

ANNUAL REPORT 2024

Queensland College of Teachers



Accessibility

Open data

Open data information about consultancies, contract disclosure report, overseas travel and the Queensland Language Services Policy is available at Queensland Government Open Data Portal (<https://www.data.qld.gov.au>).

Publicly available statement

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Acknowledgement of Country

The QCT respectfully acknowledges the traditional owners and custodians of the lands on which it operates and the important role of Aboriginal and Torres Strait Islander people in teaching and learning in Queensland. We pay our respects and acknowledge the important role of Elders, past and present, for they hold the memories of the traditions, cultures, stories and aspirations of Australia's First Nations people. We celebrate Aboriginal and Torres Strait Islander history and acknowledge the important role of Aboriginal and Torres Strait Islander people in education across communities in Queensland.

We recognise and support the Queensland Government's first Closing the Gap Implementation Plan released in August 2021 and Queensland Government's Reconciliation Action Plan 2023–2025.

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 understanding this annual report, you can contact us on telephone 13 QGOV (13 74 68) or freecall 1800 512 451 and we will arrange an interpreter to effectively communicate the report to you.

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2024 Annual Report to the Minister



Letter of compliance

26 February 2025

Hon John-Paul Langbroek MP
Minister for Education and the Arts
PO Box 15033
CITY EAST QLD 4002

Dear Minister

I am pleased to submit for presentation to the Parliament the Annual Report and financial statements for the Queensland College of Teachers for the year ending 31 December 2024.

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_2024.pdf and; a checklist outlining the annual reporting requirements can be accessed at: http://www.qct.edu.au/Publications/Corporate/QCT_Annual_Report_2024_Compliance.pdf

Yours sincerely

A handwritten signature in black ink, appearing to read 'W. Patton'.

Professor Emeritus Wendy Patton
Board Chair
Queensland College of Teachers

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2024 Board Chair Message

On behalf of the Queensland College of Teachers (QCT) Board, it is my privilege to report on the College highlights throughout 2024. This past year was one of collaboration, as we continued to partner with our stakeholders and strengthened the organisation's role in regulating the teaching profession in Queensland.

Convening the International Forum of Teacher Regulatory Authorities (IFTRA) Conference (on behalf of all Australasian Teacher Regulatory Authorities (ATRA)) in Brisbane cemented the QCT's role as a global leader in teacher regulation. The conference was held with the support of the Queensland University of Technology. This timely discussion with our international colleagues highlighted that issues affecting the profession are not geographically unique, but rather a shared experience we must address collectively.

A significant milestone for the QCT Board this past year was the election of three practising teachers to join our new Board in 2025. I warmly welcome our non-State representative and our two State school representatives who bring valuable insights and expertise, and whose contributions will undoubtedly enrich our work.

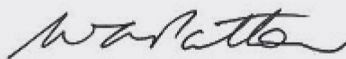
As the QCT Board undergoes its reconstitution, I would like to extend my heartfelt thanks to the members – including those outgoing – for their dedication and service. Your efforts have been instrumental in advancing the QCT's mission. I look forward to working alongside you as we continue to address the challenges and opportunities ahead.

Throughout 2024, the Board deliberated on and approved several important initiatives and policies to help shape the QCT's direction and work:

- informed by a Deloitte evaluation report and the national Framework for Certification, the Board endorsed a new model for QCT's certification program and approved a revised Highly Accomplished and Lead Teacher certification policy.

- the Board examined reforms in the early childhood education sector and the impact of introducing a Reportable Conduct Scheme and Child Safety Standards in Queensland.
- updates were approved for the accreditation of initial teacher education programs.
- the Board considered and approved the removal of the pre-requisite science requirement for undergraduate primary and early childhood programs, and the suspension of the Non-Academic Requirements for Initial Teacher Education requirement pending outcome of a national review.
- the Board collaborated with Central Queensland University to undertake research into the perceptions of those teaching under Permission to Teach (PTT) arrangements and the transition into the profession.

As we reflect on the work of 2024, I would like to acknowledge the dedication of our teachers, stakeholders, and partners who play an essential role in shaping the future of teaching in Queensland. The Board remains committed to upholding the highest standards of professionalism and ensuring that every decision we make supports quality teaching regulation undertaken by the QCT.



Emeritus Professor Wendy Patton
Chair of the Board

Message from the QCT Director

As we moved into the second year of our Strategic Plan 2023–26, the QCT remained committed to upholding quality standards for the teaching profession.

Our work continues to be guided by our primary purpose: working in the best interests of children. Central to this are our registration assessment processes and the critical considerations we undertake to confirm individuals' suitability to teach in Queensland.

In 2024, we underscored our regulatory role with the launch of the Regulatory Enforcement Strategy. This strategy not only reinforces our commitment to child safety but also provides clear guidance to teachers and stakeholders about the actions we take to protect students and uphold professional standards.

In alignment with our regulatory focus, we contributed to system thinking by participating in numerous stakeholder engagements, including workforce conversations to address pressing challenges such as teacher supply, teacher preparation, and future policy considerations. By contributing to critical conversations, we not only promote the profession but also highlight the QCT's pivotal role in shaping the future of teaching in Queensland.

Celebrating the achievements of Queensland educators remains a highlight of our calendar. The TEACHX Awards recognised another 31 outstanding recipients from across the state. Over the past 16 years, more than 120 teachers have been honoured for their inspirational contributions, further reinforcing the incredible impact of educators in Queensland.

In June, we also proudly delivered the 2024 International Forum of Teacher Regulatory Authorities (IFTRA) Conference on behalf of Australasian Teacher Regulatory Authorities. Hosting international colleagues from countries including Ireland, Scotland, South Africa, and Canada, this event showcased Australia's – as well as the QCT's – leadership in teacher regulation. The conference featured timely discussions, a robust program, and an opportunity to strengthen international collaboration.

We continued to offer a range of webinars tailored to meet the professional development needs of educators. These sessions, covering topics from registration pathways to professional boundaries and certification, were well attended and offered valuable support.

We also prioritised early-career educators, with QCT staff attending various career fairs to offer registration advice and guidance to prospective teachers. At the same time, we responded to calls for change by refining entry conditions for university teacher education programs and updating certification requirements for experienced teachers demonstrating advanced skills under the APST.

Internally, the QCT's commitment to excellence is reflected in the consistently strong results from the Working for Queensland survey, in which 83 per cent of our staff expressed pride in their work.

Our work is made possible with the insights provided by our many stakeholders, reference, and engagement groups, including our Board, the Principal Engagement Reference Group (PERG), the Queensland Beginning and Early Career Teacher Reference Group (QBECT), and ATRA. Their advice continues to guide us as we refine and enhance our services.

As we advance into the next phase of our Strategic Plan, I extend my gratitude to teachers, stakeholders, and QCT staff for their continued dedication and collaboration. Together, we are shaping the future of the profession and positioning Queensland as a leader in teacher regulation.



Deanne Fishburn
Director (CEO)

About Us

The Queensland College of Teachers (QCT) is the regulatory body for the teaching profession in Queensland. It is a Queensland Government statutory body and is responsible to the Minister for Education and the Arts for a range of functions relating to registration of teachers. First established in 1971, the current QCT was established on 1 January 2006 by the *Education (Queensland College of Teachers) Act 2005 (the Act)*.

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>.

Our Role and Functions

The main functions of the QCT are listed in the *Education (Queensland College of Teachers) Act 2005*. These include:

- granting teacher registration or permission to teach to eligible persons
- deciding how a person must satisfy initial and ongoing eligibility requirements for registration and permission to teach
- ensuring approved teachers continue to meet eligibility requirements including, for example, monitoring the compliance of approved teachers with conditions of registration or permission to teach
- arranging criminal history checks of approved teachers and applicants for registration or permission to teach
- developing and applying professional standards for entry to, and continuing membership of, the teaching profession
- granting certification at the Highly Accomplished and Lead career stages of the Australian Professional Standards for Teachers to teachers employed in Queensland state schools and schools represented by the Queensland Catholic Education Commission
- keeping a register of, and records relating to, approved teachers
- conducting investigations about the professional conduct or competence of an approved teacher or former approved teacher
- developing and applying codes of practice about the professional conduct or practice of approved teachers.

Our Vision

The teaching profession empowering the future

Our Purpose

We serve the best interests of the public and the teaching profession by ensuring teachers meet quality teaching standards

Our Operating Principles

- forward looking
- collaborative
- equitable
- inclusive
- sustainable

Our Objectives

- regulate the profession in the public interest
- promote the profession
- collaborate with our partners
- thrive as an organisation into the future

Contribution to Government Objectives

The QCT supports the Governments objectives for the Community in three broad objectives:

- **Good jobs** – good, secure jobs in our traditional and emerging industries
- **Better services** – deliver even better services right across Queensland
- **Great lifestyle** – protect and enhance our Queensland lifestyle as we grow.

The QCT contributes directly by:

- **Educating for the future** – by registering teachers in Queensland to provide quality education for children and students
- **Investing in skills** – by approving teaching qualifications delivered by educational institutions and by approving appropriate people to work as teachers
- **Backing frontline services** – by supporting and promoting the teaching profession
- **Growing our regions** – by supporting initiatives to attract and retain teachers in regional and remote areas.

Our Board

QCT is governed by a Board of 15 members, including the Chair. All members are appointed by Governor-in-Council under section 239 of the Act on the recommendation of the Minister for Education for a term up to four years. The terms of appointment of all members, except for the Chair, expired 31 December 2024. The Chair's term is to 31 December 2026.

QCT conducted Board elections in 2024, through an independent provider for three practising teachers. Nominations were sought from all registered teachers to nominate for three practising teachers positions on the Board – two presenting the state schooling system; and one representing the non-state schooling system. Once nominations were finalised, all registered teachers were invited to participate in the ballot process. The outcomes were provided to the Minister for consideration.

QCT received advice from the Minister on 19 December 2024 advising of the appointment of Board members from 1 January 2025 up to and including 31 December 2027. The profile of Board members is found on the QCT website – <https://www.qct.edu.au/about/qct-board>

Section 239 sets out the membership of the Board including those positions nominated by various education stakeholders.

The Board provides strategic leadership, guidance and effective oversight of management, operations and financial performance and has the following role:

- a) decides the policies of the college; and
- b) controls the affairs of the college; and
- c) carries out the functions of the college; and
- d) exercises the powers of the college.

The Board met eight times during the reporting period and one professional development afternoon, with all meetings offered in-person and virtually.

Board remuneration and fees

Board members who are not employed in the public sector are eligible to receive sitting fees. Some eligible members elect to not receive fees.

Members are remunerated in line with the Remuneration Procedures for Part-time Chair and Members of Queensland Government bodies. Members of all QCT committees may be reimbursed for reasonable out-of-pocket expenses incurred in attending meetings. The QCT also reimburses schools for Teacher Relief Scheme (TRS) for practising-teacher members' attendance at Board and committee meetings.

QCT Committees

The QCT Board has established seven committees in accordance with the QCT Committee Charter:

- The Professional Capacity and Teacher Conduct Committee (PC&TCC) is established under section 113 of the Act.
- The Internal Review Committee (IRC) is established under section 210A of the Act.

The following committees are established under section 259 of the Act:

- Audit and Risk Committee (ARC)
- Eligibility Declarations Committee (EDC)
- Professional Standards Committee (PSC)
- Registration Committee (RC)
- Suitability to Teach Committee (STTC).

Queensland College of Teachers Board	
Act or instrument	<i>Education (Queensland College of Teachers) Act 2005</i>
Functions	QCT is governed by a board appointed by the Governor in Council
2024 Achievements	<ul style="list-style-type: none"> • approved 2023 Financial Statements • approved 2024 Business Plan • endorsed the strategic human resources evaluation report by external consultants about realign of integrity services • endorsed proposed models for QCT's future certification program that are informed by a Deloitte evaluation report and national Framework for certification • considered national policy and reform agendas in the early childhood education sector • considered a report prepared by Ernst & Young and recommendations to reduce costs and improve efficiencies underpinned by activity cost analysis findings • approved the Regulatory Enforcement Strategy to replace the Compliance Management Strategy effective from 1 May 2024 • approved delegations of power of the Board and Chair of the Board under the Act and Regulation presented in a Schedule of Delegation • considered the findings of a QCT research partnership with Central Queensland University (CQU) about the impact of teaching under PTT on career pathways into the profession • approved updates to a certification policy that align with the national Framework for the Certification of Highly Accomplished and Lead Teacher (HA&LT) • considered the implications of the introduction of the Bill on Reportable Conduct Scheme and Child Safety Standards and the potential resourcing requirements to address increased workload • approved changes to the education and promotion of the Australian Professional Standards for Teachers (APST) within QCT • approved QCT's participation in the Australian Teacher Workforce Survey (ATWS) for 2024 and sought approval from the Minister for Education and Minister for Youth Justice to release the dataset as required under the Act • approved the mid-year QCT revised budget 2024 for submission to the Minister for Education and Youth Justice • approved policy change for acceptable teaching experience for Certification processes • approved removal of the pre-requisite science requirement for undergraduate primary and early childhood programs from 2025 • approved suspension of the Non-Academic Requirements for Teacher Education (NARTE) for 2025 pending the outcome of the national review of standards • approved the sharing of 2023 initial teacher education (ITE) annual reporting data with Australian Institute for Teaching and School Leadership (AITSL) as required under a Memorandum of Understanding • agreed to review current guidelines for QCT to seek cost orders for successful Queensland Civil and Administrative Tribunal (QCAT) decisions and to implement an internal cost recovery procedure • approved the revised English Language Proficiency (ELP) Policy • endorsed the 2025 QCT Budget for approval by the Minister for Education. • approved the revised HA&LT certification policy • considered the final draft of the QCT research partnership with CQU about the impact of teaching under PTT on career pathways into the profession • approved the Policy: <i>Acceptable other experience for moving to full registration</i> for commencement 1 February 2025

Queensland College of Teachers Board					
2024 Achievements	<ul style="list-style-type: none"> • approved the revision of the Policy: Transitioning from provision to full registration for commencement 1 February 2025 • approved the delegations of Board members to exercise the Board’s powers for operational reasons during the summer recess period • discussed the key findings from the 2024 Working for Queensland (WfQ) survey results and considered next steps for 2025 • review of the progress of the first two years of the Strategic Plan 2023–26 • noted the operational review of the 2024 TeachX Awards • approved the dates for the 2025 Board meetings <p>Key outcomes summaries of each meeting are available on the QCT website.</p>				
Financial reporting	<p>The ARC provides independent advice, assurance and assistance to the QCT Board in relation to risk, fraud, audit, performance and compliance.</p> <p>A financial report is considered at each Board meeting to enable members to fulfil their responsibilities. The minutes of each ARC meeting are provided with the Board papers.</p> <p>The QCT Board acts in accordance with the <i>Financial Accountability Act 2009</i> and the <i>Financial and Performance Management Standard 2019</i>.</p>				
Remuneration					
Position	Name	Meetings/ sessions/ attendance	Approved annual, sessional or daily fee	Approved sub-committee fees if applicable	Actual fees received
Chair	Wendy Patton	8	\$325/session	Not applicable	\$19,537
Deputy Chair	Aleisha Connellan	6	n/a		
Member	Andrew Beattie	8	n/a		
Member	David Bliss	8	n/a		
Member	Amanda Chissell	8	\$250/session	\$250/session	\$5,286*
Member	Wayne Crase	7	\$250/session	Not applicable	\$2,530
Member	Candi Dempster	5	n/a		
Member	Linda Eager	6	n/a		
Member	Bryce Goldberg	7	n/a		
Member	Louise Kliese	6	n/a		
Member	Chris Lassig	5	n/a		
Member	Lori Lockyer	5	n/a		
Member	Andrea O’Brien	8	n/a		
Member	Brent Woollett	7	n/a		
Member	Vicky Walduck	8	n/a		
No. scheduled meetings/sessions: 8					
Total out of pocket expenses: \$18,274					

* This fee includes both Board attendance and attendance on the Professional Capacity and Teacher Conduct Committee

Audit and Risk Committee					
Act or instrument	<i>Audit and Risk Committee Charter</i>				
Functions	The role of the Audit and Risk Committee (ARC) is to provide independent advice, assurance and assistance to the QCT Board regarding risk, control, audit, performance management and compliance.				
Achievements	<ul style="list-style-type: none"> • endorsed the 2023 Financial Statements • monitored the External Audit Plan 2024 • monitored the Internal Audit Plan 2023–2025 and endorsed two external audit reports • monitored the risk register and revised risks where appropriate • provided guidance on 2024 budget performance via monthly reports • provided guidance on the 2025 budget • considered the implication of the heightened risk of cybersecurity and endorsed the College's approach. • monitored the risks associated with the cloud migration of the teacher database • considered the impacts relating to use of artificial intelligence applications • approved the dates for the 2025 ARC meetings • approved the 3-year service level agreement with Corporate Administration Agency to provide corporate services. 				
Financial reporting	<p>ARC provides independent advice, assurance and assistance to the QCT Board in relation to risk, fraud, audit, performance and compliance.</p> <p>A financial report is considered at each Board meeting to enable members to fulfil their responsibilities to approve the annual and revised budgets, monitor financial performance and annual financial statements and audit reports. The minutes of each ARC meeting are provided with the Board papers.</p>				
Remuneration					
Position	Name	Meetings/ sessions attendance	Approved annual, sessional or daily fee	Approved sub-committee fees if applicable	Actual fees received
Chairperson	Andrew Beattie	5	n/a	Not applicable	
Member	Wayne Crase	2	n/a		
Member	Paula Bentley	4	n/a		
Member	Stuart McDowall	3	n/a		
Member	Alison Mohr	3	n/a		
Member	Dan Rothie	2	n/a		
No. scheduled meetings/sessions: 5					
Total out of pocket expenses: Nil					

Our Board members 2024

Emeritus Professor Wendy Patton, Chair Nominee of the Minister

Appointed: 3 August 2017
Current term: 01/01/2023 – 31/12/2026

Wendy was Executive Dean of the Education Faculty at QUT. She is a recipient for The Miller-Grassie Award for Outstanding Leadership from the Australian Council for Educational Leaders and received an award from the Australian Council of Deans of Education for Outstanding Contribution to Education and the ACDE Board.

Aleisha Connellan, Deputy Chair

Practising teacher nominated by the Queensland Independent Education Union (QIEU)

Appointed: 1 January 2009
Current term: 01/01/2022 – 31/12/2024

Aleisha is Principal at Our Lady of the Way School Petrie and has been an employee of Brisbane Catholic Education and a member of IEU-QNT for over 30 years.

Andrew Beattie

Practising teacher nominated by the Queensland Teachers' Union (QTU)

Appointed: 8 April 2021
Current term: 01/01/2022 – 31/12/2024

Andrew has filled the role of Principal at several large state high schools in 2024 and member of the QTU's Education Leaders' Committee and the Australian Education Union's National Principals' Committee. He is a current member of the QTU State Council and served multiple terms on the QTU Executive.

David Bliss

Nominee of the Association of Independent Schools Queensland (ISQ)

Appointed: 1 January 2019
Current term: 01/01/2022 – 31/12/2024

David retired from the role of Principal of St Andrews Lutheran College, Tallebudgera in June 2024 and served for two years as the Executive Director of Lutheran Education Queensland. David has been a teacher for over 40 years.

Amanda Chissell

Nominee of the Queensland Council of Parents and Citizens' Associations (P&Cs Qld)

Appointed: 16 July 2020.
Current term: 01/01/2022 – 31/12/2024

Amanda is a human resources and training professional with an award-winning track record in the provision of strategic training & development and graduate recruitment in the private sector for over 25 years.

Wayne Crase

Joint nominee of the Federation of Parents and Friends Associations of Catholic Schools in Queensland and the Queensland Independent Schools Parents' Network

Appointed: 1 January 2022
Current term: 01/01/2022 – 31/12/2024

Wayne is a Senior Executive with experience in complex, multi-site operational management. Prior to his executive career Wayne served in the Australian Defence Force for 15 years.

Candi Dempster

Practising teacher representing non-State schools, jointly nominated by the QCEC and ISQ

Appointed: 30 June 2023
Current term: 30/06/2023 – 31/12/2024

Candi had been a teacher in Catholic schools for over 28 years and is Principal, Ryan Catholic College, Townsville and has been on secondment to the Catholic Diocese.

Linda Eager

Elected State school practising teacher

Appointed: 1 January 2022
Current term: 01/01/2022 – 31/12/2024

Linda is the Director of Kelvin Grove State College's Teacher Enhancement Centre, a long-standing member of the QCT Professional Standards Committee, and a regular Australian Institute of Teaching and School Leadership panellist for the national accreditation of teacher education programs.

Bryce Goldberg

Elected non-State school practising teacher

Appointed: 1 January 2019
Current term: 01/01/2022 – 31/12/2024

Bryce is the Dean of Studies, The Southport School, an Executive member of the Independent Education Union – Queensland Northern Territory, and a practising teacher.

Louise Kliese

Practising teacher representing State schools, nominated by the Director-General, Department of Education

Appointed: 1 January 2022
Current term: 01/01/2022 – 31/12/2024

Louise has been a teacher for over 30 years in diverse educational settings and is the Head of Department (Curriculum), Chapel Hill State School.

Professor Lori Lockyer

Practising teacher educator nominated jointly by universities providing an approved preservice teacher education program

Appointed: 7 March 2024
Current term: 07/03/2024 – 31/12/2024

Lori has been a teacher educator for more than 25 years. She has designed curriculum and delivered units in undergraduate and graduate entry teacher education programs and has extensive involvement in teacher professional development. Lori is an expert in educational technology – focusing on how teachers and students use and learn with technology. Lori is Executive Dean of the Faculty of Creative Industries, Education and Social Justice at Queensland University of Technology (QUT).

Dr Andrea O'Brien

Nominee of the Queensland Catholic Education Commission (QCEC)

Appointed: 16 July 2020
Current term: 01/01/2022 – 31/12/2024

Andrea has over 40 years' experience as a teacher, principal and system level leader within Catholic education.

Chris Lassig

Nominee of the Director-General, Department of Education

Appointed: 30 June 2023
Current term: 30/06/2023 – 31/12/2024

Chris is the Assistant Director-General – School and Region Reviews overseeing the Department of Education's program of school, region and system reviews supporting continuous improvement in Queensland state schools.

Vicky Walduck

Practising teacher representing State schools, nominated by the Director-General, Department of Education

Appointed: 7 December 2023
Current term: 07/12/2023 – 31/12/2024

Vicky has over 20 years' experience in a range of educational settings. She has taught in remote and metropolitan areas of Queensland and has been in leadership roles since 2012. She is currently Head of Department – Prep to 6 at North Lakes State College.

Brent Woollett

Elected State school practising teacher

Appointed: 1 January 2022
Current term: 01/01/2022 – 31/12/2024

Brent has been a teacher for over 33 years and is Principal of Wellington Point State School. He has worked in a range of remote, regional, and metropolitan settings across primary, special, and secondary schools.

QCT Executive Management

The Executive leadership team is responsible for delivery of QCT’s legislative requirements within a compliant corporate governance framework and for providing strategic and operational management and comprises:

- **Ms Deanne Fishburn**
GAICD, B Int Bus, PG Dip Ed, MBA
Director (Chief Executive)
- **Mr Chad Hill**
LLB; B MRS (MI); Grad Dip LP; Grad Dip Mil Law; DEng (Mech)
Corporate Legal Counsel (from 8 July 2024)
- **Ms Julie Imber**
B Bus, Grad Cert HM, Dip Bus, C Dec (Qld)
General Manager Corporate Services
- **Ms Deb Jones** B Ed
General Manager Professional Standards
- **Ms Anita Morrison**
General Manager Integrity
- **Ms Kim Newman**
B Bus (Comm), MA (App Ethics)
Executive Manager Registration (to 23 January 2024);
General Manager Registration (from 24 January 2024)
- **Mr Andrew Braban** LL M
Corporate Legal Counsel (to 5 July 2024)
**Mr Braban retired on 5 July 2024.*

Under section 278 of the Act, the Director is to control the office and is responsible for its efficient and effective administration and operation. The Director has all the functions and powers of the chief executive of a department, to the extent the functions and powers relate to the organisational unit comprising the staff of the office.

Organisational structure

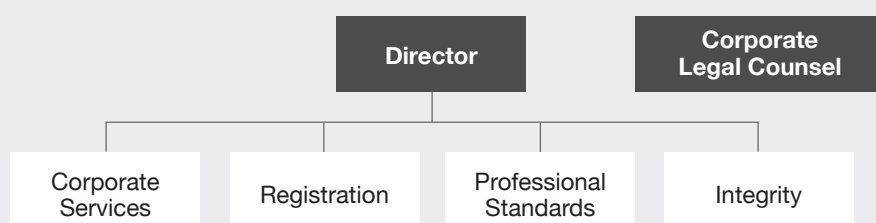
The QCT has a Director and staff appointed under the *Public Sector Act 2022*. The QCT has a diverse and highly skilled and experienced workforce. The Director was reappointed by the Director-General, Department of Education for a further five years from 2024 to 2029.

Based on payroll data at 31 December 2024, we had an establishment of 76.11 full-time equivalent (FTE) positions, with a head count of 80 people including full-time, part-time, and temporary employees plus casual certifying assessors. Our workforce was primarily made up of permanent staff (87.8%) and temporary staffing (10.5%); contract (1.3%) and casual (0.4%). Women make up 64% of the workforce and hold 23.75% of managerial positions (Administration Officer AO7/Professional Officer PO5 and above). Women hold 100% of senior executive and senior officer roles.

The QCT has four main operational areas:

- **Corporate Services** – corporate support functions – finance, human resources, records, facilities, information technology, communications and engagement
- **Integrity** – professional conduct responding to teacher conduct and competence; Legal for assessment of suitability to teach; suspension; cancellation and exclusions of registrations
- **Professional Standards** – accreditation of ITE programs, certification of HA<, implementation of professional standards
- **Registration** – approval of teachers, provisional to full registration; compliance management, customer service and renewals.

The structure of the QCT office as at 31 December 2024:



Our performance against the Strategic Plan in 2024

2024 was the second year of the four-year QCT Strategic Plan 2023–26. The Strategic Plan identifies risks and opportunities embraced by QCT.

In addition to regulatory work, we progressed the following key initiatives against the four strategic pillars in the Strategic Plan:

Pillar 1: Regulating the profession in the public interest

- Early Childhood Teacher Registration (ECTR)
- National Teacher Workforce Action Plan (NTWAP)
- Teacher Education Expert Panel (TEEP) Report
- Legislative Amendments
- Integrity – risk areas

Pillar 2: Promote the profession

- Research Plan
- Certification

Pillar 3: Collaborate with our partners

- Stakeholder Engagement Plan
- IFTRA 2024
- ATRA

Pillar 4: Thrive as an organisation into the future

- Strategic HR Review
- Financial Optimisation
- Digital Investment strategy

In 2025, the QCT is preparing for:

Pillar 1: Regulating the profession in the public interest

- ECTR
- Teacher Supply – contribution to workforce planning
- Revised ITE accreditation, reporting and monitoring
- Legislative Amendments
- Integrity – risk areas
- Child safe standards/Reportable Conduct Scheme

Pillar 2: Promote the profession

- Research Plan
- Certification

Pillar 3: Collaborate with our partners

- Stakeholder Engagement including raising the QCT profile
- ATRA

Pillar 4: Thrive as an organisation into the future

- Strategic HR Review including diversity, capability and performance focus
- Financial sustainability including impact of 2025 Renewals
- Digital Transformation

Pillar 1: Regulating the profession in the public interest

Registration

A legislated function of the QCT under the Act, is to keep a register of 'approved teachers', i.e. persons who either are registered teachers or hold PTT.

Table 1 shows the number of teachers on the register as at 31 December 2024 and the numbers of applications received, withdrawn, refused, and approved during the year, as compared with the previous four years. At the

end of 2024, the register contained the names of 119,646 approved teachers (2023: 117,167). This represents a 2.1% increase from 2023. Of all approved teachers on the register at the end of 2024, 356 approved teachers held a PTT and accounted for 0.3% of all approved teachers.

Where tables are calculated in percentages, these are rounded and may not add to 100%.

Table 1: Queensland register of teachers, 2020–2024

Registration activity	2020	2021	2022	2023	2024
Register of teachers					
Approved teachers	111,175	112,540	115,002	117,167	119,646
Applications for approval to teach					
New applications received	6,866	7,473	8,618	8,414	8,856
In progress*	945	898	1,234	1,400	995
Outcomes of applications for approval to teach					
Applications refused	64	76	97	70	83
Applications withdrawn	105	200	237	329	459
Applications approved*	6,322	7,158	7,803	7,765	8,702
Provisional to full registration					
Applications processed	3,336	3,045	2,979	3,240	3,257
Applications for renewal/restoration of registration					
Received	48,683	17,469	10,196	9,818	10,031
Processed	42,293	23,786	10,175	9,840	9,915
In progress	6,861	472	478	441	542

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

A total of 4,221 teachers (2023: 3,641) had their registration cancelled or were removed from the register. This represents an increase of 15.9% from 2023.

Approved teachers may have their registration cancelled or be removed from the register for the following reasons:

- the annual fees had not been paid,
- the period of provisional registration had ended and they had not reapplied for registration,
- the five-year period of full registration had ended and they had not applied for renewal,
- voluntarily surrendered their registration,
- deceased.

Table 2: Attrition from the Queensland register of Teachers, 2022–2024

Reason	2022	2023	2024
Cancellation due to fee not being paid*	1,725	1,770	2,164
End of period of provisional registration	267	283	328
End of five-year full registration	139	156	164
Voluntary surrender	1,144	1,186	1,289
Deceased	59	47	46
Other	346	199	230
Total	3,680	3,641	4,221

* 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 3 shows the average ages of applicants and of approved teachers. The average ages have remained relatively stable in recent years, however there has been an increase in the average age of male applicants from 36.5 years in 2023 to 37.6 years of age in 2024.

Table 3: Average age (in years) of applicants and approved teachers

Applicants/teachers	Average age		
	2022	2023	2024
All applicants	35.8	36.3	36.8
• Female applicants	35.6	36.3	36.6
• Male applicants	36.3	36.5	37.6
• Other	33.0	27.5	27.7
Approved teachers on the register	45.9	46.1	46.7

Table 4: Age profile and sex of approved teachers as at 31 December 2024

Age group	Proportion of register	Male	Female
0–24	2.1%	20.9%	79.2%
25–29	8.0%	25.1%	74.9%
30–34	10.7%	24.8%	75.2%
35–39	11.8%	22.6%	77.4%
40–44	13.3%	22.0%	78.0%
45–49	12.3%	22.7%	77.3%
50–54	12.5%	22.5%	77.5%
55–59	10.9%	24.1%	75.9%
60 and over	18.5%	27.7%	72.3%
Average		23.6%	76.4%

(Percentages are rounded and may not add to 100%).

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Location and employment

Approximately 94% of approved teachers have Queensland addresses. Most of the remainder have interstate addresses (1.7% in New South Wales). Fewer than 1% of teachers are located overseas.

69% percent of approved teachers were known to be employed in permanent or long-term temporary teaching positions in Queensland schools (2023: 69%) with 2.5% of approved teachers known to be employed in other educational institutions (e.g. Technical and Further Education, universities, and kindergartens).

31% of approved teachers 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 approved teachers who the QCT was advised had a permanent or long-term temporary teaching position in a Queensland school; 64.6% (2023: 66%) were in State schools; and 35.4% (2023: 34%) were in non-State schools. This distribution has remained relatively constant in recent years. Table 5 shows the distribution of teachers across employment sectors.

Table 5: Sectoral distribution of teachers recorded as in permanent or long-term temporary teaching employment as at 31 December for 2022–2024.

Employment sector	2022	2023	2024
Non-State Primary	16.3%	16.6%	16.8%
Non-State Secondary	17.9%	18.4%	18.5%
State Primary	38.6%	38.2%	37.9%
State Secondary	27.1%	26.9%	26.7%

Of those employed in a permanent or long-term temporary teaching position in a Queensland school, 90.8% held full registration (2023: 92.3%).

Qualifications

Most approved teachers (92%) have at least four years of teacher education (i.e. four years of higher education including at least one year of professional teaching studies) (2023: 91%). Tables 6 and 7 indicate the qualifications of registered teachers overall and by age group at the end of 2024.

Table 6: Proportion of approved teachers by initial and total qualifications

Qualification	Initial teaching qualification	Total qualifications
4 years or more	50%	92%
3 years	19%	7%
Less than 3 years	31%	1%

Table 7: Qualifications of approved teachers by age group, as percentage of age group

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%	0%	99%
35–39	1%	1%	99%
40–44	1%	1%	98%
45–49	1%	2%	98%
50–54	1%	11%	88%
55–59	1%	19%	80%
60 and over	2%	18%	80%

Registration activity

Applications for approval to teach

The QCT received a total of 8,856 applications for approval to teach (2023: 8,414). The continued elevated application numbers is mainly attributed to higher numbers of PTT applications being received.

Applicants who had attained an initial teaching qualification from a Queensland institution within the past two years made up 30.7% (2023: 30.2%). The remainder were PTT applicants; applicants with interstate or overseas qualifications; applicants under mutual recognition or those who had obtained Queensland qualifications 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 assessed under these provisions need to satisfy the QCT that their 'education, demonstrated abilities, experience, knowledge and skills' establish that they meet the requirements for registration under the APST. These applicants may submit a structured professional portfolio addressing the APST using guidelines or a proforma submission developed by the QCT. The QCT may also consider other evidence related to the applicant's qualifications and experience.

In 2024, 68 applications for registration were assessed under the APST (2023: 42). Of these, 13 applications were refused; nine applicants were granted provisional registration; 40 were granted provisional registration with conditions; four applicants were granted full registration; and two were granted full registration with conditions.

Table 8: Applications assessed under APST 2022–2024

Status	2022	2023	2024
Refused	6	12	13
Granted provisional registration	10	10	9
Grant provisional registration with conditions	2	19	40
Granted full registration	0	1	4
Granted full registration with conditions	0	0	2

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 and helps to increase the pool of teachers.

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. The QCT's ELP (revised in 2024) aligns with the Framework for Teacher Registration in Australia and nationally consistent registration processes, to ensure a consistent standard for ELP for the registration of teachers across Australian states and territories.

In 2024, the QCT received 892 applications from teachers with overseas qualifications (2023: 771) and approved 522 applications (2023: 433). Most overseas applications were from teachers who undertook initial preparation in the United Kingdom, South Africa and New Zealand.

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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.

The number of teachers from each jurisdiction who were granted registration in Queensland under mutual recognition in 2024 is shown in Table 9.

Table 9: Mutual recognition applications approved in 2022–2024, by jurisdiction of origin

Jurisdiction	2022	2023	2024
ACT	65	53	47
NSW	610	537	587
NT	113	97	78
NZ	212	350	525
SA	76	89	95
TAS	46	39	47
VIC	501	464	439
WA	106	105	100
Total	1,729	1,734	1,918

Permission to teach

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 or, 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.

In 2024, 1,319 applications for PTT were received (1,133: 2023) and 1,294 PTT applications were approved which was an increase in approvals of 23.2% compared to PTTs in the previous year (2023: 1,050).

Initial Teacher Education students represented 96% of persons granted PTT in 2024 and approximately 27% approved under PTT in 2024 were registered by the end of the year.

Of all approvals 71% of PTT holders were approved to teach in State schools (2023: 63%); 13% were approved to teach in independent schools (2023: 18%); and 16% approved in Catholic schools (2023: 18%). Most PTT approvals (68%) were for schools located outside of the South-East Queensland metropolitan region, which is defined as any area outside the postcodes 4000 to 4310 (no change when compared to 2023: 68%).

Table 10: Proportion of PTT across the sectors

Sector	2022	2023	2024
State schools	64%	63%	71%
Independent schools	20%	18%	13%
Catholic schools	16%	18%	16%

Prominent subject areas in 2024 varied slightly to the previous year with only Design and Technologies (Industrial Technology contexts), General Primary, and Mathematics continuing to sit in the top five. Humanities and Social Sciences, and Sciences rounded out the top five subject areas in 2024.

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 2024 a total of 460 (2023: 379) 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, 304 (2023: 266) had not re-applied for registration by 31 December 2024.

During 2024, 3,257 provisionally registered teachers successfully transitioned from provisional to full registration (2023: 3,240).

Renewal and restoration of full 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 2024 is summarised in Table 11.

Table 11: Number of applications for renewal or restoration of registration in 2024

Activity	Number
Renewal applications received	8,807
Restoration applications received	1,224
Renewals and restorations processed* (total)	9,915
- renewed with a condition (mostly RTT)	376
- refused (not suitable to teach)	4
- refused (not complying with conditions)	0

* Includes applications received in previous year – applications are available in myQCT accounts 3 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 2024, 13,816 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 5,711 applicants.

Refusal of registration or PTT

During 2024, 83 (2023: 70) applications for approval to teach in Queensland were refused for reasons including failure to meet requirements regarding suitability to teach, qualifications, or ELP.

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 2024:

- 45% of applications for registration were processed within 30 days (2023: 45%)
- 63% of applications for PTT were processed within 14 days (2023: 56%)
- 98% of renewal applications were processed within 14 days (2023: 96%), with 63.8% processed on the day received (2023: 66%)
- 80% of applications under mutual recognition were finalised within 30 days (2023: 77%).

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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%, and in 2024 achieved 90%.

Internal review of decisions

A person dissatisfied with certain decisions made by the QCT can apply for a review of the decision by the IRC within 28 days after the decision is given to them.

Where the original decision was made within the QCT office under delegated power, the IRC must decide whether to confirm the original decision, amend the original decision, or substitute another decision for the original decision. In cases where the original decision was made by the QCT Board or the PC&TCC, the IRC must make a recommendation to the QCT Board.

11 original decisions of the QCT to refuse an application relating to professional practice were reviewed by the IRC at seven meetings in 2024. All reviewed decisions were delegated decisions (2023: 7).

8 of the applications had been refused due to professional practice requirements relating to qualifications and experience not being met for registration; one was refused on the basis that experience did not meet the requirements for full registration and ELP was not satisfied; and the final two were PTT applications which were refused as the QCT was not satisfied the employer could not find an appropriate registered teacher to fill the teaching position (section 10(1)(a)) of the Act.

Of these professional practice applications, the IRC decided to substitute a new decision and grant provisional registration with conditions for one of the applications for registration. The remaining professional practice applications, including the PTT applications, were confirmed by the IRC.

The IRC also held two meetings in 2024 to review three original delegated decisions of the QCT regarding applications for certification as a Highly Accomplished or Lead teacher. In one of these cases the IRC confirmed the original decision. In the other two cases the IRC substituted another decision for the original decision.

Suitability to teach

The IRC heard 4 applications to review an original decision to refuse registration on the basis that the QCT could not be satisfied that the person was suitable to teach. Three of the applications related to QCT decisions to refuse to renew registration and one related to a refusal to grant registration by the STTC.

Of the three decisions related to refusal to renew registration, the IRC determined to confirm one original decision and substitute the original decision for another decision in the other two.

Regarding the refusal to grant registration, the IRC determined to confirm the original decision of the STTC.

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.

In 2024 the QCT published a Regulatory Enforcement Strategy which outlines the QCT regulatory model, its approach to develop compliance strategies and activities, and regulatory enforcement pathways available to the QCT when managing compliance.

Conditions on approvals to teach

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. Two teachers had their registration cancelled 2024 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 12 shows the outcome of reviews of registration conditions in 2024.

Table 12: Outcome of reviews of registration conditions in 2024

Type of condition	Action	No. of teachers
A criminal record check	Condition cancelled	7
Further study required	Condition cancelled	4
	Condition amended	16
	Refuse to cancel condition	0
Conditional accreditation NSW	Condition cancelled	17
	Condition amended	3
Required to complete professional development	Condition cancelled	22
	Condition amended	1
Conditions apply – see statement of condition	Condition cancelled	10
	Refuse to cancel condition	1
Required to improve ELP	Condition cancelled	32
	Condition amended	14
	Refuse to cancel/amend condition	0
ITE Graduate – ELP condition	Condition cancelled	1
Complete a RTT Program	Condition cancelled	17
	Condition amended	5
	Refuse to cancel condition	0
RTT (excluding reviews conducted during renewal)	Condition cancelled	161
	Condition omitted*	21
	Refuse to cancel/amend condition	6

* Section 42 of the Act provides for a condition to be omitted if doing so is not adverse to the teacher's interests. Omission of the RTT 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.

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Table 13: Registration conditions applied in 2024 by approved status at the end of 2024

Type of condition	Teachers with provisional registration	Teachers with full registration	Teachers who have PTT	Total
A Criminal Record Check	7	2	0	9
Complete RTT Program	0	32	0	32
Conditional accreditation NSW – ITE condition	15	0	0	15
Conditions Apply – see Statement of Conditions	1	13	1	15
Further study required.	35	0	0	35
Required to complete professional development	47	0	0	47
Required to improve ELP	32	1	1	34
ITE Graduate – ELP condition	1	0	0	1
Total	138	48	2	188

Annual census

The QCT conducted the 2024 online annual census of teachers in all Queensland schools in March via each school's myQCT account or centralised data exchange. 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 1,300 State school Principals to respond individually to the QCT annual school census. This process also ensures that all State schools are checked.

School audits

The QCT conducts school audits to promote compliance with the Act to ensure that only approved teachers are teaching in Queensland schools.

Eight school audits were completed, covering the status of 1,376 staff (including 703 registered teachers and five persons with PTT). One likely breach of section 82(1) of the Act was identified during the audit. No likely breaches were identified at the remaining schools. All audits were completed and finalised within six months of their commencement.

Investigations – General offence provisions

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 and that only registered teachers can supervise/assess the work of another teacher. 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.

Table 14: School compliance investigations in 2022–2024

	2022	2023	2024
Number of investigations in progress at start of year	5	4	3
Number of new investigations	6	6	7
Number of investigations finalised	7	6	3
Number of investigations remaining at the end of the year to be completed in following year	4	3	7

None of the investigations finalised in 2024 identified likely breaches of the general offence provisions of the Act. Many of the remaining investigations are complex in nature.

General offences

In 2024, 121 compliance issues were assessed (2023: 128) and in 48% of the matters, no breaches of the general offence provisions of the Act were identified. 14 warnings were issued to individuals, schools or employing authorities and no further action was undertaken on 33 minor breaches. The remaining matters will be addressed in 2025.

Prosecutions

The QCT takes a proportionate approach to regulatory compliance matters and works with its stakeholders to promote trust and achieve compliance. In determining the most appropriate response to any contravention of the criminal offences in the Act, the welfare and best interests of children are the QCT's primary considerations. In 2024, the QCT successfully prosecuted one teacher for teaching whilst their registration was suspended.

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 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 2024, no teachers with an RTT condition who applied for renewal was refused; 30 completed their requirements and the condition was cancelled; 83 teachers had their RTT conditions remain upon renewal; and none had their condition omitted at renewal.

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Conduct

To assist the QCT to protect children, students, the public and the profession, the QCT receives and deals with a range of information about teachers' conduct, competence and suitability to teach.

Where appropriate, the QCT also conducts investigations and disciplinary proceedings into teacher conduct and competence.

Registration suitability assessments

When considering an application or renewal for teacher registration or PTT, the QCT must be satisfied that, amongst other things, the person is Suitable to Teach (STT) before it can grant registration or PTT. This includes consideration of the person's conduct, competence and suitability to work in a child-related field.

The QCT assesses the person's national criminal history and where appropriate overseas criminal history, Working with Children exclusions and information related to previous employment or professional registration.

The QCT can impose conditions on, or refuse registration, where appropriate.

Table 15: Registration suitability assessments

	2022	2023	2024
STT assessments for applications for registration or PTT	461	505	376
STT assessments for renewals for registration or PTT	1,072	1,075	1,115
Registration/PTT granted with STT condition/s	4	3	4

Mandatory notifications

Change in criminal history notifications

The QPS and prosecuting authorities must notify the QCT about changes in a teacher's criminal history, including all charges and findings of guilt. A daily automated data match search between the QPS and QCT enables the QPS to identify changes in criminal history relating to teachers and notify the QCT without delay.

A teacher must also notify the QCT if there is a change in their criminal history.

Employing authority notifications

An employing authority must notify the QCT when it starts and finishes dealing with an allegation of harm caused, or likely to be caused, to a child because of the conduct of a teacher.

An employing authority must also notify the QCT if it terminates the employment of a teacher for reasons related to the teacher's competence to be employed as a teacher.

The QCT provides advice to stakeholders including employers, principals and schools including regular formal information sessions. It also maintains fact sheets and other information on its website to assist employers to comply with their mandatory obligations.

Table 16: *Employing authority notifications*

	2022	2023	2024
Change in criminal history notifications	190	175	170
Employing authority harm to children notifications	608	681	726
Employing authority competence notifications	8	11	7

Complaints and other notifications

Anyone can make a complaint to the QCT, including members of the public, teachers and employing authorities, alleging a ground for disciplinary action against a teacher. The QCT may refuse to deal with the complaint in certain circumstances, including where the complaint is more appropriately dealt with, or has already been adequately dealt with, by another entity.

The QCT also receives information relating to conduct, competence and suitability to teach from other Queensland and interstate entities via information sharing agreements and generally.

Table 17: *Complaints and other notifications*

	2022	2023	2024
Complaints	38	58	87
Other notifications	49	84	48

Authorised investigations

The QCT can authorise an investigation where it believes a ground for disciplinary action may exist against a teacher or a former teacher.

Table 18: *QCT authorised investigations*

	2022	2023	2024
QCT authorised investigations	12	18	9

Pillar 1: Regulating the profession in the public interest

Suspension of registration or PTT

Mandatory suspensions

The QCT must suspend a teacher’s registration or PTT if the teacher is charged with an offence listed as a serious offence within the *Working with Children (Risk Management and Screening) Act 2000*.

If the teacher is convicted of the serious offence the QCT must cancel the teacher’s registration or PTT, and the person becomes an excluded person.

Discretionary suspensions

The QCT may also suspend a teacher’s registration or PTT if the QCT believes that the teacher poses an unacceptable risk of harm to children.

All suspensions are required to be referred to QCAT for consideration as to whether the suspension should be continued. After considering submissions from the teacher, QCAT may determine not to continue the suspension.

Table 19: Suspension of registration or PTT

	2022	2023	2024
Suspension for a serious offence charge/continued	16	20	23
Suspension – unacceptable risk of harm/continued	12	18	10
Cancellation of excluded person	1	4	3

Of the suspensions referred in 2024, QCAT determined not to continue with one suspension, and 3 remained under consideration.

Disciplinary proceedings

After considering information before it, if the QCT believes that a ground for disciplinary action exists against a teacher, or former registered teacher, it must commence a disciplinary action.

Where the QCT considers that minor disciplinary action is appropriate and the teacher consents, the QCT can enter into a Practice and Conduct Agreement. Minor disciplinary action includes formal warning or reprimand and/or conditions on the teacher’s registration or PTT.

In circumstances where the QCT believes that a ground for disciplinary action exists and minor disciplinary action is reasonable but either a practice and conduct agreement is not appropriate or the teacher did not consent to an agreement, the QCT can refer the matter to the PC&TCC. The QCT must also refer all authorised investigations which find that a ground for disciplinary action exists, to the PC&TCC.

The PC&TCC is established under the Act and is constituted by three QCT Board members. The PC&TCC can deal with impairment matters or authorise an investigation, in addition to imposing one or more of the minor disciplinary sanctions. It can also refer the matter to QCAT in circumstances where it believes a sanction only available to QCAT would be more appropriate.

QCAT can impose minor discipline, authorise an investigation or deal with impairment matters. It can also impose one or more additional sanctions including suspend or cancel the teacher’s registration or PTT, prohibit the teacher from reapplying for registration, make a notation, end a suspension, order costs or impose a fine (penalty units) and impose conditions on registration or re-application of registration.

Table 20: Disciplinary proceedings

	2022	2023	2024
Finalised Practice and Conduct Agreements	39	26	20
Matters referred to PC&TCC	27	35	44
Matters referred to QCAT	8	21	54

Disciplinary outcomes

Table 21: Disciplinary outcomes

	2022	2023	2024
No further action	3	2	8
Warning	42	29	16
Reprimand	22	21	27
Accept undertaking from teacher	0	0	0
Conditions on registration	10	7	10
Suspension	0	1	0
Suspension ended	2	2	9
Cancellation	3	4	4
Prohibition	5	7	5
Costs	0	0	1
Fine	0	0	0
Notation on the register	9	10	10
Conditions on re-application for registration	0	1	1
Withdrawn/dismissed	1	0	0
Matters requiring a health assessment	2	1	3

Eligibility declaration

Excluded persons are not able to apply for registration unless they are granted an eligibility declaration.

Applications for eligibility declarations are considered by the EDC. The EDC will only grant an eligibility declaration in circumstances where it is satisfied that it is an exceptional case and would not harm the best interests of children to issue the eligibility declaration. If an eligibility declaration is granted, the person's suitability to teach is considered by the STTC.

Table 22: Eligibility declarations

	2022	2023	2024
Eligibility declarations applications received/ granted	0/0	1/1	1/1

External reviews and appeals

A person who is dissatisfied with an internal review of a QCT decision relating to registration, PTT, certification or a PC&TCC decision may seek an external review at QCAT.

A person who is dissatisfied with a QCAT decision may seek an appeal of QCAT's decision, including where the decision was to continue the suspension of the teacher's registration or PTT.

Table 23: External reviews and appeals

	2022	2023	2024
External review	1	5	1
Appeal/review	4	5	1

Pillar 2: Promote the profession

Engaging the profession

Each year, we engage 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 2024 was primarily through presentations and webinars, reference groups, and the provision of print and digital resources.

At the request of Queensland Higher Education Institutions (HEIs), we delivered 10 presentations to final year 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 and professional boundaries.

In addition to sessions for preservice teachers, we delivered 22 workshops to provisionally registered teachers and their mentors throughout Queensland. These sessions focused on the process and requirements for transitioning from provisional to full registration. Additional sessions were also delivered to promote engagement with the APST. A session for reviewers was also provided online. QCT webinars were well supported with recordings made available to both registered participants via an email link and all registered teachers through their myQCT account. More than 1,126 preservice and registered teachers watched recordings of the sessions in 2024.

Workshops for supervising teachers continued online, with the addition of co-sponsored workshops with HEIs. Altogether four workshops were facilitated across 2024 supporting 380 teachers across Queensland to make judgements of preservice teacher performance at the Graduate career stage of the APST.

Training workshops were provided for DoE and QCEC assessors and teachers as part of the QCT's role in certification of HA<s. Training activities included initial assessor training and assessor refresher training.

With the implementation of Certification 2.0 in response to the new national framework, we developed new guidelines and resources, along with an applicant support program. 8 video resources were created and 1,302 registered teachers attended one of 26 webinars.

To support teachers' understanding of the HA< levels of the APST, a feedback program was piloted. We provided feedback to 199 teachers on the suitability of their evidence against the APST.

Other educational engagement activities/workshops were presented at events organised by: Employing authorities; DoE 'Teach Queensland' and 'Teach Rural' Career Fairs; school clusters on a range of topics. In total, we engaged with 3,750 teachers in live workshops and information sessions in 2024.

Feedback from these sessions indicates that participants are engaging positively with the APST and using these in reflective practice and registration processes. 818 survey responses were received during the year with 95% of participants satisfied with the session they engaged in.

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

The QBECT 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 including Artificial Intelligence (AI), quality teaching, the process for registered teachers to transition from provisional to full registration and PTT.

Transitioning 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.

In 2024, the new Guidelines were complemented through the provision of information sessions for teachers, mentors and school leaders.

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 – the QCT web-based support system (individual QCT RTT pathway), endorsed RTT programs, and a school-based 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 2024 is shown in Table 24. Since its introduction in 2017, the web-based individual pathway is increasingly popular, with a consequent decline in the numbers of teachers choosing to use the other two pathways.

At the start of the 2024 school year, 7,131 registered teachers had an active RTT condition on their registration. During 2024, 384 renewing teachers had an RTT condition applied to their registration and 83 teachers had their existing RTT condition remain at renewal. By the end of the year a total of 6,843 fully registered teachers had an RTT condition (2023: 7,243).

Table 24: Number of teachers using each pathway to meet an RTT condition

	2022	2023	2024
Web-based individual QCT RTT pathway	146	196	325
QCT-endorsed RTT professional development programs	11	15	5
School/Employer-based pathway	2	5	0

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 Act, 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.

Pillar 2: Promote the profession

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 2024, the QCT received 82 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. In addition, 39 certified teachers successfully renewed their certification for a further five-year period.

A total of 63 teachers were certified during 2024, 54 as Highly Accomplished teachers and nine as Lead teachers. 295 teachers have been certified by the QCT – 265 Highly Accomplished and 30 Lead teachers across State schools and employers represented by the QCEC.

Initial teacher education program accreditation and approval

During 2024, the QCT continued its implementation of national accreditation processes, including panel consideration and approval by the QCT's PSC of 5 programs at stage two accreditation, for two providers.

The following programs were granted accreditation under the national system in 2024:

- **University of the Sunshine Coast**
Bachelor of Education (Secondary)/Bachelor of Science
- **University of the Sunshine Coast**
Bachelor of Education (Secondary)/Bachelor of Arts
- **University of the Sunshine Coast**
Bachelor of Education (Secondary)/Bachelor of Recreation and Outdoor Environmental Studies
- **University of the Sunshine Coast**
Bachelor of Education (Primary)
- **The University of Queensland**
School of Human Movement and Nutritional Science
Bachelor of Health, Sport and Physical Education (Honours)

In addition to the program approval process, 14 program change notifications were considered and approved by the PSC. Program changes reported to the QCT have included program name changes, engagement in Turn to Teaching (TTT), duration changes, adjustments to professional experience placements and implementation of new national Literacy and Numeracy Tests for Initial Teacher Education (LANTITE) requirements.

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 – <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 2024, 13 Queensland teachers, teacher educators and employer representatives and relevant QCT officers completed the national accreditation panellist training program. Two Queensland panellists contributed to the national system of accreditation by participating on interstate panels.

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 2023 programs for all institutions were considered and approved by the PSC and aggregated data was provided to AITSL to form part of the national ITE data set.

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. Providers have been supported in their preparation for accreditation in 2025, including the new national Standard requirements for core content.

Media

In 2024, the QCT responded to media enquiries regarding matters of teacher regulation, conduct, PTT, requests for data and other general enquiries. We conducted daily media monitoring of press articles concerning the teaching profession in Queensland, Australia and internationally.

We remained active across our four social media platforms (Facebook, X, Instagram, and LinkedIn); proactively promoting the QCT's work and the profession. Throughout the year, we conducted multiple school and early childhood setting photoshoots to refresh our promotional image library, showcasing the diversity of registered teachers in the profession.

QCT eNews

Six digital newsletters were distributed to all registered teachers and our stakeholders throughout the year. Editions included articles about teacher registration, professional standards and conduct, certification and key QCT promotional activities, including TEACHX, World Teachers' Day (WTD), the IFTRA lanyard design competition and the QCT Board Election. The newsletter plays a role in the promotion of the achievement of teachers and the role of teacher registration.

TEACHX Awards

The TEACHX Awards ran for the sixteenth consecutive year, with 31 recipients recognised for their outstanding contributions. Each teacher received their award at a live-streamed ceremony at the Griffith University College of Art and Design South Bank Campus on 24 October 2024. View all recipients' accomplishments and stories on the QCT website (<https://www.qct.edu.au/stories>). The awards are made possible with the generous support of our Principal Partner; Queensland DoE; and Presenting Partners; TUH Health Fund, RemServ Lease, Griffith University, and Schoolzine.

Research Grants for Teachers

In 2024, the QCT provided Research Grants for Teachers funding for a teacher to present her joint-research project at an Australian education conference. Kenmore South State School teacher Judith Hillman attended the 46th annual Mathematics Education Research Group of Australasia (MERGA) conference at the Griffith University Gold Coast campus. With a co-researcher she presented their extensive research on mathematical modelling in primary education. The financial assistance gave Judith support to attend the conference, which provided a valuable learning experience and the opportunity to share ideas with colleagues.

World Teachers' Day

We once again worked with Queensland education sector organisations to devise a strategy to promote and share the 2024 WTD theme: "Teachers make a difference".

The annual campaign is a cross-sector initiative to proactively promote the impact teachers have in the community and on their students. It featured social media collateral and web resources in the lead up to Queensland landmarks being lit with WTD colours on 24 and 25 October 2024.

Pillar 3: Collaborate with our partners

Contribution to state initiatives

We contribute 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 Director regularly provides advice on national issues to both the Minister and the Director-General.

Trade to Teach Internship Program

We worked with the DoE to ensure all interns who had been accepted for participation in the Trade to Teach Internship Program in 2025 were approved to teach during their internships under PTT.

Turn to Teaching Internship Program

We worked with the DoE to ensure all interns who had been accepted for participation in the Turn to Teaching Internship Program in 2025 were approved to teach during their internships under PTT.

Contribution to national priorities

We continued to play a significant role in 2024 in national reforms related to teaching quality. We continued to provide substantial support to AITSL and ATRA in the establishment of nationally consistent understandings and practices in the accreditation of ITE programs and participated in regular meetings of the ATRA Teacher Quality and Regulation Forum, ATRA Executive Officers Working Group and Professional Standards Working Group and chaired the Initial Teacher Education Working Group.

The Board Chair regularly leads discussion with ATRA Chairs to consider shared issues and challenges for teacher regulatory authorities. With the Director as Convenor of ATRA in 2024, we led the coordination of an ATRA response to the NTWAP, as well as other national policies discussion.

We again participated in the ATWS by facilitating the communication of a voluntary survey to registered teachers. This survey provides insight into the national teacher workforce to identify how to better support the profession. The completion rate by Queensland teachers for 2024 was 10,910 (9.2% of the register).

Responding to Action 5 of the National Teacher Workforce Action Plan

Action 5 of the NTWAP is aimed at improving teacher supply. In 2024 we continued to implement initiatives in strategies directly relevant to Action 5, including:

- ensuring that we are well engaged in national dialogue and collaboration about national consistency in teacher registration.
- engaging in ATRA Registration working groups on national consistency in qualification assessment, ELP and alternative authorisation to teach/PTT.
- minimising barriers for applicants who have obtained teaching qualifications overseas.
- reviewing the implementation of QCT policies to streamline reapplications.
- introducing greater flexibility in the implementation of the ELP requirements for approval to teach, including the use of conditions.
- embedding a framework for assessing education, demonstrated abilities, experience, knowledge and skills in qualification assessment practices.
- minimising requirements, including increased reliance on previous assessments, consideration of work history and streamlining processes for reapplicants and previously requested teachers.
- prioritising applicants where it is known that they are relocating particularly to rural and remote schools.

Registration of qualified early childhood teachers

At the request of the Australian Government, the Australian Children's Education and Care Quality Authority (ACECQA) undertook a review of child safety arrangements under the National Quality Framework. In February 2024 Education Ministers accepted in principle key recommendations from the final report. The QCT collaborated with the DoE in respect to:

- introducing policy that enables more early childhood teachers with provisional registration to move to full registration (in particular, those delivering the Early Years Learning Framework).
- building a fully online application process for early childhood teachers with provisional registration applying to move to full registration.
- providing advice about how to align the qualification requirements for registration in Queensland with changes emerging in other states/territories in respect to the registration of qualified early childhood teachers.

Contribution to international priorities

The QCT hosted, in conjunction with the other ATRA, the IFTRA Conference from 17–19 June 2024 to discuss collective issues affecting the teaching profession globally.

The conference was held at our sponsor QUT Faculty of Creative Industries, Education and Social Justice campus, and was attended by representatives from teacher regulatory authorities from across Australia, New Zealand Papua New Guinea, Fiji, Botswana, Ghana, Nigeria, Canada, Wales, Scotland, and Ireland. Conference keynotes included Professor Peter Shergold AC, former Vice Chancellor, Western Sydney University and current Board Chair, NSW Education Standards Authority; and Andreas Schleicher, Director for Education and Skills, Organisation for Economic Co-operation and Development (OECD). The QCT will continue to work with an international working group to support planning for the 2026 IFTRA conference in South Africa.

Contribution to research

We progressed the QCT research plan by partnering with CQU to undertake research into the perceptions of those teaching under PTT arrangements and the transition into the profession. This will be finalised in early 2025 and shared with our stakeholders.

Pillar 4: Thrive as an organisation into the future

Quality customer service and registration communications

The QCT continued to pursue initiatives to improve customer service. Teachers' myQCT accounts now include copies of notices sent by mail, as well as some emails about teachers' registration, with further planned expansion to support digital engagement with the QCT.

We continue to strive to provide excellence in customer service to teachers, applicants, stakeholders and the public. During 2024, registration staff answered more than 19,000 telephone calls; made over 9,000 calls to assist applicants to undertake the application process and teachers to comply with registration requirements; sent over 640,000 digital communications (email and SMS) to teachers, applicants and employers to assist with applying for approval to teach and maintaining teacher registration; and issued 110,706 notices for renewal, restoration or annual fees.

Business innovation

As part of the QCT's strategy to ensure contemporary customer service the following business improvements were launched in 2024:

- further digitisation of registration communications sent to teachers and employers.
- review and expansion of Help and Support topics, optimising accessibility of information and resources.
- expansion of self-help information on our website and in myQCT, optimising accessibility of information and resources.
- initiatives focused on enhancing and optimising the promotion of a teacher's myQCT account.
- creation of new reports allowing data driven insights on phone and digital interactions with the QCT.
- continued automation of business processes for increased productivity and workload management.
- implementation of QCT as a receiving organisation with My eEquals, allowing applicants to arrange for electronic provision of qualification documents securely to the QCT My eEquals portal.
- new processes developed to promote efficiency in finalising overseas applications and previously registered teacher applications to reduce regulatory burden (NTWAP Action 5).
- implementation of QCT as a receiving organisation with My eEquals, providing more efficient and secured sharing of qualification information by applicants.
- continued ATIS improvements to support more application processing efficiencies.
- new ELP approved which supports national changes to ELP.
- application checklist enhancements made to support updated processes available to applicants.

Financial optimisation

We finalised Phase 1 of the financial optimisation project to future proof revenue into the outer years and ensure QCT remains financially viable as an agency that is majority funded through teacher registration fees. Through Ernest Young, we implemented an interactive financial model to support various financial scenarios and support any future need for additional funding. A further expansion of this project is planned for 2025.

WFQ survey

Our staff participated in the annual Queensland Government WFQ staff satisfaction survey in August/September 2024. Completion rates were 100% with employee satisfaction at 83% (2023: 82%). Overall, 97% of staff reported they understood how their work contributed to the strategic objectives; 94% of staff indicated that they felt 'their organisation has a positive impact on the lives of the people of Queensland'; 100% reported satisfaction with the workplace flexibility. Presentations on the data were provided to the Local Consultative Committee (LCC); the QCT Board and the QCT staff.

Systems upgrades

We continued to support our business processing with Finance 1 financial system, Aurion HR system and Content Manager Records Management system throughout the year to ensure we are working with robust information systems. Our approved teacher registration database (ATIS) was migrated to a cloud-based solution in 2023 by the oversight body, the ARC. This seamless migration occurred in July 2024 to support more robust support and enhanced reporting.

Financial Performance

QCT is primarily funded through fees derived from registration applications and annual renewals (83%). The operating result for 2024 financial year was \$1.6 million. Total assets were valued at \$20.4 million at 31 December 2024 and total liabilities were \$13.5 million. Total income for the year was \$16 million and total expenses were \$14.3 million. Employee expenses were the largest expense (74%), following by supplies and services (18%). Additional funding was secured for \$0.5 million from the Department to supplement the QCT budget because of no increase in fee indexation for 2024/2025.

Under contractual agreement with DoE, a further \$0.3 million was paid to QCT to deliver against project milestones for the Early Childhood Registration Facilitation Service project.

The QCT's 2024 budget was approved by the Minister and reviewed by the Board and the ARC throughout the year.

Internal audit, risk management and external scrutiny

In 2024, QCT undertook two internal audits scheduled for the second-year of the three-year internal audit plan. The two audits were Right to Information and Complaints Management processes; and Portfolio Assessments with recommendations to improve business process and efficiencies. The ARC continues to monitor the progress of implementation of recommendations from these audits and past audits as part of our commitment to good governance.

The ARC continues to have oversight of the QCT Corporate Risk Register. Risks are monitored and reviewed regularly, and new risks added when an emerging risk presents. The QCT Board reviews risks on an annual basis or where a significant emerging risk is endorsed by the ARC.

In June 2024, QAO released Report 13: 2023–24 Education 2023. The report summarises the results of financial audits of the entities in Queensland's education sector and made recommendations for all education entities to:

- Strengthen information system controls.
- Improve processes to capture capital accruals.
- Assess employment agreements and historical pay practices.

In September 2024, QAO tabled the report entitled 2024 status of Auditor-General's recommendations' (Report 1: 2024–2025) in the Queensland Legislative Assembly. This report summarises entities' self-assessment of the progress in implementing the recommendations made in the 2022–2023 performance audit reports to parliament and outstanding recommendations from last year's report.

Open data, consultancies and overseas travel

Open data information is available regarding QCT engagement of consultants via <http://www.qct.edu.au/about/corporate-publications>. No overseas travel was undertaken in 2024. We did not engage any language services in 2024.

Strategic workforce planning, performance and separation

We are committed to building a highly engaged and committed workforce and to grow our leadership capability. New employees are onboarded with the information they need, including mandatory work health and safety and emergency procedures briefing. Employees are also required to complete a range of mandatory training through the e-learning system, ELMO, administered by CAA. This includes the Queensland Government Code of Conduct, Right to Information, Privacy, Cybersecurity, ergonomics, Human Rights Act; Sexual Harassment and Workplace Harassment; Record Keeping.

Following on from work commenced in 2023, the integration of the Legal Unit and the Professional Conduct Unit into the Integrity Unit formally commenced in August 2024, following a Business Case for Change supported by the Board, the LCC, the relevant employee union and affected staff. Significant recruitment was undertaken between August–November 2024 to staff the Unit to prepare for future workload demands.

Inclusion and diversity

Our employees are engaged under the *Public Sector Act 2022* and entered the second-year of the three-year certified agreement which nominally expires 30 June 2025. Our employees continue to access flexible work arrangements through a hybrid working model. All staff can access flexible work arrangements including part-time, compressed hours, remote working and where compassionate arrangements are approved to support caring responsibilities. Currently five staff have part-time arrangements in place. Most staff continue to access flexible work arrangements, under a hybrid-working model of 60% in office attendance.

QCT has engaged TELUS Health as our employee assistance providers to support employees and their immediate families with counselling and to support our managers through Manager-Connect. Staff are provided with the opportunity to participate in the annual influenza vaccination program at no cost. The Queensland Public Sector values guide the behaviours, standards and decision-making of all employees.

No redundancies, early retirements or retrenchments were offered or paid in 2024.

Information systems and recordkeeping

QCT using Content Manager for electronic document and records management. Our work is guided by information legislation, policies and standards in line with Queensland Government Records Governance Policy and General Retention and Disposal Schedule. We have membership with Records and Information Management Practitioners Alliance (RIMPA).

We continue to deliver ICT services across QCT including ATIS (Approved Teacher Information System), MyQCT, and general core software platforms to allow staff to work efficiently in the office and remotely. QCT partners with CAA via a service level agreement to provide Content Manager, Finance 1 and Aurion (HR system). 2024 saw ATIS migrate to the cloud to provide long term stability. Cybersecurity continues to be high risk and we actively report, monitor and mitigate an ongoing management of cyber risks, in partnership with CAA. Our business continuity plan continues to be refined and reviewed, particularly prior to each storm season.

Public Sector Ethics Act 1994

The QCT follows the *Code of Conduct for the Queensland Public Service*. All employees undertake mandatory training about the code of conduct through the mandatory training platform annually to ensure we demonstrate the highest ethical standards, integrity and accountability.

Human Rights Act 2019

As a public entity, we are bound by the *Human Rights Act 2019*. We support the aim of the *Human Rights Act 2019* to embed respect for human rights into the culture of the Queensland public sector and the objectives of the Act to protect and promote human rights. As part of our commitment, we continue to review our policies, procedures and services to ensure compatibility with human rights legislation. In 2024, QCT received no human rights complaints.

Workforce profile data

As at 31 December 2024, QCT employed 76.11 full-time equivalent employees (headcount 80). The permanent separation rate for 2024 was 12.5%.

Table 25: QCT workforce profile at 31 December 2024

Occupation types by FTE (%)	Corporate	23.7%
	Frontline and frontline support	76.3%
Appointment types by FTE (%)	Permanent	87.8%
	Temporary	10.5%
	Casual	0.4%
	Contract	1.3%
Employment status by headcount (%)	Full-time	88.8%
	Part-time	8.8%
	Casual	2.4%

Table 26: QCT demographic profile at 31 December 2024

Gender	Number (headcount)	% of total workforce
Woman	51	63.75%
Man	29	36.25%
Non-binary	>0	
Diversity group		
Women	51	63.75%
Aboriginal Peoples and Torres Strait Islander Peoples	<5	
People with disability	<5	
Cultural and Linguistically Diverse-Born overseas	<5	
Cultural and Linguistically Diverse – speak a language at home other than English (including Aboriginal and Torres Strait Islander languages or Australian South Sea islander languages).	<5	

To ensure privacy, in tables where there are less than 5 respondents in a category, specific numbers have been replaced with <5.

Women in Leadership roles	Number (headcount)	% of total Leadership Cohort (calculated on headcount)
Senior Executive Service and Chief Executives (Classified, s122 and s155 combined)	1	20%
Senior Officers (Classified s122, s155 combined)	4	80%

Women in Leadership roles are considered those positions that are Senior Officer and equivalent and above.

Glossary

ACECQA	Australian Children's Education and Care Quality Authority	LCC	Local Consultative Committee
ACDE	Australian Council of Deans of Education	NARTE	Non-academic requirements for Teacher Entry
AITSL	Australian Institute for Teaching and School Leadership	NTWAP	National Teacher Workforce Action Plan
AMR	Automatic Mutual Recognition (of occupational licences)	PC&TCC	Professional Capacity and Teacher Conduct Committee
APST	Australian Professional Standards for Teachers	PERG	Principals' Engagement Reference Group
ATIS	Approved Teacher Information System	PSC	Professional Standards Committee
ATRA	Australasian Teacher Regulatory Authorities	PTT	Permission to Teach
ATWS	Australian Teacher Workforce Survey	QBECT	Queensland Beginning and Early Career Teacher
BCE	Brisbane Catholic Education	QCAT	Queensland Civil and Administrative Tribunal
CAA	Corporate Administration Agency	QCEC	Queensland Catholic Education Commission
CPD	Continuing Professional Development	QCT	Queensland College of Teachers
CQU	Central Queensland University	QPERF	Queensland Professional Experience Reporting Framework
DoE	Queensland Department of Education	QPS	Queensland Police Service
ECTR	Early Childhood Teacher Registration	QTU	Queensland Teachers Union
ELMO	Electronic Learning Management	QUT	Queensland University of Technology
ELP	English Language Proficiency	RIMPA	Records and Information Management Practitioners Alliance
HA&LT	Highly Accomplished & Lead Teacher	RTT	Returning to Teaching
HEI	Higher Education Institution	STTC	Suitability to Teach Committee
HR	Human resources	STT	Suitability to Teach
ICT	Information and Communication Technology/ies	TEEP	Teacher Education Expert Panel
IEU-QNT	Independent Education Union – Queensland and Northern Territory	TRS	Teacher Relief Scheme
IFTRA	International Forum of Teacher Regulatory Authorities	TTT	Turning to Teach
IRC	Internal Review Committee	WFQ	Working for Queensland
ISQ	Independent Schools Queensland	WHS	Work Health and Safety
IT	Information Technology	WTD	World Teachers' Day
ITE	Initial Teacher Education		
LANTITE	Literacy and Numeracy Test for Initial Teacher Education		

Compliance Checklist

Summary of requirement	Basis for requirement	Annual report reference
Letter of compliance	• A letter of compliance from the accountable officer or statutory body to the relevant Minister/s	ARRs – section 7 i
Accessibility	• Table of contents	ARRs – section 9.1 1
	• Glossary	39
	• Public availability	ARRs – section 9.2 Inside front cover
	• Interpreter service statement	<i>Queensland Government Language Services Policy</i> ARRs – section 9.3 Inside front cover
	• Copyright notice	<i>Copyright Act 1968</i> ARRs – section 9.4 Inside front cover
• Information Licensing	<i>QGEA – Information Licensing</i> ARRs – section 9.5 Inside front cover	
General information	• Introductory Information	ARRs – section 10 4
Non-financial performance	• Government’s objectives for the community and whole-of-government plans/specific initiatives	ARRs – section 11.1 5
	• Agency objectives and performance indicators	ARRs – section 11.2 13–35
	• Agency service areas and service standards	ARRs – section 11.3 –
Financial performance	• Summary of financial performance	ARRs – section 12.1 36
Governance – management and structure	• Organisational structure	ARRs – section 13.1 12
	• Executive management	ARRs – section 13.2 12
	• Government bodies (statutory bodies and other entities)	ARRs – section 13.3 6–11
	• Public Sector Ethics	<i>Public Sector Ethics Act 1994</i> ARRs – section 13.4 37
	• Human Rights	<i>Human Rights Act 2019</i> ARRs – section 13.5 37
	• Queensland public service values	ARRs – section 13.6 37

Summary of requirement		Basis for requirement	Annual report reference
Governance – risk management and accountability	• Risk management	ARRs – section 14.1	36
	• Audit committee	ARRs – section 14.2	9
	• Internal audit	ARRs – section 14.3	36
	• External scrutiny	ARRs – section 14.4	36
	• Information systems and recordkeeping	ARRs – section 14.5	37
	• Information Security attestation	ARRs – section 14.6	–
Governance – human resources	• Strategic workforce planning and performance	ARRs – section 15.1	36
	• Early retirement, redundancy and retrenchment	Directive No.04/18 <i>Early Retirement, Redundancy and Retrenchment</i> ARRs – section 15.2	37
Open Data	• Statement advising publication of information	ARRs – section 16	36
	• Consultancies	ARRs – section 31.1	https://data.qld.gov.au
	• Overseas travel	ARRs – section 31.2	https://data.qld.gov.au
	• Queensland Language Services Policy	ARRs – section 31.3	https://data.qld.gov.au
Financial Statements	• Certification of financial statements	FAA – section 62 FPMS – sections 38, 39 and 46 ARRs – section 17.1	66
	• Independent Auditor’s Report	FAA – section 62 FPMS – section 46 ARRs – section 17.2	67–68

FAA *Financial Accountability Act 2009*

FPMS *Financial and Performance Management Standard 2019*

ARRs *Annual report requirements for Queensland Government agencies*



Financial Statements

for the financial year ended
31 December 2024

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Statement of Comprehensive Income

for the year ended 31 December 2024

	Note	2024	2023
		\$'000	\$'000
Operating Result			
Income from Continuing Operations			
Revenue			
Fees	2	13,298	12,538
Grants and contributions	3	1,579	564
Interest		728	564
Criminal history checks		263	360
Other revenue	4	111	139
Total Income from Continuing Operations		15,979	14,165
Expenses from Continuing Operations			
Employee expenses	5	10,542	9,537
Supplies and services	6	2,620	2,136
Depreciation and amortisation	7	518	500
Criminal history checks	8	505	436
Finance costs	9	134	153
Total Expenses from Continuing Operations		14,319	12,762
Operating Result from Continuing Operations		1,660	1,403
Total Comprehensive Income		1,660	1,403

The accompanying notes form part of these financial statements.

Statement of Financial Position

as at 31 December 2024

	Note	2024	2023
		\$'000	\$'000
Current assets			
Cash and cash equivalents	10	17,375	15,285
Receivables	11	165	150
Other		202	88
Total current assets		17,742	15,523
Non-current assets			
Intangible assets	12	633	605
Right-of-use asset	13	1,947	2,351
Plant and equipment	14	137	112
Total non-current assets		2,717	3,068
TOTAL ASSETS		20,459	18,591
Current liabilities			
Payables	15	368	333
Accrued employee benefits	16	761	742
Contract liabilities	17	9,557	8,952
Lease liability	13	498	451
Total current liabilities		11,184	10,478
Non-current liabilities			
Lease liability	13	2,393	2,891
Total non-current liabilities		2,393	2,891
TOTAL LIABILITIES		13,577	13,369
NET ASSETS		6,882	5,222
EQUITY			
Accumulated Surplus		6,882	5,222
TOTAL EQUITY		6,882	5,222

The accompanying notes form part of these financial statements.

Statement of Changes in Equity

for the year ended 31 December 2024

	Accumulated Surplus	
	2024	2023
	\$'000	\$'000
Balance as at 1 January	5,222	3,819
Operating results from continuing operations	1,660	1,403
Balance as at 31 December	<u>6,882</u>	<u>5,222</u>

The accompanying notes form part of these financial statements.

Statement of Cash Flows

for the year ended 31 December 2024

	Note	2024	2023
		\$'000	\$'000
Cash Flows from operating activities			
Inflows:			
Receipts from customers		13,809	13,234
Grant funds received		1,999	650
Other funds received		46	45
Interest		729	564
GST input tax credits from ATO		317	250
GST collected from customers		97	16
Outflows:			
Employee expenses		(10,532)	(9,503)
Supplies and services		(3,202)	(2,564)
GST paid to suppliers		(336)	(266)
GST remitted to the ATO		(83)	(26)
Finance charges		(134)	(153)
Net cash from operating activities		2,710	2,247
Cash Flows from investing activities			
Outflows:			
Payments for software		(111)	-
Payments for plant and equipment		(57)	-
Net cash used in investing activities		(168)	-
Cash Flows from financing activities			
Outflows:			
Payments for lease liability		(451)	(408)
Net cash used in financing activities		(451)	(408)
Net increase in cash and cash equivalents		2,090	1,839
Cash and cash equivalents at beginning of financial year		15,285	13,446
Cash and cash equivalents at end of financial year	10	17,375	15,285

The accompanying notes form part of these financial statements.

Notes To and Forming Part of the Financial Statements

for the year ended 31 December 2024

1 Basis of financial statement preparation

(a) General Information about the reporting entity

These financial statements cover the Queensland College of Teachers (the College).

The College is a statutory body established under the *Education (Queensland College of Teachers) Act 2005*. The College does not control other entities, the financial statements are for the College as an individual entity.

The objective of the College is to uphold the standards of the teaching profession, maintain public confidence in the teaching profession, and protect the public by ensuring education in schools is provided in a professional and competent way by approved teachers. The head office and principal place of business of the College is 601 Coronation Drive, Toowong QLD 4066.

(b) Authorisation of financial statements for issue

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

(c) Compliance with Prescribed Requirements

The financial statements have been prepared in compliance with the *Financial Accountability Act 2009* and the *Financial and Performance Management Standard 2019*.

These general purpose financial statements are prepared in accordance with the disclosure requirements of Australian Accounting Standards – Simplified Disclosures. The financial statements comply with the recognition and measurement requirements of all Australian Accounting Standards and Interpretations applicable to not-for-profit entities, and the presentation requirements in those standards as modified by AASB 1060 *General Purpose Financial Statements – Simplified Disclosures for For-Profit and Not-for-Profit Tier 2 Entities*.

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.

(d) Underlying measurement basis

The financial statements are prepared on an accrual basis, with the exception of the statement of cash flows which is prepared on a cash basis.

The historical cost convention is used as the measurement basis except where stated.

(e) Other Presentation Matters

Amounts included in the financial statements are in Australian dollars and rounded to the nearest \$1,000 or, where that amount is \$500 or less, to zero, unless disclosure of the full amount is specifically required.

Comparative information reflects the audited 2023 financial statements.

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.

Notes To and Forming Part of the Financial Statements

for the year ended 31 December 2024

1 Basis of financial statement preparation (continued)

(f) Taxation

The College is exempted from income tax under the *Income Tax Assessment Act 1936* and is exempted from other forms of Commonwealth taxation with the exception of Fringe Benefits Tax (FBT) and Goods and Services Tax (GST).

Receivables and payables in the Statement of Financial Position are shown inclusive of GST. GST credits receivable from, and GST payable to, the ATO at reporting date are recognised in receivables within Note 11).

(g) Key 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 and amortisation Note 7, Intangible assets Note 12, Plant and Equipment Note 14 and Leases Note 13.

(h) New and Revised Accounting Standards

First time mandatory application of Australian Accounting Standards and Interpretations

No new accounting standards or interpretations that apply to the College for the first time in the 2024 financial year had any material impact on the financial statements.

Early adoption of Australian Accounting Standards and Interpretations

No accounting pronouncements were early adopted in the 2024 financial year.

Voluntary changes in accounting policy

No voluntary changes in accounting policies occurred during the 2024 financial year.

Notes To and Forming Part of the Financial Statements

for the year ended 31 December 2024

2	Fees	2024 \$'000	2023 \$'000
	Teacher registration, application and renewal fees	13,026	12,347
	Certification fees	113	73
	Late payment fees	156	118
	Other fees	3	-
	Total	13,298	12,538

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 are 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 17 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.

Notes To and Forming Part of the Financial Statements

for the year ended 31 December 2024

3 Grant and Contributions	2024 \$'000	2023 \$'000
Grant - Highly Accomplished Teacher & Lead Teacher program	618	564
Contribution - Supplementary Government Indexation Rate (GIR)	500	-
Grant - Early Childhood Teacher Registration funding	318	-
Grant - Australian Teacher Regulatory Authorities funding	143	-
Total	1,579	564

Accounting policy

Contributions are non-reciprocal in nature (i.e. do not require any goods or services to be provided in return) and are recognised when received.

Where the grant agreement is enforceable and contains sufficiently specific performance obligations for the College to transfer goods or services to a third-party on the grantor's behalf, the grant is accounted for under AASB 15 *Revenue from Contracts with Customers*. In this case, revenue is initially deferred as unearned revenue (contract liability) and recognised as or when the performance obligations are satisfied.

Otherwise, the grant is accounted for under AASB 1058 *Income of Not-for-Profit Entities*, whereby revenue is recognised upon receipt of the grant funding.

Contributions of assets received from the government and other parties are recognised at fair value on the date of transfer in the Statement of Financial Position, with a corresponding amount of revenue recognised in the Statement of Comprehensive Income.

Disclosure – Grants and other contributions

The Highly Accomplished & Lead Teachers program (HAT & LT) grant received from the Department of Education, is identified as a contract with a customer under AASB 15. The program, is a national certification process developed by the Australian Institute for Teaching and School Leadership (AITSL). Total funding of \$921k was received in advance in 2023-24. \$349k of this amount was for the 2025 program (January to June).

The portion of grant funds unspent at year end 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 the College.

The Early Childhood Teacher Registration program is identified as a contract with a customer under AASB 15 which was received from the Department of Education to recommend amendments to legislation, and develop systems and processes required to be built to enable the implementation of voluntary registration of Early Childhood teachers.

The Department of Education as Customer agreed to fund the undertaking, according to a schedule of project milestones. The maximum price payable, upon the QCT meeting specific project milestones is \$1m covering the period 1 January 2024 – 31 December 2025.

The Australian Teacher Regulatory Authorities funding is identified as a contract with a customer under AASB 15. It was provided by the Australasian Teacher Regulatory Authorities (ATRA) in 2023, and then extended in 2024.

ATRA is a forum established by the teacher registration and accreditation authorities across Australia and New Zealand to facilitate cooperation and collaboration in the regulation of the teaching profession.

ATRA entered into the agreement on 27 March 2023, with the agreement end date specified as 27 March 2024, later extended to March 2025.

A contribution was received from the Department of Education in the amount of \$500k to supplement the nil increase to the Government Indexation Rate for registration fees.

Notes To and Forming Part of the Financial Statements

for the year ended 31 December 2024

4 Other Revenue	2024	2023
	\$'000	\$'000
Program recoveries	64	104
Advertising	46	33
Reimbursement	1	2
Total	111	139

Accounting policy

Other Revenue

Other revenue is recognised when goods or services are delivered.

5 Employee Expenses	2024	2023
	\$'000	\$'000
<i>Employee benefits</i>		
Wages, salaries and annual leave	8,628	7,824
Employee superannuation contributions	1,091	1,008
Long service leave levy	224	204
<i>Employee related expenses</i>		
Workers compensation premium	18	14
Payroll tax	468	437
Other employee related expenses	113	50
Total	10,542	9,537

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

	As at	As at
	31 December	31 December
	2024	2023
Number of Employees	76.11	73.89

Accounting policy for wages and salaries

Employer superannuation contributions

Superannuation benefits are provided through either defined contribution (accumulation) plans or the Queensland Government's defined benefit plan (the former QSuper defined benefit categories now administered by the Government Division of the Australian Retirement Trust), in accordance with employees' conditions of employment and employee instructions as to superannuation plans (where applicable).

Defined contribution plans – Employer contributions are based on rates specified under conditions of employment. The College's contributions are expensed when they become payable at each fortnightly pay period.

Defined benefit plan – The liability for the Queensland Government's defined benefit obligations 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*. Employer contributions to the defined benefit plan is based on rates determined on the advice of the State Actuary. The College's contributions are expensed when they become payable at each fortnightly pay period. The College's obligations to the defined benefit plan is limited to those contributions paid.

Notes To and Forming Part of the Financial Statements

for the year ended 31 December 2024

5 Employee Expenses (continued)

Accounting policy for wages and salaries (continued)

Other employee benefits – sick leave

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.

6 Supplies and Services

	2024	2023
	\$'000	\$'000
Travel related expenditure	89	113
Postage & handling	434	433
Printing, stationery & storage	109	94
Communications - services & equipment	523	315
Minor equipment	14	6
Legal fees	335	119
Teacher release scheme	10	22
Subscriptions & memberships	36	23
Advertising & marketing	12	1
Catering	37	18
Audit fees*	29	28
Board fees	26	25
Bank charges	77	61
Other expenses	141	48
Asset operating costs	19	28
Consulting, contracting and bureau fees	589	657
Professional conduct and disciplinary costs	17	22
Property costs and maintenance	123	123
Total	2,620	2,136

*Total external audit fees paid to the Queensland Audit Office relating to the 2024 financial statements are estimated to be \$30k (2023: \$30k). There are no non-audit services included in this amount.

7 Depreciation and Amortisation

	2024	2023
	\$'000	\$'000
Depreciation and amortisation were incurred in respect of:		
Amortisation: Software purchased	82	69
Depreciation: Plant and equipment	32	28
Depreciation: Right of use asset	404	403
Total	518	500

The following depreciation rates are used:

Class	Depreciation/Amortisation Rate (%)
Plant and equipment	
Leasehold Improvements	7
Plant and equipment	20 - 25
Right-of-use asset	8
Intangible assets	
Software	1 – 7

Notes To and Forming Part of the Financial Statements

for the year ended 31 December 2024

8 Criminal history checks	2024 \$'000	2023 \$'000
Incurred in respect of Applications	186	168
Incurred in respect of Renewal of Registration*	319	268
	<u>505</u>	<u>436</u>

*Teacher registrations are required to be renewed every five years. Approximately 9,232 teachers who registered during 2018 and 2019 representing 8% of registered teachers in Queensland, were consequently required to renew their registration during 2024 (2023: 10,196).

9 Finance costs	2024 \$'000	2023 \$'000
Lease liability	134	153
	<u>134</u>	<u>153</u>

Accounting policy

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

10 Cash and Cash Equivalents

	2024 \$'000	2023 \$'000
Cash at bank	2,591	1,677
Deposits at call	14,784	13,608
Total	<u>17,375</u>	<u>15,285</u>

Cash deposited with the Queensland Treasury Corporation (QTC) earned interest at rates between 4.72% and 5.27% (2023: 3.79% and 5.26%).

Funds totalling \$5 million (2023: \$4.7 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 8.

The college reduces its exposure to credit default by ensuring that it invests in secure capital guaranteed assets, predominantly with the Queensland Treasury Corporation and 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.

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.

11 Receivables	2024 \$'000	2023 \$'000
GST receivable	91	86
Long service leave reimbursements	25	17
Other receivables	49	47
Total	<u>165</u>	<u>150</u>

Notes To and Forming Part of the Financial Statements

for the year ended 31 December 2024

11 Receivables (continued)

Accounting policy

Other receivables 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.

12 Intangible Assets	2024	2023
	\$'000	\$'000
<i>Software</i>		
At cost	2,394	2,284
Less accumulated amortisation	(1,761)	(1,679)
Total	633	605

Intangible Assets Reconciliation

	Carrying amount at 1 January	Acquisitions	Amortisation	Carrying amount at 31 December
2024	\$'000	\$'000	\$'000	\$'000
<i>Software</i>	605	110	(82)	633
Total	605	110	(82)	633

Amortisation of the purchased software intangible is included in the line item "Depreciation and Amortisation" in the Statement of Comprehensive Income and in Note 7.

The purchased software intangible asset of the College has a finite useful life and is amortised on a straight-line basis. Refer to Note 7.

Accounting policy

Intangible assets with a cost or other value being greater than \$100,000 are recognised in the financial statements, items with a lesser value being expensed. Each intangible asset is amortised over its estimated useful life to the College, less any anticipated residual value. The residual value is zero for all the College's intangible assets.

It has been determined that there is not an active market for any of the College's intangible assets. As such, the assets are recognised and carried at cost less accumulated amortisation and accumulated impairment losses.

Software

The cost of this software has been capitalised and amortised on a straight-line basis over the period of the expected benefit to the College, namely 1-7 years.

Notes To and Forming Part of the Financial Statements

for the year ended 31 December 2024

13 Leases	2024	2023
	\$'000	\$'000
Right of use assets – Building		
Opening balance at 1 January	2,351	2,754
Depreciation charge	(404)	(403)
Closing balance at 31 December	1,947	2,351
Lease liabilities		
<i>Current</i>	498	451
<i>Non-Current</i>	2,393	2,891
Total	2,891	3,342
Amounts recognised in profit or loss		
Interest expense on lease liabilities	134	153
Total cash outflow for leases	585	561

Accounting policy

Right-of-use assets

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 and depreciated over the lease term and subject to impairment testing on an annual basis.

Lease liabilities

Lease liabilities are initially recognised at the present value of lease payments over the lease term that are not yet paid. The lease term includes any extension or renewal options that the College is reasonably certain to exercise.

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 9).

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.

Notes To and Forming Part of the Financial Statements

for the year ended 31 December 2024

13 Leases (continued)

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.

Details of leasing arrangements as lessee

The College entered into an 8-year lease, commencing 01 November 2015 of the fifth floor of office building 601 Coronation Drive Toowong. The lease expires 31 October 2029.

Lease Liability Maturity

Undiscounted future lease payments included in the lease liability are as follows.

	2024 \$'000	2023 \$'000
Not later than one year	612	586
Later than one year and no later than five years	2,598	3,210
Less: effect of discounting	(319)	(454)
Lease liabilities at 31 December	2,891	3,342

14 Plant and Equipment

	2024 \$'000	2023 \$'000
<i>Leasehold Improvements</i>		
At cost	1,172	1,152
Less accumulated depreciation	(1,069)	(1,050)
	103	102
<i>Plant and equipment</i>		
At cost	286	273
Less accumulated depreciation	(252)	(263)
	34	10
Total	137	112

Plant and Equipment Reconciliation

	Carrying amount at 1 January \$'000	Acquisitions \$'000	Depreciation \$'000	Carrying amount at 31 December \$'000
2024				
<i>Leasehold Improvements</i>	102	20	(19)	103
<i>Plant and equipment</i>	10	37	(13)	34
Total	112	57	(32)	137

The College has plant and equipment with an original cost of \$228k (2023: \$230k) 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 asset acquisitions. Cost is determined as the value given as consideration plus costs incidental to the acquisition, including all other costs incurred in getting the assets ready for use, including architects' fees and engineering design fees. However, any training costs are expensed as incurred.

Notes To and Forming Part of the Financial Statements

for the year ended 31 December 2024

14 Plant and Equipment (continued)

Acquisitions of Assets (continued)

Where assets are received free of charge from another Queensland public sector entity (usually via an 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.

Assets acquired at no cost or for nominal consideration, other than from an involuntary transfer from another Queensland government agency, are recognised at their fair value at date of acquisition in accordance with AASB 116 *Property, Plant and Equipment*.

Revenues, expenses and assets are recognised net of the amount of GST, except where the amount of GST incurred is not recoverable from the Australian Taxation Office. In these circumstances, the GST is recognised as part of the cost of acquisition of the asset or as part of an item of expense.

Recognition of plant and equipment

Items of plant and equipment with a cost or other value equal to or in excess of the following thresholds are recognised for financial reporting purposes in the year of acquisition:

Plant and equipment \$5,000

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.

Assets are recognised net of the amount of GST, except where the amount of GST incurred is not recoverable from the Australian Taxation Office. In these circumstances, the GST is recognised as part of the cost of acquisition of the asset.

Measurement of plant and equipment at cost

Plant and equipment is measured at cost in accordance with the Treasurer's Non-Current Asset Policies. The carrying amounts for plant and equipment at cost approximate their fair value.

Depreciation

Plant and equipment is depreciated on a straight-line basis over their useful lives. The estimation of the useful lives of assets is based on historical experience with similar assets as well as considerations such as manufacturers' warranties, asset turnover practices and the College's strategic asset plan. Reassessments of useful lives are undertaken annually by the College. Any consequential adjustments to remaining useful life estimates are implemented prospectively.

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.

Impairment

For all plant and equipment and intangible assets to which impairment applies, the College assesses for indicators of impairment annually.

Plant and equipment and intangible assets, which are measured at cost, are reduced to the asset's recoverable amount, being the higher of the asset's fair value less costs of disposal and its value in use. The adjustment is recorded as an impairment loss and recognised immediately in the Statement of Comprehensive Income

Notes To and Forming Part of the Financial Statements

for the year ended 31 December 2024

15 Payables	2024	2023
	\$'000	\$'000
Trade creditors	122	19
Criminal history checks	68	105
Other creditors and accruals	178	209
Total	368	333

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.

16 Accrued Employee Benefits	2024	2023
	\$'000	\$'000
<i>Current</i>		
Annual leave	665	634
Salaries on costs payable	96	108
Total	761	742

Accounting policy

Annual Leave

A provision is recognised in the College's financial statements for annual leave as the liability vests with the College 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*.

17 Contract Liabilities	2024	2023
	\$'000	\$'000
<i>Current</i>		
Unearned revenue - Grant	460	157
Unearned revenue – Fees	9,000	8,750
Unearned revenue – Other	97	45
Total	9,557	8,952

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 Contracts 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.

Notes To and Forming Part of the Financial Statements

for the year ended 31 December 2024

18 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 2024. Further information on these positions can be found in the body of the Annual Report under the section relating to Executive Management.

Position	Responsibilities	Current Incumbents	
		Contract classification and appointment authority	Date appointed to position (Date resigned from position)
Director	The Director is responsible for providing advice to the Minister on strategic educational issues and manages the staff, functions and resources of the Office of the College in accordance with relevant legislation.	The Director is at classification level SES 2.5 under s 188 of the <i>Public Sector Act 2022</i>	Contract renewed start date 07/05/2024, contract completion date 06/05/2029
General Manager, Professional Standards	The General Manager, Professional Standards leads the development, implementation and promotion of College's policy approach to Professional Standards, Continuing Professional learning, and reporting.	SO3 classification level under s 152 of the <i>Public Sector Act 2022</i>	Appointment date 12/04/2023
Corporate Legal Counsel	General Counsel for QCT. Provision of expert legal advice to Director and QCT including Sponsorships, Contracts, Queensland College of Teachers Act revisions.	PO 6 classification level under s 152 of the <i>Public Sector Act 2022</i>	Appointment date 08/07/2024 (Previous incumbent resigned 05/07/2024)
General Manager, Integrity	The General Manager, Integrity is responsible for the development and implementation of strategies to support the disciplinary and investigative aspect of the College's professional conduct and legal functions.	SO2 classification level under s 152 of the <i>Public Sector Act 2022</i>	Appointment date 23/10/2023
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 s 152 of the <i>Public Sector Act 2022</i>	Appointment date 21/02/2013

Notes To and Forming Part of the Financial Statements

for the year ended 31 December 2024

18 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)
General Manager, Registration ^Ω	The General Manager, Registration is responsible for the development and implementation of strategies to support the College's registration functions.	SO2 classification level under s 152 of the <i>Public Sector Act 2022</i>	Higher duties start date 29/01/2024 Higher duties end date 24/01/2025
General Manager, Corporate Services	The General Manager, Corporate Services provides the strategic leadership of Corporate Services, as well as overseeing operational efficiency.	SO3 classification level under s 152 of the <i>Public Sector Act 2022</i>	Appointment date 22/08/2022

~ Positions classified as KMP only up until the appointment of the General Manager, Registration (29/01/2024)

Ω New position for 2024 (established 29/01/2024)

(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 Sector Act 2022*. 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 2024 year, remuneration of key executive management personnel increased by 4% in July 2024.

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.
- Long term employee benefits include long service leave paid.
- Post employment benefits include superannuation contributions.

Notes To and Forming Part of the Financial Statements

for the year ended 31 December 2024

18 Key Executive Management Personnel and Remuneration (continued)

(b) Remuneration (continued)

- 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.

Remuneration of Board members is disclosed in Note 22.

1 January 2024 – 31 December 2024

Position	Short Term Employee Benefits	Long Term Employee Benefits	Post Employment Benefits	Total Remuneration
	<i>Base</i> \$'000	\$'000	\$'000	\$'000
Director	239	6	31	276
Corporate Legal Counsel	130	3	18	151
General Manager, Integrity	171	4	22	197
General Manager, Professional Standards	163	4	21	188
Executive Manager, Registration [~]	17	-	2	19
General Manager, Registration ^Ω	150	4	20	174
General Manager, Corporate Services	167	4	22	193
Total Remuneration	1,037	25	136	1,198

[~] Positions classified as KMP only up until the appointment of the General Manager, Registration (29/01/2024)

^Ω New position for 2024 (established 29/01/2024)

Notes To and Forming Part of the Financial Statements

for the year ended 31 December 2024

18 Key Executive Management Personnel and Remuneration (continued)

(b) Remuneration (continued)

1 January 2023 – 31 December 2023

Position	Short Term Employee Benefits	Long Term Employee Benefits	Post Employment Benefits	Total Remuneration
	Base \$'000	\$'000	\$'000	\$'000
Director	209	6	28	243
Corporate Legal Counsel	88	2	11	101
Executive Manager, Legal [~]	111	3	14	128
Executive Manager, Professional Conduct [~]	119	3	15	137
General Manager, Integrity ^Ω	38	1	5	44
General Manager, Professional Standards ^Ω	148	4	20	172
Executive Manager, Registration	159	4	21	184
General Manager, Corporate Services	157	4	20	181
Total Remuneration	1,029	27	134	1,190

[~] Positions classified as KMP only up until the appointment of the General Manager, Integrity (23/10/2023)

^Ω New position for 2023 (established 23/10/2023)

^Ω Renamed from Executive Manager, Professional Standards

19 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 *Financial Instruments* 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.

Notes To and Forming Part of the Financial Statements

for the year ended 31 December 2024

19 Financial Instruments (continued)

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.

20 Accumulated Surplus

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

Criminal History Checks

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

Based on current Criminal History Check fees, management has estimated the cash outflow over the next five years to be approximately of \$4.1 million (2023: \$3.2 million).

Funds from the \$5 million (2023: \$4.7 million) of the total Deposits at Call (Note 10) will be utilised to service the cash flow impact of the bulk cohort renewals which will occur in 2025 - 26.

21 Contingencies

There were no known contingent assets or liabilities of a significant nature as at 31 December 2024 (2023: Nil).

22 Remuneration of Board Members

The College's Board comprised the following members during 2024:

Name	Membership Category
- Emeritus Professor W Patton (Chairperson)	Nominee of the Minister for Education
- A Beattie	Practising teacher nominated by the Queensland Teachers' Union
- A Connellan	Practising teacher nominated by the Queensland Independent Education Union
- B Goldberg	Elected non-State school practising teacher
- A Chissell	Nominee of Qld Council of Parents and Citizens' Associations
- D Bliss	Nominee of the Association of Independent Schools Queensland (AISQ)
- Dr A O'Brien	Nominee of the Qld Catholic Education Commission (QCEC)
- L Eager	Elected State school practising teacher
- B Woollett	Elected State school practising teacher
- L Kliese	Practising teacher representing State schools, nominated by the Director-General, Department of Education
- W Crase	Joint nominee of the Federation of Parents and Friends Associations of Catholic Schools in Queensland and the Queensland Independent Schools Parents' Network
- L Lockyer ~	Practising teacher educator nominated jointly by universities providing an approved preservice teacher education program

Notes To and Forming Part of the Financial Statements

for the year ended 31 December 2024

22 Remuneration of Board Members (continued)

Name	Membership Category
- C Dempster	Practising teacher representing non-State schools, jointly nominated by the QCEC and ISQ
- C Lassig	Nominee of the Director-General, Department of Education
- V Walduck	Practising teacher representing State schools, nominated by the Director-General

~ Appointed 7 March 2024

Total Remuneration paid to Board Members	2024 \$'000	2023 \$'000
Emeritus Professor W Patton (Chairperson)	19	19
A Chissell	5	5
W Crase	2	1
	<u>26</u>	<u>25</u>

Board Remuneration included fees of \$23k and superannuation of \$3k (2023: included fees of \$23k and superannuation of \$2k).

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

23 Related Party Transactions

Transactions with people or entities related to Key Executive Management Personnel

There are no transactions to disclose for the 2024 year.

Transactions with other Queensland Government-controlled entities

The Queensland College of Teachers received the following funding from the Department of Education.

- HAT & LT program - \$874k (2023: \$598k) – refer Note 3
- ECTR \$331k (2023: Nil) – refer Note 3
- Supplementary GIR funding \$500k (2023: Nil)
- Certification recoveries \$37k (2023: \$7k)
- Teach X (Teacher awards) \$30k (2023: \$20k)

The College paid Corporate Administration Agency fees of \$234k (2023: \$206k) for corporate support services including financial, human resource related, records and information technology.

24 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.

25 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.

Management Certificate

MANAGEMENT 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 2024 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

1 February 2025



Emeritus Professor W Patton

Chairperson

1 February 2025

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

The financial report comprises the statement of financial position as at 31 December 2024, 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 material accounting policy information, and the management certificate.

In my opinion, the financial report:

- a) gives a true and fair view of the entity's financial position as at 31 December 2024, and its financial performance and cash flows for the year then ended; and
- b) complies with the *Financial Accountability Act 2009*, the Financial and Performance Management Standard 2019 and Australian Accounting Standards – Simplified Disclosures.

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 (including independence standards)* (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 – Simplified Disclosures, 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 the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of this financial report.

A further description of my responsibilities for the audit of the financial report is located at the Auditing and Assurance Standards Board website at:

https://www.auasb.gov.au/auditors_responsibilities/ar4.pdf

This description forms part of my auditor's report.

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 2024:

- 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

12 February 2025
Queensland Audit Office
Brisbane



Appendices

Appendix 1:

Approved initial teacher education programs

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 2024. 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 Arts/Master of Teaching (Secondary)
- Bachelor of Education (Early Childhood and Primary)
- Bachelor of Education (Primary)
- Bachelor of Education (Primary and Special Education)
- Bachelor of Education (Primary and Secondary)
- Bachelor of Education (Secondary)
- Bachelor of Education (Secondary and Special Education)
- Bachelor of Education (Secondary) / Bachelor of Arts (Humanities)
- Bachelor of Education (Secondary) / Bachelor of Exercise Science
- Bachelor of Education (Secondary) / Bachelor of Arts (Mathematics)
- Master of Teaching (Secondary)
- Master of Teaching (Secondary) / Graduate Certificate in Religious Education

AUSTRALIAN COLLEGE OF CHRISTIAN STUDIES

- Master of Teaching with Primary and Secondary Streams

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)

CHRISTIAN HERITAGE COLLEGE

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

GRIFFITH UNIVERSITY

- Bachelor of Education
- 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 (Secondary)

QUEENSLAND UNIVERSITY OF TECHNOLOGY

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

UNIVERSITY OF QUEENSLAND

- Bachelor of Arts/Bachelor of Education (Secondary)
- Bachelor of Business Management / Bachelor of Education (Secondary)
- Bachelor of Education (Primary)
- Bachelor of Education (Primary) (Honours)
- 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 & 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
Australian Catholic University	<i>Return to Teaching in Schools</i>

