</p> <p>Deliver exceptional user experiences for people engaging with us</p> <p>Use data-driven insights to achieve public value</p> <p>Develop contemporary solutions to identified issues</p> <p>Develop metrics to guide and improve performance</p> <p>Build organisational support to drive innovation</p>	<ul style="list-style-type: none"> <li>• Improve user experience on the QCT website in priority areas and information about registration, including further instructional videos</li> <li>• Continue progressing the three-year Digital Customer Care Strategy and implement second year of the plan</li> <li>• Implement an online application for review of registration conditions</li> <li>• Improve processes, systems and reporting processes across business areas so that the QCT Complaints Management database is an accurate recording tool for accountability and transparency in managing complaints</li> <li>• Continue to lead Digital Governance Working Group to support a coordinated approach to decision making across the organisation and strengthen governance processes</li> <li>• Continue to develop innovative digital solutions to presenting information to registered teachers and teacher applicants</li> <li>• Implement phase 1 and develop phase 2 of an accreditation portal to support and enhance efficiency of processes for accreditation and monitoring of Queensland ITE programs</li> </ul>

## Collaboration with our stakeholders

Strategies	2022 Projects/priorities
<p>Co-create solutions to identified issues</p> <p>Build and maintain a strong reputation by meeting community expectations</p> <p>Enable stakeholder-led evaluation of the QCT</p> <p>Proactively engage with stakeholders about education and regulation issues</p>	<ul style="list-style-type: none"> <li>• Lead and participate in the development, testing and implementation of a pilot program for the automatic exchange of data for Mutual Recognition verification with other teacher regulatory authorities</li> <li>• Work collaboratively with the Non-State Schools Accreditation Board on common issues including regular meetings, consultation and information-sharing arrangement exchanges</li> <li>• Collaborate with the DoE (and other sectors where applicable) to work on key initiatives related to induction and retention of preservice and early career teachers</li> <li>• Expand resources and communication to support community understanding of Teaching Performance Assessments for graduate teachers</li> <li>• Continue to meet on a quarterly basis with principals' associations to consult, collaborate and communicate key matters</li> <li>• Continue to engage with beginning and early career teachers to gather ideas for improving QCT services</li> <li>• Produce a bi-annual newsletter for Queensland ITE providers</li> <li>• Survey stakeholders to evaluate efficiency and effectiveness of accreditation processes</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 and how it might relate to the implementation of AMR</li> <li>• Develop a survey to measure stakeholder satisfaction with the QCT to enhance performance reporting and facilitate performance improvement across QCT functions</li> <li>• Interview successful applicants and assessors to develop short vignettes to support new applicants' understanding of certification of teachers as Highly Accomplished or Lead teachers and enhance published resources on the website</li> </ul>

## Organisational sustainability

Strategies	2022 Projects/priorities
Ensure QCT is appropriately resourced, well managed and fit-for-purpose	<ul style="list-style-type: none"> <li>• Implement an induction program to ensure new members of the QCT Board and committees can contribute as effectively as possible to governance operations</li> <li>• Develop a new QCT Strategic Plan for the period 2023 – 2026</li> <li>• Implement outstanding recommendations arising from 2021 external expert review of the QCT's processes for internal review of decisions</li> </ul>
Cultivate a high performing and diverse organisation	<ul style="list-style-type: none"> <li>• Undertake a review under s232 of the Act with internal discussion, Board consideration and stakeholder consultation, to identify technical and minor amendments to enhance the QCT's operation</li> </ul>
Pursue opportunities to enhance our financial sustainability	<ul style="list-style-type: none"> <li>• Review the QCT Risk Management Framework with attention to risk appetite statements, risk definitions and risk assessment processes, to improve consistency in application of the Framework across business areas for corporate risk reporting and management</li> </ul>
Take steps to reduce our environmental impact	<ul style="list-style-type: none"> <li>• Continue to implement recent internal audit recommendations to improve processes in records management, business continuity planning (including increased movement to paperless processing), data privacy and financial controls</li> </ul>
Redesign our work to capitalise on new modes of working and learning	<ul style="list-style-type: none"> <li>• Assess and address recommendations from the 2021 cyber security audit</li> <li>• Continue to strengthen management of Right to Information (RTI) requests and personal and confidential information in line with Queensland Government requirements</li> <li>• Migrate Teacher Stories to a modern digital platform</li> <li>• Commence a review of QCT policies and develop a policy register and a Policy Management Framework to help ensure that up-to-date versions of all required policies are readily accessible</li> <li>• Manage the implementation of recommendations of the Strategic HR Review undertaken to minimise single person risks, ensure succession planning and future-proof the organisation</li> <li>• Prioritise skill and capability development required for key positions and implement strategies to develop skills and competencies</li> <li>• Continue to implement financial optimisation measures to address budgetary challenges to ensure QCT's future financial sustainability</li> <li>• Enhance sponsorship arrangements for promotional activities to help offset costs to the QCT</li> </ul>

# Queensland's approved teachers

## The state of the register

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

The following table (Table 2) shows the number of teachers on the register as at 31 December 2021 and the numbers of applications received, withdrawn, refused, and approved during the year, as compared with the previous four years. At the end of 2021, the register contained the names of 112,540 approved teachers (up 1.2% from the end of 2020).

**Table 2:** Queensland register of teachers, 2017 – 2021

Registration activity	2017	2018	2019	2020	2021
<b>Register of teachers</b>					
Number of approved teachers as at 31 December	106,915	108,220	109,629	111,175	112,540
<b>Applications for approval to teach</b>					
New applications received	7081	6350	6693	6866	7473
In progress as at 31 Dec*	854	576	613	945	898
<b>Outcomes of applications for approval to teach</b>					
Applications refused	103	98	109	64	76
Applications withdrawn	116	213	168	105	200
Applications approved	6562	6303	6316	6322	7158
<b>Provisional to full registration</b>					
Applications processed	3417	3633	3370	3336	3045
<b>Applications for renewal/restoration of registration</b>					
Received	6631	6944	7338	48,683	17,469
Processed	6799	6884	7223	42,293	23,786
In progress as at 31 Dec	280	324	115	6861	472

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

During 2021 a total of 4498 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 2021 was 18.6% higher than that in 2020. The increase can be attributed mainly to teachers in the large cohort whose five-year registration period terminated at the end of 2020 choosing not to renew their registration.

<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	2020	2021
Cancellation due to fee not being paid*	2123	1063
End of period of provisional registration	333	288
End of five-year full registration	98	1655
Voluntary surrender	950	1173
Deceased	63	61
Other	226	258
Total	3793	4498

\*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 ages have remained relatively stable in recent years.

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

Applicants/teachers	Average age	
	2020	2021
All applicants	35.8	36.0
– Female applicants	35.4	35.7
– Male applicants	36.8	36.9
Approved teachers on the register	45.6	45.7

Table 5 shows the age profile of approved teachers and the gender breakdown by age group. Overall, more than three-quarters of teachers on the register are female. Half of all teachers are aged 45 years or older, and 16.8% (2020: 17.0%) are 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 2021 (Percentages are rounded and may not add to 100 per cent)

Age group	Percentage of Register	Male	Female
0-24	3.1%	21.7%	78.3%
25-29	8.8%	23.4%	76.6%
30-34	10.9%	23.4%	76.6%
35-39	12.5%	21.8%	78.2%
40-44	13.1%	22.7%	77.3%
45-49	12.3%	22.4%	77.6%
50-54	12.2%	23.2%	76.8%
55-59	10.2%	24.7%	75.3%
60 and over	16.8%	29.0%	71.0%

### Location and employment

Approximately 96% of approved teachers have Queensland addresses. Most of the remainder have interstate addresses (1.9% 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 2021, 69.1% of approved teachers were known to be employed in permanent or long-term temporary teaching positions in Queensland schools (2020: 68.6%). This proportion has been gradually increasing since 2013, when it was 60.5%.

Some 2% of approved teachers in 2021 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 the QCT was advised had a permanent or long-term temporary teaching position in a Queensland school, 67% were in State schools and 33% were in non-State schools. 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 2021

Employment sector	2020	2021
Non-State Primary	16.1%	16.3%
Non-State Secondary	17.2%	17.4%
State Primary	39.8%	39.2%
State Secondary	26.9%	27.1%

Of those employed in a permanent or long-term temporary teaching position in a Queensland school, 94.1% (2020: 93.7%) held full registration and the remainder provisional registration.

### Qualifications

Most approved teachers (91%) have at least four years of teacher education (i.e. four years of higher education including at least one year of professional teaching studies) (2020: 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 2021.

**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	48%	91%
3 years	22%	8%
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	% with less than 3 years	% with 3 years	% with 4 or more years
24 and under	0%	0%	100%
25-29	0%	0%	99%
30-34	1%	1%	99%
35-39	1%	1%	99%
40-44	1%	1%	98%
45-49	1%	6%	93%
50-54	1%	17%	82%
55-59	1%	20%	80%
60 and over	3%	19%	78%

## Registration activity

### Applications for approval to teach

The QCT received a total of 7473 applications for approval to teach (an increase of 8.8% on the previous year). This surpassed the previous highest number of applications received, which was 7081 in 2017. The increase is possibly attributable to more people moving to Queensland, and possibly more Queensland ITE enrolments.

Applicants who had attained an initial teaching qualification from a Queensland institution within the past two years made up 37.7% (2020: 37.8%). 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 2021, 21 portfolio submissions were assessed (2020: 27). Of these, 11 applications were refused, eight were granted provisional registration and two were granted provisional registration with conditions.

The 10 approvals and 11 refusals for 2021 applications compares to 14 approvals and 12 refusals in 2020.

A further 13 applications (2020: 5) 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 2021, the QCT received 452 applications from teachers with overseas qualifications (2020: 479).

The slight decrease in overseas trained applicants compared to the previous year is most likely due to the ongoing 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 2021, 393 teachers who had obtained their ITE qualification overseas were admitted to the register (2020: 389).

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

Under the provisions of the mutual recognition Acts, the teacher regulatory authorities in all Australian jurisdictions grant equivalent registration status to teachers transferring among these states/territories. Similarly, authorities are bound under 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 2021 is shown in Table 9, along with figures from the previous year. Numbers tend to vary from year to year, with no clear pattern. However, there was a marked increase in applications approved from NSW and Victoria in 2021.

**Table 9:** Mutual recognition applications approved in 2020 and 2021, by jurisdiction of origin

Jurisdiction	2020	2021
ACT	49	61
NSW	466	590
NT	99	104
NZ	117	120
SA	88	107
TAS	37	29
VIC	405	573
WA	96	93
TOTAL	1357	1677

### 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 permitted under the Act.

In 2021 a total of 369 (2020: 466) 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, 274 (2020: 307) did not re-apply for registration by 31 December.

During 2021, 3045 provisionally registered teachers successfully transitioned from provisional to full registration (2020: 3336).

### 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.

Of the 374 applications completed in 2021, 363 were approved and the remaining 11 were withdrawn. The 363 approved PTTs represented a significant increase on the number in 2020 (211). In 2021, 95% of those granted PTT were currently enrolled in an ITE program, compared to 90% in 2020 and 84% in 2019.

Most PTT holders (62%) in 2021 were approved to teach in State schools, a 5% increase on the 2020 figure (57%). The remaining PTT approvals were in the independent (19%) and Catholic (19%) school sectors.



Approximately 27% of PTTs granted in 2021 (2020: 30%) were for a period of less than two school terms.

Prominent subject areas in 2021 included General Primary, Design and Technologies, English, Mathematics, Health and Physical Education, the Sciences, and Humanities.

### 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 2021 is summarised in Table 10.

**Table 10:** Applications for renewal or restoration of registration in 2021

Activity	Number
Renewal applications received	8,791
Restoration applications received	8,678
Renewals and restorations processed* (total)	23,789
- renewed with a condition (mostly RTT)	3,201
- refused (not suitable to teach)	0
- refused (not complying with conditions)	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 2021, 22,427 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 4,501 applicants.

### Refusal of registration or PTT

During 2021, 76 (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 2021:


- 47% of applications for registration were processed within 30 days (46% in 2020)
- 65% of applications for PTT were processed within 14 days (62% in 2020)
- 91% of renewal applications were processed within 14 days (95% in 2020), with 47% processed on the day received (65% in 2020)
- 80% of applications under mutual recognition were finalised within 30 days (80% in 2020).

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 2021, 574 teachers completed the survey and overall, 74% of respondents were ‘very satisfied’, and a further 15% ‘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.



Two original decisions of the QCT based on professional practice requirements for registration were reviewed by the IRC at two meetings in 2021. Both reviewed decisions were delegated decisions. In both cases the IRC decided to confirm the original decision.

The two professional practice review applications made in 2021 constituted a decrease from the six received in 2020. The number of such review applications has varied over the past five years, with no overall trend discernible.

The IRC confirmed an original delegated decision based on the Suitability to Teach Committee's determination of an applicant's eligibility for teacher registration. Internal reviews of decisions based on an applicant's suitability to teach occur infrequently, with the last such review being conducted in 2016.

In addition, five meetings of the IRC were held in 2021 to review seven original delegated decisions of the QCT regarding applications for certification as a Highly Accomplished or Lead teacher (2020: six meetings and 11 applications). In five 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 2021 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 1000 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 1350 provisionally registered teachers and their mentors throughout Queensland. Additional sessions were also delivered to promote engagement with the APST.

QCT webinars attracted over 360 '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 3700 preservice and registered teachers watched recordings of the sessions in 2021.

Workshops for supervising teachers continued online with some face-to-face opportunities. These sessions supported 224 teachers to make judgements of preservice teacher performance at the Graduate career stage of the APST.

Training workshops were provided for DoE and Catholic Education assessors and teachers as part of the QCT's role in certification of Highly Accomplished teachers and Lead teachers (see below).

Other educational engagement activities/workshops were presented at events organised by: Religious Institute/PJP Schools; 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 QCT 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 2021 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.

At the start of the 2021 school year, 7879 registered teachers had an active RTT condition on their registration. During 2021, 1550 renewing teachers had an RTT condition applied to their registration and 1259 teachers had their existing RTT condition remain at renewal. By the end of the year a total of 8282 fully registered teachers had an RTT condition (2020: 7879).

**Table 11:** Number of teachers using each pathway to meet a RTT condition in 2020 and 2021

Pathway	2020	2021
Web-based individual QCT RTT pathway	187	214
QCT-endorsed RTT professional development programs	45	33
School/Employer-based pathway	8	5

## 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 voluntary.

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. Applicants successful at stage one 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 2021, the QCT received 84 applications for certification from State schools and employers represented by the QCEC and trained 12 additional teachers and school leaders to join the pool of experienced assessors for the assessment of applicants' portfolios.

A total of 29 teachers were certified during 2021 as Highly Accomplished teachers and two as Lead teachers. This brings the total number of teachers certified by the QCT to 148 Highly Accomplished and 13 Lead teachers across State schools and employers represented by the QCEC.

Certification is for a fixed period of five years. Teachers wishing to maintain their certification after this must apply to the QCT to renew their certification. Consultations were held in 2021 with the DoE, the QCEC, the QTU and the QIEU on the development of policy and guidelines for the renewal of certification. The first Queensland application for renewal of certification was assessed and approved in 2021. The Highly Accomplished teacher had previously been certified by an interstate certifying authority. The first cohort of teachers certified by the QCT are due to apply for renewal of certification in 2023.

For the first time, the Highly Accomplished and Lead Teacher Summit was held in Brisbane, with QCT representatives amongst the key stakeholders engaged in the development and facilitation of the forum.

## Initial teacher education program accreditation and approval

During 2021, the QCT continued its implementation of national accreditation processes, including panel consideration and approval by the QCT's Professional Standards Committee (PSC) of two programs at stage 2 accreditation and one at stage 1 accreditation, for two providers.

The following programs were granted accreditation under the national system in 2021:

- Central Queensland University: Master of Teaching (Early Childhood)
- Central Queensland University: Master of Teaching (Primary)
- Griffith University (Bachelor of Education)

In addition to the program approval process, 77 program change notifications were considered and approved by the PSC. Guidelines and principles were provided to all Queensland institutions to support adjustments to professional experience placements impacted by COVID-19 restrictions on 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 2021, 32 Queensland teachers, teacher educators and employer representatives, relevant QCT officers and PSC members completed the national accreditation panellist online training. In addition, five experienced panellists completed the national panel chair training. To maintain national consistency in the application of accreditation standards, a QCT officer supported AITSL's national training across 2021.

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 on 2020 programs for all institutions were considered and approved by the PSC.

The QCT continued its support of providers of ITE programs, with QCT staff liaising with specific institutions to provide dedicated support to ensure a consultative and collaborative program approval process. In addition, the QCT hosted an online ITE forum with 45 HEI representatives attending from across 10 ITE providers. The forum provided an opportunity for delegates to reflect on program accreditation and collaborate on and share new approaches to continuous improvement in ITE and accreditation practice.

## Internship authorisations issued

In previous years, the QCT has authorised the undertaking of internships (an expanded form of school experience including some unsupervised teaching) in schools by final-year ITE students who met certain conditions. As State schools ceased supporting unsupervised internship placements for preservice teachers from January 2021, internships were removed from all Queensland ITE programs in 2021. The QCT therefore issued no internship authorisations.

## Research and data analysis

### ITE Data Portal

The HEI accreditation portal, based on the work of the QCT's ITE Data Portal Reference Group in 2019, has progressed through Phase 1. Phase 2 commenced in 2021 and is still in development.

The portal will enable HEIs to submit accreditation documentation online, access accreditation reports and final approval notices, and upload clean-copy program documentation. It will also support the publishing of accreditation summaries.

Subsequent implementation phases will enable 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.

## Review of the Queensland Professional Experience Reporting Framework

Since 2020, the QCT has coordinated a reference group established to undertake a review of the QPERF. In 2021, the QCT and a stakeholder reference group continued consultations with the profession on the QPERF. Surveys and focus group workshops were used to gather feedback from a range of stakeholders including teachers, supervising teachers, school leaders and higher education staff. Feedback and recommendations have been provided to the Queensland Council of Deans and Department of Education partnership forum.

## 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.

In 2021 the QCT actively engaged in national forums and working groups on VET in Schools, Violence in Schools and the implementation of Disability Standards in Education.

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.

## National leadership and contributions

The QCT continued to play a significant role in 2021 in national reforms related to teaching quality.

As a leading regulator, the QCT continued to provide 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, chaired the Initial Teacher Education Working Group and actively participated in the ATRA Executive Officers Working Group.

In May, the QCT Chair hosted an online meeting of the ATRA Chairs to discuss matters of mutual interest.


Early in the year, the QCT engaged actively with stakeholders in response to the proposed AMR scheme for uniformity in occupational registrations. The Director chaired an ATRA group monitoring developments regarding AMR of teacher registration among Australian states and territories.

A submission was made to the Australian Government in February on the proposed national AMR scheme. The submission identified high-level issues including risks to child safety, impact on quality teaching and lack of adequate time to prepare for implementation.

In June, the QCT made a submission to the federal government's Quality Initial Teacher Education Review. This focussed on the significant work done at both state and national levels in implementing Teacher Education Ministerial Advisory Group reforms to ensure the quality of preservice and graduate teachers.

QCT staff contributed to a panel discussion on 'Strong foundations, future innovations' at the Australian Teacher Education Association annual conference in July.

The QCT again participated in the 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. Before releasing registration data to the project each year, the QCT seeks and obtains the Minister's authorisation on the grounds that disclosure of the information is in the public interest.



## 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 2020, had been cancelled due to the pandemic. The opportunity to participate in this international forum was taken up for the virtual version of the postponed conference held in early May 2021. The work of the QCT featured in a workshop presentation at the conference.

In July, the Director contributed a presentation to support UNESCO's work to assist the government of St Kitts and Nevis to implement a teacher registration system: UNESCO International Taskforce on Teacher Education 2030 – *Global Benchmarking and Capacity Building for a National Teaching Council in St Kitts and Nevis (Caribbean)*.



# Protecting the public and the profession

The QCT ensures only competent and professional teachers deliver education in schools. In its role to protect children, students, 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 2021 and the previous two years the volume of disciplinary information received by the QCT and activities undertaken by the QCT in relation to disciplinary matters.

**Table 12:** Professional conduct and disciplinary-related activity in 2021 and previous two years

Type of information or activity	Explanation	Activity	2019	2020	2021
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	67
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	224
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	592
		Employer notifications – competence	4	9	4
Other	The QCT can receive information other than mandatory notifications and complaints through information sharing arrangements and generally.	Other	16	16	31
		Total disciplinary matters received:	539	865	918



**Table 12:** Professional conduct and disciplinary-related activity in 2021 and previous two years (continued)

Type of information or activity	Explanation	Activity	2019	2020	2021
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	386
		Assessments of applications for renewal of registration	700	3511	2047
		Total:	1162	3958	2433
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	23
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	16
		Suspension of registration – unacceptable risk	13	16	17
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	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	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	0/0

**Table 12:** Professional conduct and disciplinary-related activity in 2021 and previous two years (continued)

Type of information or activity	Explanation	Activity	2019	2020	2021
Disciplinary proceedings	The QCT must take disciplinary action against a teacher or holder of PTT or former teacher or former holder of PTT where the QCT is satisfied that a ground for disciplinary action exists against the person. Grounds for disciplinary action include behaviour not generally expected of a teacher and incompetence. Disciplinary proceedings are conducted at the PC&TCC or QCAT.				
Practice and Conduct Agreements	The QCT may with written consent of the relevant teacher, enter into an agreement (a Practice and Conduct Agreement) with the teacher.	Agreements finalised	38	30	28
Professional Capacity and Teacher Conduct Committee (PC&TCC)	The PC&TCC is established under the QCT Act to deal with disciplinary matters where minor disciplinary action is appropriate. Minor disciplinary action includes issuing a warning or a reprimand or accepting an undertaking from the relevant teacher. QCT-authorized investigations must be referred to the PC&TCC.	PC&TCC hearings conducted	28	32	28
Queensland Civil and Administrative Tribunal (QCAT)	<p>The more serious disciplinary matters are conducted at QCAT. QCAT's sanctions include cancellation or suspension of registration, imposing a period within which the teacher is prohibited from applying for registration or PTT and imposing conditions on registration or re-application.</p> <p>A person may seek external review by QCAT of a decision of the QCT relating to registration, PTT, disciplinary action or ITE programs. A person can also appeal a disciplinary decision of the QCAT.</p>	<p>QCAT decisions:</p> <p>Cancellation</p> <p>Suspension</p> <p>Prohibition</p> <p>Reprimand</p> <p>Conditions</p> <p>'Serious offence' suspension continued</p> <p>'unacceptable risk' suspension continued</p> <p>Suspension ended</p> <p>Notation on register</p> <p>Withdrawn/dismissed</p> <p>Appeal</p>	<p>8</p> <p>2</p> <p>14</p> <p>0</p> <p>2</p> <p>12</p> <p>11</p> <p>6</p> <p>13</p> <p>4</p> <p>0</p>	<p>2</p> <p>0</p> <p>7</p> <p>0</p> <p>0</p> <p>16</p> <p>14</p> <p>2</p> <p>5</p> <p>2</p> <p>0</p>	<p>1</p> <p>0</p> <p>3</p> <p>2</p> <p>0</p> <p>14</p> <p>15</p> <p>2</p> <p>2</p> <p>2</p> <p>0</p>

# Communication with and promotion of the teaching profession

## Quality customer service and registration communications

The QCT continued to pursue initiatives to improve customer service. Teachers' myQCT accounts now include copies of all notices sent by the QCT mailing house, as well as some emails, and further expansion is planned.

Staff in the QCT's Registration Unit provide customer service to teachers, applicants, stakeholders and the general public. During 2021 this unit:

- answered more than 21,000 telephone calls
- made over 17,000 calls to assist applicants to undertake the application process and teachers to comply with registration requirements
- sent over 580,000 email communications to teachers, applicants and employers to assist with applying for approval to teach and maintaining teacher registration
- issued over 100,000 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 59 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 2021 communications promoting the value of the profession included:

- an updated annual fee notice including information about the QCT's use of registration fees
- an updated 'Teacher Connections' booklet, issued with teachers' certificates of registration; this informs teachers of the various ways they can connect with the QCT and stay up-to-date regarding registration matters.

## 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 2021:

- A new myQCT facility was launched, providing teachers with a one-stop place to learn more about their obligations and a direct means to notify the QCT of all relevant changes in circumstances.
- Progress-tracking information in myQCT for current applications and renewals has been made mobile-friendly with improved messages.
- Information about historical applications has been enhanced in myQCT.
- The name-change facility in myQCT has been expanded to enable teachers with an Australian birth certificate to self-verify the document where they wish to return to using their birth name.
- Automated email information was enhanced to streamline requirements for processing PTT applications.
- In response to teacher feedback, the 'Where you teach' section of myQCT now allows for teachers who wish to, to let us know where they are teaching interstate and overseas.
- A streamlined application process commenced for Norfolk Island teachers transitioning from employment in New South Wales as a result of services now being provided by Queensland.

## QCT eNews

QCT eNews is an email bulletin sent to registered teachers twice a term during the school year. The newsletter advises teachers of matters concerning their teacher registration and of 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.

In 2021 eNews played a key role in:

- promotion of Queensland teachers' achievements at state and national levels
- promotion of key milestones in teacher registration in Queensland as part of the QCT's 50th anniversary celebrations – Queensland teachers and QCT stakeholders contributed to eNews articles published throughout the year
- acquisition of industry sponsorship to assist with costs of activities to promote the profession – advertorial pieces in the QCT eNews are a sponsorship entitlement.

Eight issues were published between February and November in 2021. Registered teachers are emailed snapshots of *eNews* articles with links to the full issue. The email open-rates (which averaged 41%) sit well above industry averages, which indicates that readers continue to find the format and content engaging. QCT continued to receive requests from industry partners, stakeholders and registered teachers to publish stories of interest to teacher audiences in the *eNews* in 2021.

All past issues can be accessed from the QCT website at <https://www.qct.edu.au/about/publications/periodical>.

## Media

In 2021 QCT media releases promoting teachers' work were published across mainstream media outlets at the regional, state and national levels. Media promotion of the 2021 TEACHX finalists included ABC radio interviews, Channel 7 stories and *The Courier-Mail* and syndicated regional online news services.

The QCT also monitored mainstream media articles on the teaching profession throughout the year and responded to about a dozen requests from journalists for information or comment on topics related to teachers and teaching.

The QCT remained active across a breadth of social media platforms, including Facebook, Twitter, Instagram and LinkedIn, making a combined total of over 750 posts and recording continued growth in the number of followers (to about 26,400).

In 2021, social media were used to increase the visibility of the QCT's work and promote the profession. This included campaigns to mark 50 years of teacher registration in Queensland and to promote finalists in the TEACHX Awards. The effectiveness of the QCT's social media communication is reflected in the high number of:

- nominations in the TEACHX Awards
- teachers registering for QCT webinars
- teachers who engage with our *eNews*.

Videos were published in YouTube to promote teachers' achievements including a virtual presentation ceremony for the TEACHX Awards and celebrations of achievements in regional Queensland as part of the 50<sup>th</sup> anniversary activities.

Industry sponsors and stakeholders also reported high levels of satisfaction with QCT social media campaigns as entitlements in sponsorship agreements.

## 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 collaboration with stakeholders in the annual World Teachers' Day Queensland campaign.

Globally, World Teachers' Day recognises the valuable contribution teachers make to society. In Australia, where the day is commonly celebrated on the last Friday in October, the focus is on the contribution of teachers to their school communities.

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 distributed to schools 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. In Brisbane, the Story Bridge lit up for teachers for the seventh year in a row as a result of our application to the Brisbane City Council.

The QCT promotes World Teachers' Day activities via its *eNews* and social media. Data analytics revealed an increase in 2021 in audience views of the World Teachers' Day website and social media posts about World Teachers' Day and good open rates for promotions in social media.

## 50<sup>th</sup> anniversary celebrations

In 2021, in addition to undertaking our key functions, we partnered with education stakeholders and industry sponsors to conduct a program of activities to celebrate 50 years of the existence of a teacher registration authority in Queensland. The Board of Teacher Education, the original forerunner of the QCT, was established and first met in 1971.

Anniversary activities included regional celebrations, a stakeholder dinner and a photo competition for schools. The Minister for Education also hosted a function at Parliament House.

## Regional Celebrations

With the assistance of locally based colleagues, events were arranged in six regional locations (Townsville, Bundaberg, Rockhampton, Longreach, Toowoomba, Cairns) between July and November. Each event featured local speakers from the profession, including from our principal anniversary event partner QTU, and a QCT display of historical information about the development of teacher registration in Queensland. All local teachers were invited to attend and join in a celebratory morning/afternoon tea. Either the Chair or the Director attended each event. A video 'postcard' series published on our website captures significant moments from each event.

## Banners

A series of banners was developed by the QCT especially for the anniversary celebrations. Each banner features the key people and developments of the relevant decade and a timeline of teacher registration showing the growth of the profession over 50 years. Key stakeholders contributed photo images used in the banners to mark educational milestones. The banners toured the state as part of our regional events, featured at the Ministerial event and the stakeholder dinner, and were later displayed in the foyer of Education House in Brisbane. The banners can be viewed on our website: <https://www.qct.edu.au/50years>.

## QCT Photo Competition

Our Photo Competition gathered inspiring teaching moments on a theme aligned with our anniversary celebrations (*Past, Present, Future: Look how far we have come*). Over 200 entries, comprising photography of a high standard, were submitted from schools across the state. An external judging panel of representatives from stakeholders and our sponsor TUH selected the shortlisted and winning entries.

Many of the photographs submitted can be viewed on our website in the [Winners' showcase](#) and the [Shortlist gallery](#). All of the winning photos appear in the QCT's 2022 calendar, of which more than 4000 copies were delivered to education stakeholders across the state towards the end of the year.

## Formal events

The QCT was delighted to mark this milestone in Queensland education history with the Minister for Education, The Honourable Grace Grace MP, who hosted a function for educational stakeholders at Parliament House on the evening of 17 June, 50 years to the day since the inaugural meeting of the BTE.

A Stakeholder Dinner followed on 18 June, with our partners, supporters and colleagues joining us in celebration to share a meal and conversations about five decades of a teacher registration authority in Queensland. This was a ticketed invitational event with speakers from across the education sector sharing milestones from across the decades.

## People and history

A series of articles reviewing the people and events of the last 50 years of Queensland teacher registration was published in *QCT eNews* and in more detail on our website.

Our Registration history examines the history of the Board of Teacher Education (BTE), the Board of Teacher Registration (BTR) and the current QCT.

Our Board Chairs pages celebrate the people whose outstanding contribution to education has helped shape the BTE, BTR and the QCT.

## Stakeholder spotlight

Financial support for the program of anniversary events was provided by QTU (principal partner), QIEU (supporting partner) and TUH (Photo Competition sponsor). We are grateful for their contributions.

The QCT also thanks its stakeholders and partners who kindly provided words of support to mark the occasion:

- Queensland Catholic Education Commission — Celebrating the growth of the profession
- Queensland Council of Deans of Education — There is no better time to be a teacher
- Queensland Independent Schools Parents Network — Teachers and parents working together
- Queensland Teachers' Union — Helping teachers for more than 130 years.

For more information visit our [50-year Anniversary page](#).

## TEACHX Awards

The TEACHX Awards program, in its thirteenth year in 2021, is one of the main ways the QCT fulfils its function of promoting the teaching profession. The Awards continue to shine a spotlight on the extraordinary work being done across all schooling sectors and regions of Queensland, and provide an opportunity to celebrate inspiring teachers doing outstanding work.

The award categories are named after eminent Queensland educators associated with the QCT and its predecessor bodies. These six individuals between them devoted 86 years of service and leadership to the BTE, BTR and QCT. Information about them is available on the QCT website: <https://www.qct.edu.au/teachx/eponyms>.

Articles about all the award eponyms appeared in QCT eNews this year as part of our 50<sup>th</sup> anniversary celebrations.

The six awards are listed below:

- the *Alan Druery OAM Excellence in Teaching Award* for inspirational Queensland teachers
- the *Dr Roger Hunter OAM Excellence in Beginning to Teach Award* for teachers with up to four years' experience
- the *Professor Betty H Watts OBE Memorial Award for an Outstanding Contribution to Teaching*, which recognises teachers who have enriched the profession with an outstanding history of service
- the *Dr John Dwyer Excellent Leadership in Teaching and Learning Award*, which 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*, which recognises inspirational teachers who are at the heart of their school community
- the *Merline Muldoon Memorial Award for Innovation in Teaching*, which recognises teachers doing ground-breaking work to overcome challenges for their students and schools.

The ongoing COVID-19 pandemic continued to impact the TEACHX Awards in 2021, with schools – predominantly in the south-east corner of the state – faced with the challenges of lockdowns, remote learning, and mandatory mask-wearing for both students and teachers in some areas.

A total of 222 nominations were received this year – a decrease from the record number in 2020 (380) but equal to some of the previous best years. An enhanced nomination form was used and overall the quality of nominations received remained high.

Nominations underwent three rounds of rigorous judging to determine the 29 finalists and six winners of the awards, including internal shortlisting and external judging with representation of QCT Board members, parent/community groups, principals and the three main schooling sectors. All nominations were assessed individually against criteria specific to their award category before calibration occurred to ensure consistency of judgements.

The awards were promoted via the QCT's website, Teacher Stories website, eNews, social media and email database, and then promoted further by mainstream media outlets via television, radio, newspapers and online. The 29 finalists' stories were published on the Teacher Stories website (<https://www.stories.qct.edu.au/stories/categories/teachx-2021>) which had 10,458 visits during October.

Every Awards finalist and winner was recognized in the media. All finalists were listed in *The Courier-Mail* newspaper on October 5, alongside two Awards stories, with all three pieces also published online. A winner's story in *The Courier-Mail* on October 29 linked to an online story mentioning all the winners. The finalists' and winners' lists were also published on regional News Corp websites across the state. Some finalists were also covered individually or mentioned by name in their local newspapers or online news sites, including in *The Morning Bulletin*, *The Cairns Post*, *the Gold Coast Bulletin*, *MyCityLogan*, *South Burnett Times* and *Burnett Today*.



A number of finalists and winners were interviewed by their local ABC radio stations and four finalists appeared on Channel 7 News. *EducationHQ* also ran an online national article on the winners and a separate piece on a winner in its December *Australian Teacher Magazine*, as well as online.

Due to ongoing uncertainty regarding COVID-19 restrictions, the awards presentation ceremony proceeded virtually again this year and was promoted via social media, the QCT eNews, direct email and the QCT website.

The one-hour ceremony was broadcast on 28 October, with QCT Board member David Bliss as master of ceremonies. The broadcast included video presentations from finalists, sponsors, the Minister and the Acting Director-General, and the QCT Director. The QCT Chair provided closing remarks. The ceremony was viewed by hundreds of people, either at the time of broadcast or via a recording subsequently available on the QCT website.

The finalists and winners of the 2021 TEACHX Awards are listed below and also on the QCT website: <https://www.qct.edu.au/TeachX>.

Sponsorship by TUH Health Fund, RemServ Lease and Schoolzine supported the Awards program.

## QCT TEACHX Awards: 2021 finalists

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

*Sponsored by TUH Health Fund*

- Ariel Hsu-Chia Chen, St James College (winner)
- Dominic Maclean, Mabel Park State High School
- Rebecca Thoms, Springfield Central State High School
- Alanna Tobin, Tropical North Learning Academy — Smithfield State High School
- Gayle Walkom, St Patrick's College, Townsville

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

- Laura Bain, Matthew Flinders Anglican College
- Deana Dodds, Loreto College, Coorparoo
- Elizabeth Hitchmough, Edens Landing State School (winner)
- Karen McGeachie, Mabel Park State High School
- Haydn Quinn, Robina State School

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

*Sponsored by Schoolzine*

- Gerri Bernard, Brisbane Girls Grammar School
- Kalie Brackenhofer, Tropical North Learning Academy — Smithfield State High School
- Jenna Cullen, Marsden State High School
- Brett Dascombe, Wavell State High School (winner)
- Sharon Singh, St John's Anglican College

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

*Sponsored by RemServ Lease*

- Sharyn Angel, Springfield Central State High School
- Daniel Crump, Stuartholme School
- Sean Curtis, Marsden State High School
- Michael Hornby, Mabel Park State High School (winner)
- Deborah McIntyre, Centenary State High School

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

- Denise Glasgow, Pimlico State High School
- David Haliczzer, Somerville House
- Elyse Johnston, St Laurence's College (winner)
- Mitchell McAulay-Powell, Carinity Education Rockhampton
- Glenn White, Cape York Aboriginal Australian Academy, Hope Vale Campus

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

- Zara Hebbel, Goomeri State School (winner)
- Susan Rheinberger, St Patrick's College, Townsville
- Sharyn Stubbs, Helensvale State High School
- Ian Taylor, A.B. Paterson College

# 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.

During 2021 the Board reviewed the *Regulatory Compliance Framework* and updated the list of values and behaviours and the criteria for prioritising compliance matters.

The QCT 2021 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, undertaking an annual program of school audits, and stakeholder engagement and information provision.

**Table 13:** Outcome of conditions monitoring in 2021

Type of condition	Action	No. of teachers
Overseas criminal history check	Condition cancelled	34
Further study required	Condition cancelled	2
	Condition amended	3
	Amendment/cancellation of condition refused	1
Conditional accreditation NSW	Condition cancelled	5
	Condition amended	1
ITE graduate – English language proficiency	Condition cancelled	1
Professional development	Condition cancelled	2
Conditions apply – see statement of condition	Condition cancelled	16
	Condition amended	3
	Amendment/cancellation of condition refused	1
English language proficiency	Condition cancelled	5
Complete a Returning to Teaching Program	Condition cancelled	12
	Condition amended	3
	Condition omitted	2
RTT (excluding reviews conducted during renewal)	Condition cancelled	175
	Condition omitted*	121
	Amendment/cancellation of condition refused	4

\*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.



## 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. Three teachers had their registration cancelled in 2021 for failure to meet the requirements of their registration 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 2021.

## Annual census

The QCT conducted the 2021 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.

Ninety-nine per cent of Queensland schools completed a census return in 2021.

## School audits and investigations

The QCT works with teacher-employing authorities to promote compliance with the legislative requirement that only approved teachers are employed as teachers in prescribed schools. Information regarding possible breaches of the general offence provisions of the Act is obtained by the QCT through various means including complaints from members of the public, employees at schools, and in applications for approval to teach.

The QCT may initiate a compliance investigation of a school after assessing the information received. One compliance investigation was in progress at the start of 2021 and three compliance investigations commenced.

The QCT also conducts school audits to ensure compliance with the Act. No audits were commenced in 2021. Two audits from previous years were finalised in 2021, one of which identified three breaches; a warning was issued to the school. The second audit did not identify any breaches.

## General offences

In 2021, 69 compliance issues were assessed and in over a third of the matters (26) no breaches of the general offence provisions of the Act were identified. Twenty-six warnings were issued to individuals, schools or employing authorities and no further action was undertaken on 17 minor breaches. The remaining matters will be addressed in 2022.

## 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, their registration may be refused or a further condition placed on their registration. In 2021, one teacher with an RTT condition who applied for renewal was refused, 189 completed their requirements and the condition was cancelled, 1259 teachers had their RTT conditions remain upon renewal, and 35 had their condition omitted at renewal (usually by providing evidence that they had previously answered the question about their recent teaching experience incorrectly). In 2021, 181 RTT case management cases were finalised and three are expected to be finalised in early 2022.

### 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. Eight teachers had a CPD monitoring condition applied to their registration in 2021.

# Financial performance

## Summary of financial performance and position

The bulk of the QCT's income (91.7%) is derived from the various fees it administers in accordance with the Act and Regulation. Its major expenses are employee-related expenses (67.8%) and supplies and services (17.1%), including mailing and contractor payments.

The QCT's 2021 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 \$49,005 it recorded a surplus of \$388,675. This was largely due to cost-savings measures including a savings target goal of \$200k to provide for the future criminal history check expense. 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 57.

## Budget vs Actual Comparison

Statement of Comprehensive Income

		Budget	Actual	Variance	%
	Notes	2021	2021		
		\$	\$		
<b>Income from Continuing Operations</b>					
<b>Revenue</b>					
Fees	1	11,246,300	11,323,916	(77,616)	-1%
Grants and Contributions	2	478,000	439,363	38,637	8%
Interest		60,000	59,260	740	1%
Criminal history checks	3	170,880	209,657	(38,777)	-23%
Other revenue		216,166	217,169	(1,003)	0%
<b>Total Income from Continuing Operations</b>		<b>12,171,346</b>	<b>12,249,365</b>	<b>(78,019)</b>	<b>-1%</b>
<b>Expenses from Continuing Operations</b>					
Employee expenses	4	8,210,446	8,039,549	170,897	2%
Supplies and services	5	2,271,846	2,023,172	248,674	11%
Depreciation and amortisation		980,585	979,540	1,045	0%
Criminal history checks	6	583,204	646,885	(63,681)	-11%
Financial Costs		174,270	171,544	2,726	2%
<b>Total Expenses from Continuing Operations</b>		<b>12,220,351</b>	<b>11,860,690</b>	<b>359,661</b>	<b>0</b>
<b>Operating Result from Continuing Operations</b>		<b>(49,005)</b>	<b>388,675</b>	<b>(437,680)</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>(49,005)</b>	<b>388,675</b>	<b>(437,680)</b>	<b>0</b>

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

- 1 Higher level of renewals than expected.
- 2 Grant received from DoE for HAT & LT not reconciled until 2022.
- 3 Increase in renewals, resulting in more criminal history checks.
- 4 College trending under cap on full-time equivalent staff numbers.
- 5 \$200k savings built into budget for future criminal history check budgets.
- 6 Increase in renewals, resulting in more criminal history checks.
- 7 \$200k savings built into budget for future criminal history check budget. Other savings in employee expenses. Some cash remaining from grant.
- 8 HAT & LT recoveries due in 2022.
- 9 Software.
- 10 Variance due to unplanned capital expenditure (2020).
- 11 Less payables as prior year (2020) recognised a larger cohort of renewals.
- 12 Accrued leave loading not budgeted.
- 13 More renewals than planned, leading to increased unearned income recognition.
- 14 Higher level of renewals and recoveries.
- 15 Prior year grant adjustment to unearned grant fees (2020).
- 16 Timing of tax credits.
- 17 Timing of GST collected.
- 18 Salary savings.
- 19 Impact of \$200k savings for future criminal history checks built into budget.

# **Budget vs Actual Comparison**

## Statement of Financial Position

		<b>Budget</b>	<b>Actual</b>	<b>Variance</b>	<b>%</b>
	Notes	2021	2021		
		\$	\$		
<b>Current assets</b>					
Cash and cash equivalents	7	11,259,689	11,695,120	(435,431)	-4%
Receivables	8	149,853	191,988	(42,135)	-28%
Other		155,245	166,082	(10,836)	-7%
<b>Total current assets</b>		<b>11,564,787</b>	<b>12,053,190</b>	<b>(488,402)</b>	
<b>Non-current assets</b>					
Intangible assets	9	782,325	750,149	32,177	4%
Intangible assets - right of use asset		4,500,577	4,500,577	0	0%
Plant and equipment	10	278,054	299,942	(21,888)	-8%
<b>Total non-current assets</b>		<b>5,560,957</b>	<b>5,550,668</b>	<b>10,288</b>	
<b>TOTAL ASSETS</b>		<b>17,125,744</b>	<b>17,603,858</b>	<b>(478,114)</b>	
<b>Current liabilities</b>					
Payables	11	511,233	284,530	226,703	44%
Accrued employee benefits	12	557,519	703,913	(146,393)	-26%
Other Liabilities	13	8,295,150	8,469,268	(174,119)	-2%
Lease Liability - right of use asset		648,158	648,158	0	
<b>Total current liabilities</b>		<b>10,012,060</b>	<b>10,105,869</b>	<b>(93,809)</b>	
<b>Non - Current liabilities</b>					
Lease Liabilities - right of use asset		4,918,433	4,833,569	84,864	
<b>Total non-current liabilities</b>		<b>4,918,433</b>	<b>4,833,569</b>	<b>84,864</b>	
<b>NET ASSETS</b>		<b>2,195,251</b>	<b>2,664,420</b>	<b>-469,169</b>	
<b>Equity</b>					
Accumulated Surplus		2,209,250	2,664,420	(455,169)	75%
<b>TOTAL EQUITY</b>		<b>2,209,250</b>	<b>2,664,420</b>	<b>-455,169</b>	

## Budget vs Actual Comparison

### Statement of Cash Flows

		Budget	Actual	Variance	%
	Notes	2021	2021		
		\$	\$		
<b>Cash Flows from operating activities</b>					
<b>Inflows:</b>					
Receipts from customers	14	11,652,450	11,984,326	(331,876)	-3%
Grant Funds Received	15	649,609	471,932	177,677	27%
Interest		60,000	59,260	741	1%
GST input tax credits from ATO	16	168,245	258,572	(90,327)	-54%
GST collected from customers	17	32,234	65,200	(32,966)	-102%
<b>Outflows:</b>					
Employee expenses	18	(8,438,033)	(8,092,375)	(345,658)	4%
Supplies and services	19	(2,891,235)	(2,998,982)	107,747	-4%
GST paid to suppliers		(253,225)	(281,771)	28,546	-11%
GST remitted to the ATO		(86,195)	(91,342)	5,147	-6%
Finance Costs		(174,270)	(171,544)	(2,726)	2%
<b>Net cash provided by operating activities</b>		<b>719,580</b>	<b>1,203,276</b>	(483,696)	
<b>Cash Flows from investing activities</b>					
<b>Outflows:</b>					
Payments for plant and equipment purchased		0	0	0	0%
Payments for software purchased		0	0	0	0%
<b>Net cash used in investing activities</b>		<b>0</b>	<b>0</b>	<b>0</b>	
<b>Cash Flows from financial activities</b>					
<b>Outflows:</b>					
Borrowing redemptions		(531,325)	(602,685)		
<b>Net cash used in financing activities</b>		<b>(531,325)</b>	<b>(602,685)</b>		
Net increase in cash and cash equivalents		188,255	600,591		
Cash and cash equivalents at beginning of financial year		11,094,530	11,094,530		
<b>Cash and cash equivalents at end of financial year</b>		<b>11,282,785</b>	<b>11,695,120</b>		

# Corporate governance

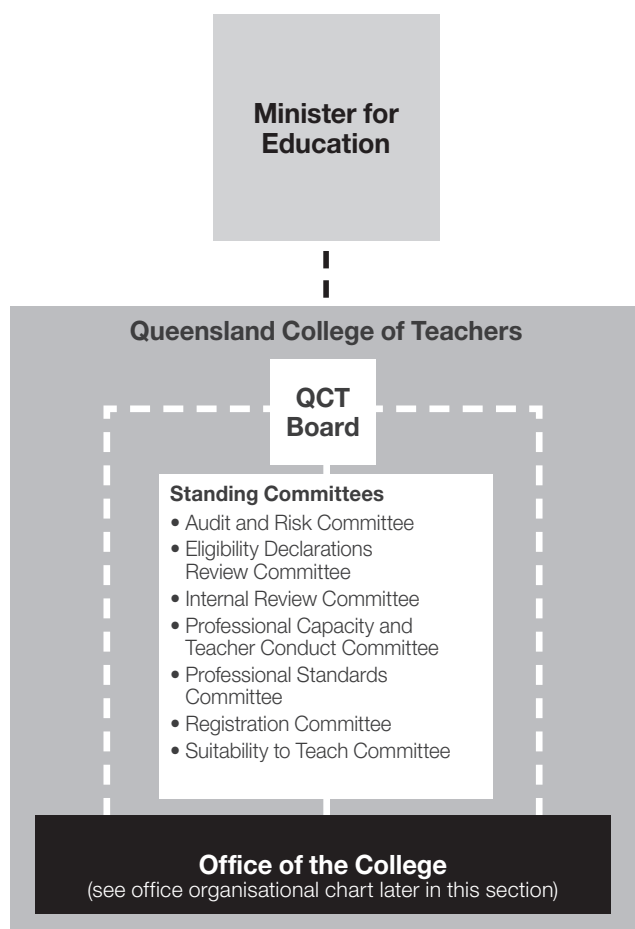
## Organisational structure

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 2021 the QCT Board was in the third and final year of its fifth term. The terms of appointment of all members apart from the Chair were up to 31 December 2021. The Chair is appointed until 31 December 2022. Under the Act, the Board must appoint a member to be deputy chairperson.

The position of nominee of the Queensland Teachers' Union, vacated at the end of 2020, was formally filled in April. Two positions became vacant during the year (nominee of the chief executive after June and nominee of the Association of Independent Schools of Queensland after October). In both cases, the Minister decided it was not practicable to fill the vacancy for the remainder of the term of appointment; however, observers attended remaining Board meetings on behalf of the nominating entities.

As the terms of appointment of all members apart from the Chair were due to terminate at the end of the year, the Board oversaw the election of three practising teachers for appointment to the Board for the 2022-2024 term. The election process was managed online on behalf of the QCT by GoVote Pty Ltd, a provider of secure, independent ballots and elections.

The nomination process was conducted during Term 1. At close of nominations on 26 March, 37 nominations had been received for the three positions (21 State school nominees and 16 non-State school nominees).

Voting in the election was held in Term 2. All registered teachers were sent emails inviting them to vote and information about the election was provided via QCT eNews and QCT social media.

The DoE coordinated the process of seeking and receiving nominations from the various entities who nominate members of the Board. Appointments to the Board for the term 1 January 2022 to 31 December 2024 were gazetted on 17 December 2021.

**Diagram 1:**  
Organisational structure

## Members in 2021 were as follows:

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

**\*Mr Andrew Beattie**  
Principal, State school  
*Practising teacher nominated by the Queensland Teachers' Union (from April)*

**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 a university offering initial teacher education 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*

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

**\*Mr Bryce Goldberg**  
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*

**\*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 (until June)*

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

*\*Member was a registered teacher in 2021*



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

The total amount of fees paid to members of the Board for the period 1 January 2021 to 31 December 2021 was \$41,760. 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 \$11,161. Further details of remuneration to Board members are provided in Appendix 3.

**Table 14:** QCT Board member attendance record 2021

NAME	Number of Board meetings attended*
Prof Wendy <b>Patton (Chairperson)</b>	8/8
Mr Andrew <b>Beattie</b> (from April)	5/6
Dr Monique <b>Beedles</b>	8/8
Ms Samantha <b>Blair</b>	8/8
Prof William <b>Blayney</b>	8/8
Mr David <b>Bliss</b>	8/8
Ms Amanda <b>Chissell</b>	8/8
Ms Aleisha <b>Connellan</b>	7/8
Mr Bryce <b>Goldburg</b>	8/8
Ms Alota <b>Lima</b>	6/8
Ms Natalie <b>Montague-Clarke</b>	8/8
Dr Andrea <b>O'Brien</b>	8/8
Miss Eloise <b>Power</b>	6/8
Ms Janita <b>Valentine</b> (to June)	3/4
Ms Josephine <b>Wise</b> (to October)	6/7

\* meetings attended out of total number that member was eligible to attend as a formally appointed member (includes attendance by videoconference)

## 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>. Each committee is 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 2021 is given below:

- Audit and Risk Committee – 5
- Eligibility Declarations Committee – 0
- Internal Review Committee – 8
- Professional Capacity and Teacher Conduct Committee – 8
- Professional Standards Committee – 6
- Registration Committee – 0
- Suitability to Teach Committee – 7

The following table (Table 15) shows the committee membership of Board members during 2021 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 2021

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	-
	A O'Brien	No	-
Registration	E Power	No	-
Suitability to Teach	A Connellan	No	-
	M Beedles	No	-
	B Goldberg	No	-
	D Bliss*	No	-

\*back-up members

## Ministerial directions

No Ministerial directions were received during 2021.

## 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.

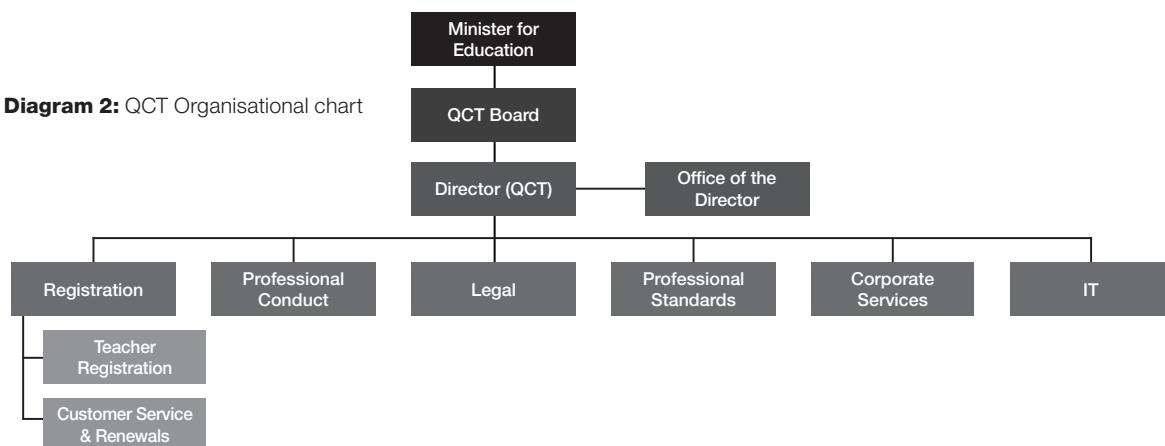
In 2021 the office had the following main operational areas: Registration, Professional Conduct, Legal, Professional Standards, Corporate Services, Information Technology, and the Office of the Director. The structure of the QCT office is shown in the organisational chart below (Diagram 2).

## Executive management

The executive team in the Office at the end of 2021 consisted of:

- **Director**  
Ms Deanne Fishburn  
*GAICD, B Int Bus, PG Dip Ed, MBA*
- **Corporate Legal Counsel**  
Mr Andrew (Drew) Braban LL M
- **Principal Executive Officer**  
Ms Debra Cunningham  
*B Sc (Hons), M Ed St*
- **Principal Advisor**  
Ms Caroline Hollis  
*B A, Dip Ed*
- **Executive Manager, Legal (Acting)**  
Ms Beth Houston  
*B Com, JD, Grad Dip Leg Prac*
- **Business Manager**  
Mr Nik Macuga  
*B Comm (Acc), CPA*
- **Executive Manager, Professional Conduct**  
Ms Anita Morrison
- **Executive Manager, Registration**  
Ms Kim Newman  
*B Bus (Comm), MA (App Ethics)*
- **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 2021 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 2021 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.

## Risk management

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.

Resources were allocated to management of the Risk Register to monitor risk ratings and treatment plans in consultation with executive managers.

A risk register outlining the high-level corporate risks, risks for high-priority key projects and risk to government due to COVID-19 was 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 2021 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 five times during the reporting period, monitoring identified risk areas and reporting to the Board on progress made.

In 2021, major achievements of the committee were:

- oversaw two internal audits (see below)
- monitored progress in implementing recommendations of the 2020 audits of the QCT's records management processes and business continuity planning
- monitored progress in actioning the recommendation of the annual external audit to address high staff leave liability
- monitored the financial management of the QCT and the IT Program of Work
- oversaw the mid-year budget review process and endorsed the draft 2022 budget for submission to the Board
- 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 Renewal of Registration, Certification, ATWD participation, TEACHX Awards and 50<sup>th</sup> anniversary activities
- monitored ongoing costs of Azure cloud infrastructure, progress and rollout of major projects in myQCT including the Employer Notification tool and the HEI Accreditation portal, and oversaw a cyber security audit of these systems.

The independent audit report on the QCT's financial statements for the year ending 31 December 2020 identified the following issues:

- two "internal control deficiencies" which have been addressed through procurement awareness training and through improved reporting and processes
- one "other matter" related to excessive staff leave that has resulted in a high leave liability. This has been addressed through monitoring leave balances and ensuring staff take planned leave along with updating of leave policies.

## Internal Audit

The QCT does not maintain an in-house internal audit function but instead engages the services of a third party to undertake independent performance audits each year. As part of an agreed plan with the current service provider, two internal audits were undertaken in 2021:

- Key Financial Controls – a review of actions implemented from the 2019 Finance Function Health Check
- Data Privacy – an evaluation of the adequacy and effectiveness of controls with relation to data privacy across the QCT.

Implementation of recommendations from both internal audits is ongoing.

## External scrutiny

No findings or issues applicable to the QCT were identified by independent scrutiny of government performance during 2021.

## Funding adequacy

The QCT has 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. The QCT completes out-year forecasts to monitor financial sustainability, and as of 2021 budgets for a savings target to fund the significant cost of criminal history checks 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.

The QCT has a variety of funding recovery arrangements including one with QCAT in relation to applications or matters referred to QCAT, and others associated with the certification of Highly Accomplished teachers and Lead teachers.

## 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 2021 the section also:

- delivered updates to the Highly Accomplished teachers and Lead teachers Applicant and Assessor portals in myQCT
- delivered the first phase of a portal for HEIs to improve engagement and strengthen consistency around the accreditation process and data analytics
- delivered a new portal for employers to fulfill their obligations around reporting to the QCT
- provided prompt and extensive support to enable staff members to work from home efficiently and effectively
- introduced a new corporate intranet to help staff stay connected to the organisation
- maintained 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 and hardware warranties remained current
- conducted a cyber security audit of core websites and internal systems to ensure that the proper security controls, policies, and procedures are in place and working effectively.

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

## Consultancies and overseas travel

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

## Information systems and recordkeeping

The QCT continues progressing the application of whole-of-government information legislation, policies and standards, and monitors developments with the Queensland Government Records Governance policy.

Digital recordkeeping using CM10 provides the QCT with a secure records management repository with extensive security and audit capabilities. This repository preserves information integrity and enables accountability.

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 Record keeping Policy which mandates that record keeping is a formal responsibility of all staff.

Records are retained and disposed of in accordance with general or core retention and disposal schedules and relevant legislation.

The QCT record disposal program includes use of an approved retention and disposal schedule, and our records management policy includes a policy on records disposal.

The QCT continues to improve the governance of information systems and recordkeeping through addressing recommendations identified in the 2020 internal audit of records management.

Action on a number of recommendations has been finalised, including messaging from the Director and management to raise staff awareness about recordkeeping, the updating of policies and procedures, regular reporting of metrics to management, and the creation and maintenance of a group of staff 'champions' across business units.

The QCT will continue to address the remaining recommendations as planned to further embed a culture of recordkeeping into the organisation.

## Strategic workforce planning and performance

The QCT Board and management are committed to effectively planning, attracting, developing and retaining our workforce to achieve the QCT's objectives. The QCT is committed to supporting all employees and creating an inclusive and diverse workforce that better reflects the community we serve.

As at the end of the last quarter in 2021, the QCT directly employed 66.21 (full-time equivalent) staff members. Our permanent separation rate was 9% (6 staff members).

Six staff members left the QCT during the year. Vacancies were submitted to the *Supporting Employees Affected by Workplace Change* program, with no resulting applications.

Six recruitment processes were run in accordance with *Recruitment & Selection Directive 12/20* and *Supporting Employees Affected by Workplace Change Directive 8/20*, resulting in six permanent appointments and no temporary/casual appointments.

Seven staff members were converted from temporary/casual to permanent in accordance with *Fixed term temporary employment (Directive 09/20)*.

No staff members were appointed following a review of higher duties for a period greater than 12 months in accordance with the *Public Service Act 2008*.

Strategic workforce planning for the organisation has been a particular focus since 2020. The Strategic HR Working Group, which includes representatives from the Board, management and staff, has overseen a project to develop a clear strategy for the agency to ensure the QCT is future-focused in developing a diverse, inclusive and capable workforce that can continue to deliver the legislative functions for stakeholders and teachers. During the last quarter of 2021, a review was conducted in partnership with BDO Human Resources Operations to develop a three-year design roadmap and a set of recommendations for the Board have been received for consideration in early 2022.

## Performance management

Employee performance management focused on the delivery of the QCT's Strategic Plan continued during 2021 in the form of annual personal development plans (PPP) for staff and monitoring of 100-day plans for managers/ supervisors.

Throughout 2021 there has been a focus by the Leadership Team on establishment management, with a goal of ensuring as many staff members as possible are permanently employed and to ensure temporary and casual contracts are appropriately used in line with the Public Service Employment Framework.

The adoption of Power BI reporting software in mid-2021 gave managers live establishment-management information every two weeks. This has enabled managers to actively manage their staff in real time.

There were no reportable measures under the Public Service Commission Conduct and Performance Excellence framework.

A range of HR courses and support services have been put in place to upskill all managers. This has included Performance Management training from the Public Service Commission, training in conducting Personal Performance Plans, recruitment support and monthly HR catch-ups. This will continue to be a focus in 2022 as managers continue to manage their teams remotely and support staff who will frequently be working from home.

Enhanced functionality within the staff online Learning Management System has enabled accurate reporting of mandatory training. As of December 2021, 97% of all mandatory training has been completed. There is also greater accessibility to a wide and diverse range of free courses available through the system.

The staff Professional Learning Committee continued to operate in 2021. The aim of this committee is to promote a professional learning culture within the QCT through:

- facilitating a coordinated, consistent, QCT-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.

## Staff wellbeing

The QCT is committed to providing a work environment conducive to protecting the physical and mental safety and wellbeing of all QCT workers. 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. All new employees, including casuals and contractors, participate in the mandatory induction program which includes information on our emergency response procedures, WHS legislation and policies and the QCT Health and Wellbeing Program.

To fulfil our responsibilities and remain compliant, the QCT ensures that all staff are 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 ongoing COVID-19 pandemic highlights the commitment of both QCT management and staff to work as a team. Management focus was on the safety and wellbeing of all employees while maintaining productivity and uninterrupted service delivery. A management planning committee continued to meet once a week to discuss strategies related to the pandemic.

The ongoing COVID-19 pandemic resulted in periods of remote working and reduced staffing levels in the office throughout the year. Staff quickly became accustomed to regularly working from home for two to three days a week. The QCT now has a proven ability to rapidly respond to Department of Premier and Cabinet and Queensland Health Directives, moving quickly and efficiently between periods of lockdown, partial lockdown and no restrictions.

Remote working protocols and work patterns are now embedded and technical support for remote access is working well. The QCT has been able to support and maintain an engaged and effective workforce through a challenging year. This has been particularly gruelling for staff with caring responsibilities for children who have had to school remotely whilst working from home and those with other caring responsibilities.

It is anticipated that the first quarter of 2022 will have significant staffing challenges with increased numbers of staff directed to quarantine due to testing Covid-positive or being a close contact of a person who has tested positive. The QCT will need to continue to be able to respond flexibly to a rapidly changing situation for at least the first two quarters of 2022.

Many staff members have Flexible Work Agreements in place, which are reviewed and renewed every three months. It is anticipated that post-Covid several staff members will request to continue with some form of



flexible work patterns and, where possible, the QCT will seek to support these arrangements as they have proven to be operationally effective and well received by staff.

The adoption of the Intranet as a source of information-sharing has significantly reduced the number of corporate emails. The Intranet has been a key tool in supporting staff working from home as a range of resources, recorded meetings and support materials have been easily shared. A significant upgrade in the Corporate Services pages has simplified and expanded the content and reduced the number of 'walk in' and email queries as staff are able to access the information required and self-help.

Other measures to support staff working remotely have included regular phone check-ins with managers to monitor wellbeing and manage work in this environment, and informative online staff meetings with opportunities to raise and respond to questions.

### **Staff consultation and industrial relations**

The QCT maintained its focus on regular and open information sharing and consultation with all members of staff. A variety of approaches were employed, including:

**Staff Meetings** – held online every three weeks across the year. All staff meetings are recorded and made available on the Intranet for those unable to attend on the day.

**Local Consultative Committee** – this was reinvigorated in October and a successful first meeting held, where the terms of reference were agreed by all parties.

**Single Issue Consultation** – extensive consultation occurred on the amended QCT Leave Policy. This brought the Policy in line with recent Public Service Commission initiatives and gave clarity around business hours, excess leave and maintaining a healthy work life balance.

**Intranet** – the Corporate Services web page has been developed to give all staff easy-to-understand access to all HR and Industrial Relations policies. There are also links to the HR Manager to answer any questions or for further explanations.

**Open Door Policy** – staff can access their Manager, the Director, or the HR Manager if they have any questions regarding any aspect of their employment.

The annual Working for Queensland staff survey was conducted in September. Overall there were improvements across all areas compared to the previous year. The QCT's agency engagement score was 85%, some 28% higher than the public service average. The majority of QCT scores were better than the 2020 results and the remainder were comparable. Scores were above 90% for management engagement, teams working together, understanding of role, alignment with organisational objectives and commitment to workplace safety. Areas for improvement were management of workload and poor performance, and general performance assessment. The results were provided to staff via workshops, staff presentations and Intranet articles. Follow-up workshops were run to consult with staff to better understand any issues raised and to identify options and solutions. The action plan for 2022 will be presented to staff in early February 2022.

## Early retirement, redundancy and retrenchment

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

## *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, including the operation of the *Public Sector Ethics Act 1994*, the application of ethics principles and obligations to public officials, the contents of the Code of Conduct and the rights and obligations of the officials in relation to contraventions of the Code.

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 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 continues to review its policies, programs, procedures and services to ensure that they are compatible with human rights. To date, no human rights complaints have been received by the QCT.

# Financial Statements

For the financial year ended 31 December 2021

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**QUEENSLAND COLLEGE OF TEACHERS**  
**Statement of Comprehensive Income**  
**for the year ended 31 December 2021**

	<i>Note</i>	<b>2021</b> \$	<b>2020</b> \$
<b>Income from Continuing Operations</b>			
<b>Revenue</b>			
Fees	2	11,323,916	11,077,352
Grants and contributions	3	439,363	522,038
Interest		59,260	104,447
Criminal history checks		209,657	167,903
Other revenue	4	217,169	103,085
<b>Total Income from Continuing Operations</b>		<b>12,249,365</b>	<b>11,974,825</b>
<b>Expenses from Continuing Operations</b>			
Employee expenses	5	8,039,549	7,864,110
Supplies and services	8	2,023,172	1,722,212
Depreciation and amortisation	9	979,540	954,659
Criminal history checks	10	646,885	1,410,797
Finance costs	11	171,544	189,175
<b>Total Expenses from Continuing Operations</b>		<b>11,860,690</b>	<b>12,140,953</b>
<b>Operating Result from Continuing Operations</b>		<b>388,675</b>	<b>(166,128)</b>
<b>Other Comprehensive Income</b>		<b>-</b>	<b>-</b>
<b>Total Comprehensive Income</b>		<b>388,675</b>	<b>(166,128)</b>

The accompanying notes form part of these financial statements.

**QUEENSLAND COLLEGE OF TEACHERS**  
**Statement of Financial Position**  
**as at 31 December 2021**

	<i>Note</i>	<i>2021</i> \$	<i>2020</i> \$
<b>Current assets</b>			
Cash and cash equivalents	12	11,695,120	11,094,530
Receivables	13	191,988	150,191
Other		166,082	157,644
<b>Total current assets</b>		<b>12,053,190</b>	<b>11,402,365</b>
<b>Non-current assets</b>			
Intangible assets	14	750,149	911,611
Right-of-use asset	19	4,500,577	5,159,516
Plant and equipment	15	299,942	459,080
<b>Total non-current assets</b>		<b>5,550,668</b>	<b>6,530,207</b>
<b>TOTAL ASSETS</b>		<b>17,603,858</b>	<b>17,932,628</b>
<b>Current liabilities</b>			
Payables	16	284,530	575,482
Accrued employee benefits	17	703,913	786,165
Contract liabilities	18	8,469,268	8,210,768
Lease liability	19	648,158	602,650
<b>Total current liabilities</b>		<b>10,105,869</b>	<b>10,175,065</b>
<b>Non-current liabilities</b>			
Lease liability	19	4,833,569	5,481,762
<b>Total non-current liabilities</b>		<b>4,833,569</b>	<b>5,481,762</b>
<b>TOTAL LIABILITIES</b>		<b>14,939,438</b>	<b>15,656,827</b>
<b>NET ASSETS</b>		<b>2,664,420</b>	<b>2,275,745</b>
<b>EQUITY</b>			
Accumulated Surplus	22	2,664,420	2,275,745
<b>TOTAL EQUITY</b>		<b>2,664,420</b>	<b>2,275,745</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 2021**

		<b>Accumulated Surplus</b>	
	<i><b>Note</b></i>	<i><b>2021</b></i>	<i><b>2020</b></i>
		<b>\$</b>	<b>\$</b>
<b>Balance as at 1 January</b>		<b>2,275,745</b>	<b>2,441,873</b>
Operating results from continuing operations		388,675	(166,128)
<b>Balance as at 31 December</b>		<b>2,664,420</b>	<b>2,275,745</b>

The accompanying notes form part of these financial statements.



**QUEENSLAND COLLEGE OF TEACHERS**  
**Statement of Cash Flows**  
**for the year ended 31 December 2021**

	<i>Note</i>	<b>2021</b> \$	<b>2020</b> \$
<b>Cash Flows from operating activities</b>			
<b>Inflows:</b>			
Receipts from customers		11,984,326	11,697,054
Grant funds received		471,932	305,746
Interest		59,260	104,447
GST input tax credits from ATO		258,572	298,119
GST collected from customers		65,200	39,497
<b>Outflows:</b>			
Employee expenses		(8,092,375)	(7,818,152)
Supplies and services		(2,998,982)	(2,888,672)
GST paid to suppliers		(281,771)	(266,042)
GST remitted to the ATO		(91,342)	(7,735)
Finance charges		(171,544)	(189,175)
<b>Net cash from operating activities</b>	20	<u><b>1,203,276</b></u>	<u><b>1,275,087</b></u>
<b>Cash Flows from investing activities</b>			
<b>Outflows:</b>			
Payments for software purchased		-	(41,692)
Payments for plant and equipment purchased		-	(21,472)
<b>Net cash used in investing activities</b>		<u>-</u>	<u><b>(63,164)</b></u>
<b>Cash Flows from financing activities</b>			
<b>Outflows:</b>			
Payments for lease liability		(602,685)	(558,873)
<b>Net cash used in financing activities</b>		<u><b>(602,685)</b></u>	<u><b>(558,873)</b></u>
Net increase in cash and cash equivalents		600,590	653,050
Cash and cash equivalents at beginning of financial year		11,094,530	10,441,480
<b>Cash and cash equivalents at end of financial year</b>	12	<u><b>11,695,120</b></u>	<u><b>11,094,530</b></u>

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 2021**

**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 2020 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 2021**

**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 2021. 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, Plant and Equipment Note 15 and Leases Note 19.

**Queensland College of Teachers**  
**Notes To and Forming Part of the Financial Statements**  
**for the year ended 31 December 2021**

<b>2 Fees</b>	<b>2021</b>	<b>2020</b>
	<b>\$</b>	<b>\$</b>
Teacher registration, application and renewal fees	11,172,516	10,828,164
Certification fees	93,150	123,700
Late payment fees	54,983	122,277
Other fees	3,267	3,211
<b>Total</b>	<b>11,323,916</b>	<b>11,077,352</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 Contracts 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 18 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 2021**

**3 Grant and Contributions**

During the financial year 2020, the grant funding of \$522,038 comprised of: \$437,607 for the 2020 Highly Accomplished Teacher and Lead Teacher (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).

Grant income recognised for 2021 amounts to \$439,363. The total program grant allocated to 2021 was \$478,000. 2020 grant surplus of \$6,068 was retained to contribute to the grant and \$471,932 was received from the Department of Education for the Highly Accomplished Teachers and Lead Teachers (HAT & LT) program for the 2021 financial year. Of the total grant funds received of \$478,000, \$416,008 was spent and \$61,992 was recognised as unearned. Remaining funds of the grant are to be rolled over to the next financial year once the Department of Education have verified a reconciliation of the grant funds as per the grant agreement between the Department of Education and QCT.

**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>2021</b>	<b>2020</b>
	<b>\$</b>	<b>\$</b>
Copyright fees	233	506
Program recoveries	122,880	66,979
Advertising	79,000	28,000
Reimbursement	15,056	6,954
Minor equipment disposal	-	646
<b>Total</b>	<b>217,169</b>	<b>103,085</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**  
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<b>5 Employee Expenses</b>	<b>2021</b>	<b>2020</b>
	<b>\$</b>	<b>\$</b>
<i>Employee benefits:</i>		
Wages, salaries and annual leave	6,619,846	6,546,736
Employee superannuation contributions	818,761	768,975
Long service leave levy	155,727	154,255
<i>Employee related expenses</i>		
Workers compensation premium	14,572	10,352
Payroll tax	381,980	355,714
Other employee related expenses	48,663	28,078
<b>Total</b>	<b>8,039,549</b>	<b>7,864,110</b>

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 2021</b>	<b>As at 31 December 2020</b>
Number of Employees	68.65	67.57

**Accounting policy**

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

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

*Wages, Salaries, and Sick Leave*

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

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

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

*Superannuation*

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

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

**Queensland College of Teachers**  
**Notes To and Forming Part of the Financial Statements**  
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**6 Key Executive Management Personnel and Remuneration**

**(a) Key Executive Management Personnel**

The following details for key executive management personnel include those positions that had authority and responsibility for planning, directing and controlling the activities of the Queensland College of Teachers during 2021. 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
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.	SO2 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 <i>Public Service Act 2008</i>	Contract start date 02/03/2020, current end date 31/12/2021
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 <i>Public Service Act 2008</i>	Contract start date 02/03/2020, contract completion date 31/12/2022  <i>Incumbent acting as Corporate Counsel</i> Appointment date 20/04/2009
Principal Advisor	The Principal Advisor leads the media and communication strategies of the College, in addition to monitoring and reporting on the College's strategic alignment.	AO 8 classification level under sections 119 of the <i>Public Service Act 2008</i>	Contract start date 04/01/2021, contract completion date 22/06/2022  New role to 2021



**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>	Current incumbent Appointment date 30/09/2021 Temporary contract start date 28/09/2020  Previous incumbent Contract start date 14/03/2009, contract completion date 21/07/2021
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 31/12/2022

**(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 2021 year, remuneration of key executive management personnel increased by 2.5% for all grades up to SES.

**Queensland College of Teachers**  
**Notes To and Forming Part of the Financial Statements**  
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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 2021 – 31 December 2021**

<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	188	-	4	21	213
Executive Manager, Corporate Legal Counsel	76	-	2	10	88
Executive Manager, Legal and General Counsel	137	-	3	17	157
Executive Manager, Professional Conduct	140	-	3	18	161
Executive Manager, Registration	138	-	3	18	159
Executive Manager, Professional Standards	147	-	3	19	169
Principal Advisor	112	-	3	15	130
Business Manager, Corporate Services	133	-	3	24	160
Manager, IT Services	120	-	3	15	138
<b>Total Remuneration</b>	<b>1,191</b>	<b>-</b>	<b>27</b>	<b>157</b>	<b>1,375</b>

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

**(b) Remuneration (continued)**

**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	-	4	12	110
<b>Total Remuneration</b>	<b>977</b>	<b>-</b>	<b>25</b>	<b>130</b>	<b>1,132</b>

**7 COVID-19 impacts**

Similarly to 2020, 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 renewals were in line with expectation despite COVID-19. There has been no material increase in cost to the College during 2021 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 its 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**  
**Notes To and Forming Part of the Financial Statements**  
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<b>8 Supplies and Services</b>	<b>2021</b>	<b>2020</b>
	<b>\$</b>	<b>\$</b>
Administration and finance *	1,249,335	1,061,731
Asset operating costs	14,166	9,631
Consulting, contracting and bureau fees	635,723	533,432
Professional Conduct and Disciplinary costs	11,202	10,579
Property costs and maintenance	112,746	106,839
<b>Total</b>	<b><u>2,023,172</u></b>	<b><u>1,722,212</u></b>

\*Total external audit fees paid to the Queensland Audit Office relating to the 2021 financial statements are estimated to be \$27,900 (2020: \$27,765). 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 \$19,694 (2020: \$14,190).

<b>Related Party Transactions</b>	<b>2021</b>	<b>2020</b>
	<b>\$</b>	<b>\$</b>
Consulting, contracting and bureau fees *	236,113	232,863
<b>Total</b>	<b><u>236,113</u></b>	<b><u>232,863</u></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>2021</b>	<b>2020</b>
	<b>\$</b>	<b>\$</b>
Depreciation and amortisation were incurred in respect of:		
Amortisation: Software purchased	161,463	160,527
Depreciation: Plant and equipment	159,138	134,285
Depreciation: Right of use asset	658,939	659,847
<b>Total</b>	<b><u>979,540</u></b>	<b><u>954,659</u></b>

**Accounting policy**

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

Assets (including intangibles) under construction (work in progress) are not depreciated until they reach service delivery capacity. Service delivery capacity relates to when construction is 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**  
**Notes To and Forming Part of the Financial Statements**  
**for the year ended 31 December 2021**

**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>2021</b>	<b>2020</b>
	<b>\$</b>	<b>\$</b>
<b>10 Criminal history checks</b>		
Incurred in respect of Applications	141,557	141,864
Incurred in respect of Renewal of Registration*	505,328	1,268,933
	<b>646,885</b>	<b>1,410,797</b>

\*Teacher registrations are required to be renewed every five years. Approximately 17,547 teachers who registered during 2016 and 2017 representing 16% of registered teachers in Queensland, were consequently required to renew their registration during 2021 (2020: 52,307).

<b>11 Finance costs</b>	<b>2021</b>	<b>2020</b>
	<b>\$</b>	<b>\$</b>
Lease liability	171,544	189,175
	<b>171,544</b>	<b>189,175</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**  
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<b>12 Cash and Cash Equivalents</b>	<b>2021</b>	<b>2020</b>
	<b>\$</b>	<b>\$</b>
Cash on hand	1,000	1,000
Cash at bank	950,723	3,219,201
Deposits at call	10,743,397	7,874,329
<b>Total</b>	<b>11,695,120</b>	<b>11,094,530</b>

Cash deposited with the Queensland Treasury Corporation earned interest at rates between 0.49% and 0.92% (2020: 1.92% and 0.67%).

Funds totalling \$4.4 million (2020: \$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 22.

**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>2021</b>	<b>2020</b>
	<b>\$</b>	<b>\$</b>
GST receivable	90,294	67,094
GST payable	(8,264)	(34,405)
	<b>82,030</b>	<b>32,689</b>
Long service leave reimbursements	56,191	56,082
Other receivables	53,767	61,420
<b>Total</b>	<b>191,988</b>	<b>150,191</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>2021</b>	<b>2020</b>
	<b>\$</b>	<b>\$</b>
<i>Software purchased</i>		
At cost	2,214,236	2,214,236
Less accumulated amortisation	(1,464,087)	(1,302,625)
<b>Total</b>	<b>750,149</b>	<b>911,611</b>

**Intangible Assets Reconciliation**

	<b>Carrying amount at 1 January</b>	<b>Acquisitions</b>	<b>Transfers</b>	<b>Amortisation</b>	<b>Carrying amount at 31 December</b>
<b>2021</b>	<b>\$</b>	<b>\$</b>	<b>\$</b>	<b>\$</b>	<b>\$</b>
<i>Software purchased</i>	<b>911,611</b>	-	-	(161,463)	<b>750,148</b>
<i>Software WIP</i>	-	-	-	-	-
	<b>911,611</b>	-	-	(161,463)	<b>750,148</b>
<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>1,004,204</b>	41,692	-	(134,285)	<b>911,611</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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<b>15 Plant and Equipment</b>	<b>2021</b>	<b>2020</b>
	<b>\$</b>	<b>\$</b>
<i>Leasehold Improvements</i>		
At cost	1,151,672	1,151,672
Less accumulated depreciation	<u>(887,946)</u>	<u>(743,987)</u>
	263,726	407,685
<i>Plant and equipment</i>		
At cost	273,382	498,089
Less accumulated depreciation	<u>(237,166)</u>	<u>(446,694)</u>
	36,216	51,395
<b>Total</b>	<b><u>299,942</u></b>	<b><u>459,080</u></b>

**Plant and Equipment Reconciliation**

	Carrying amount at 1 January	Acquisitions	Depreciation	Carrying amount at 31 December
	\$	\$	\$	\$
<b>2021</b>				
<i>Leasehold Improvements</i>	<b>407,686</b>	-	(143,959)	<b>263,727</b>
<i>Plant and equipment</i>	<b>51,395</b>	-	(15,179)	<b>36,216</b>
	<b><u>459,080</u></b>	-	<b><u>(159,138)</u></b>	<b><u>299,942</u></b>
<b>2020</b>				
<i>Leasehold Improvements</i>	<b>551,843</b>	-	(144,157)	<b>407,686</b>
<i>Plant and equipment</i>	<b>46,293</b>	21,472	(16,370)	<b>51,395</b>
	<b><u>598,136</u></b>	<b><u>21,472</u></b>	<b><u>(160,527)</u></b>	<b><u>459,080</u></b>

The College has plant and equipment with an original cost of \$204,519 (2020: \$421,781) 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>16 Payables</b>	<b>2021</b>	<b>2020</b>
	<b>\$</b>	<b>\$</b>
Trade creditors	70,581	99,069
Criminal history checks	56,243	394,296
Other creditors and accruals	157,706	82,117
<b>Total</b>	<b>284,530</b>	<b>575,482</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>17 Accrued Employee Benefits</b>	<b>2021</b>	<b>2020</b>
	<b>\$</b>	<b>\$</b>
<i>Current</i>		
Annual leave	623,856	704,724
Salaries on costs payable	80,057	81,441
<b>Total</b>	<b>703,913</b>	<b>786,165</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 accrued 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>18 Contract Liabilities</b>	<b>2021</b>	<b>2020</b>
	<b>\$</b>	<b>\$</b>
<i>Current</i>		
Contract liability - Grant	61,992	29,424
Contract liability - Fees	8,407,276	8,181,344
<b>Total</b>	<b>8,469,268</b>	<b>8,210,768</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>19 Leases as lessee</b>	<b>2021</b>	<b>2020</b>
	<b>\$</b>	<b>\$</b>
<b>Right of use assets – Building</b>		
Opening balance at 1 January	5,159,516	5,819,363
Depreciation charge	(658,939)	(659,847)
<b>Closing balance at 31 December</b>	<b>4,500,577</b>	<b>5,159,516</b>
<b>Lease liabilities</b>		
<i>Current</i>	648,158	602,650
<i>Non-Current</i>	4,833,569	5,481,762
<b>Total</b>	<b>5,481,727</b>	<b>6,084,412</b>
<b>Amounts recognised in profit or loss</b>		
Interest expense on lease liabilities	171,544	189,175
<b>Total cash outflow for leases</b>	<b>774,230</b>	<b>748,048</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**  
**Notes To and Forming Part of the Financial Statements**  
**for the year ended 31 December 2021**

**19 Leases as lessee (continued)**

**i) Details of leasing arrangements as lessee**

In September 2015, the Queensland College of Teachers entered into an 8-year lease of the fifth floor of office building 601 Coronation Drive Toowong. The lease commenced 01 November 2015 and expires 31 October 2023. There is an option to extend the lease in the contract, for an additional 5 years.

Lease payments for this lease are initially fixed and are subject to fixed increments of 3.5% annually. The option to extend the lease has been included in the calculation of the right of use asset as it is reasonably certain that QCT will exercise this option. The contract offers no make good obligation if the option to extend for a further 5 years is exercised, therefore no make good provision has been included in the calculation of the right of use asset. The contract included a \$1.2M office fit out incentive that has been recognised as a plant and equipment asset.

<b>20 Reconciliation of Operating Result to Net Cash from Operating Activities</b>	<b>2021 \$</b>	<b>2020 \$</b>
Operating result	<b>388,675</b>	<b>(166,128)</b>
Depreciation and amortisation	979,540	954,659
Change in assets and liabilities		
(Increase)/Decrease in other receivables	7,653	(44,223)
(Increase)/Decrease in GST receivables	(23,199)	32,077
(Increase)/Decrease in LSL reimbursement	(109)	(31,917)
(Increase)/Decrease in prepayments	(8,438)	55,913
Increase/(Decrease) in payables	(290,952)	244,011
Increase/(Decrease) in accrued employee benefits	(82,252)	22,289
Increase/(Decrease) in contract liabilities	258,501	176,645
Increase/(Decrease) in GST payable	(26,142)	31,761
Net cash from/used in operating activities	<b>1,203,276</b>	<b>1,275,087</b>

**21 Financial Instruments**

**Accounting policy**

*Recognition*

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

*Classification*

Financial instruments are classified and measured as follows:

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

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

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

**Queensland College of Teachers**  
**Notes To and Forming Part of the Financial Statements**  
**for the year ended 31 December 2021**

**21 Financial Instruments (continued)**

**(a) Categorisation of Financial Instruments**

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

<b>Category</b>	<b>Note</b>	<b>2021 \$</b>	<b>2020 \$</b>
<b>Financial assets</b>			
Cash and cash equivalents	12	11,695,120	11,094,530
Receivables	13	191,988	150,191
<b>Total</b>		<b>11,887,108</b>	<b>11,244,721</b>
<b>Financial liabilities</b>			
Financial liabilities measured at amortised cost:			
Payables	16	284,530	575,482
Lease liability	19	5,481,726	6,084,412
<b>Total</b>		<b>5,766,257</b>	<b>6,659,894</b>

**(b) Financial Risk Management**

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

**(c) Credit Risk Exposure**

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

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

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

The College does not extend credit in the normal course of business and reduces its exposure to credit default by ensuring that it invests in secure capital guaranteed assets, predominantly with the Queensland Treasury Corporation, monitoring all funds owed on a timely basis. Any impairment losses are determined according to the amount of lifetime expected credit losses however these are considered to be negligible.

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

There is no recognised impairment loss for the current year.

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

**(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.

**Queensland College of Teachers**  
**Notes To and Forming Part of the Financial Statements**  
**for the year ended 31 December 2021**

**21 Financial Instruments (continued)**

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

The College is exposed to liquidity risk through its trading in the normal course of business. The College does not currently have any borrowings. The College's obligation to conduct Criminal History Checks together with the funding thereof is detailed in Note 22.

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. The table below summarises the maturity profile of the College's financial liabilities based on contractual undiscounted payments.

Due to the short term of maturity of these financial liabilities (except for lease liabilities) the carrying values approximate the undiscounted cash flow amounts.

		<b>2021 Payable in</b>			<b>Total</b>
	<b>Note</b>	<b>&lt; 1 year</b>	<b>1 – 5 year</b>	<b>&gt; 5 years</b>	
		<b>\$</b>	<b>\$</b>	<b>\$</b>	<b>\$</b>
<b>Financial liabilities</b>					
Payables	16	284,530			
Lease liability	19	801,328	4,447,494	816,104	6,064,925
<b>Total</b>		<b>1,085,858</b>	<b>4,447,494</b>	<b>816,104</b>	<b>6,064,925</b>

		<b>2020 Payable in</b>			<b>Total</b>
	<b>Note</b>	<b>&lt; 1 year</b>	<b>1 – 5 year</b>	<b>&gt; 5 years</b>	
		<b>\$</b>	<b>\$</b>	<b>\$</b>	<b>\$</b>
<b>Financial liabilities</b>					
Payables	16	575,482			575,482
Lease liability	19	774,230	4,297,095	1,767,830	6,839,155
<b>Total</b>		<b>1,349,712</b>	<b>4,297,095</b>	<b>1,767,830</b>	<b>7,414,637</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**  
**for the year ended 31 December 2021**

**21 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 -0.5% to +1% (2020: +/-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 deficit surplus and equity range of between (\$58,475) to \$116,951 (2020: \$110,945). This is attributable to the College's exposure to variable interest rates on its cash invested.

<b>2021 Interest Rate Risk</b>					
<b>Financial Instruments</b>					
	<b>Carrying Amount</b>	<b>-0.5%</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	11,695,120	(58)	(58)	117	117
<b>Overall effect on operating result and equity</b>		<b>(58)</b>	<b>(58)</b>	<b>117</b>	<b>117</b>

<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>

**Fair value**

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

**22 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 \$1.3 million (2020: \$1.2 million).

Funds from the \$4.4 million (2020: \$4.4 million) of the total Deposits at Call (Note 12) 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 2021**

**23 Contingencies**

There were no known contingent assets or liabilities of a significant nature as at 31 December 2021 (2020: Nil).

**24 Remuneration of Board Members**

The College's Board comprised the following members during 2021:

<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
A Beattie~	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
Dr A O'Brien	Nominee of the Qld Catholic Education Commission (QCEC)
J Valentine*	Nominee of the Chief Executive

~ appointed 8 April 2021

\* resigned 30 June 2021

† resigned 31 October 2021

<b>Total Remuneration paid to Board Members</b>	<b>2021</b>	<b>2020</b>
	<b>\$</b>	<b>\$</b>
Emeritus Professor W Patton (Chairperson)	36,010	25,795
Professor W Blayney	2,000	3,005
Dr M Beedles	1,750	2,869
A Chissell	2,000	1,071
	<b>41,760</b>	<b>32,740</b>

Board Remuneration included fees of \$38,575 and superannuation of \$3,185 (2020: included fees of \$30,072 and superannuation of \$2,668).

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 2021**

**25 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.

**26 Other Information**

**Insurance**

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

**Taxation**

The Queensland College of Teachers is a State body as defined under the *Income Tax Assessment Act 1936* and is exempt from Commonwealth taxation with the exception of Fringe Benefits Tax and Goods and Services Tax (GST). As such, GST credits receivable from/payable to the Australian Taxation Office are recognised and accrued (see Note 13).

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.



## Management certificate

### 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 2021 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*

11 February 2022



Emeritus Professor W Patton  
*Chairperson*

11 February 2022

## 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 2021, 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 2021, 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 management certificate.

#### Basis for opinion

I conducted my audit in accordance with the *Auditor-General 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 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 entity 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. This is not done for the purpose of expressing an opinion on the effectiveness of the entity's internal controls, but allows me to express an opinion on compliance with prescribed requirements.
- 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 2021:

- 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

23 February 2022

Queensland Audit Office  
Brisbane

# Appendices

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# 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 of December 2021. The programs listed below also have national accreditation.

Information about these programs is available from the QCT website: <https://www.qct.edu.au/teaching-in-queensland/approved-accredited-teacher-education-programs>.

## 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
- Master of Teaching (Secondary)
- Master of Teaching (Secondary) / Graduate Certificate in Religious Education

## CENTRAL QUEENSLAND UNIVERSITY

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

## GRIFFITH UNIVERSITY

- Bachelor of Education
- 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/	Approved daily fee \$	Approved subcommittee fees if applicable	Actual fees received \$
Chair	Professor W A Patton	8	650	nil	36,010
Member	Professor W Blayney	8	500	nil	2,000
Member	Dr M Beedles	8	500	nil	1,750
Member	A Chissell	8	500	nil	2,000
No. scheduled meetings	8				
Total out-of-pocket expenses					41,760

\* 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
AMR	Automatic Mutual Recognition (of occupational licences)
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
WHS	Work Health and Safety



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