

ANNUAL REPORT

2025



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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Where this is not possible, printed copies may be made available using one of the contact options below:

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Telephone: (07) 3377 4777
1300 720 944 (untimed charge)

Email enquiries: enquiries@qct.edu.au

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 2023* 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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2025 Annual Report to the Minister



Letter of compliance

26 February 2026

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 2025.

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_2025.pdf and; a checklist outlining the annual reporting requirements can be accessed at: http://www.qct.edu.au/Publications/Corporate/QCT_Annual_Report_2025_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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2025 Board Chair Message

The value of teacher registration is reflected in the high standing teachers have in the community – professionals whom parents and carers entrust with the learning, development and wellbeing of their children, often during the most formative years of their lives.

Funded primarily by Queensland teacher registration fees, the Queensland College of Teachers (QCT) independently administers and enforces a registration system that establishes teachers are appropriately qualified, current in their practice and suitable to teach students. This system underpins the community's confidence in the profession and supports the consistent, high standards teachers must adhere to.

Throughout 2025, the QCT Board continued to focus on strong governance, transparency and continuous improvement so the regulatory framework remains fit for purpose. We supported initiatives designed to streamline processes, respond to emerging risks, and reflect the evolving nature of teaching, schooling and professional practice.

Six new Board members joined our ranks during the year, including newly elected practising teachers from state and non-state schools, as well as representatives nominated by education interest groups. Together, they bring decades of knowledge and experience from across education sectors, strengthening the Board's capacity to set policy, control the affairs, and exercise the powers of the QCT in the public interest.

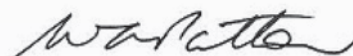
Across eight formal meetings in 2025, the Board deliberated on several key pieces of work to guide the QCT's direction, including:

- the QCT research plan, recognising emerging issues and changing priorities in education, policy and practice
- the QCT's role in contributing to increased safeguarding of children through the new Child Safe Standards and Reportable Conduct Scheme

- consultancy reports on the QCT's long-term financial sustainability
- shared priorities with Australasian Teacher Regulatory Authorities (ATRA)
- considerations regarding the use of artificial intelligence in teacher regulation
- approval of a range of policies and procedures, including Return to Teaching, Public Interest Disclosure, Child Safety and Wellbeing, Highly Accomplished and Lead Teacher certification and renewal, the Digital Strategy, and updates to the QCT Strategic Plan to incorporate the Child Safe Standards
- continued monitoring of accredited initial teacher education programs.

The Board acknowledges the professionalism of Queensland teachers and the complexity of the environments in which they work. Effective regulation must strike an appropriate balance between accountability and support, while always prioritising the safety and wellbeing of students.

I thank the Director, QCT staff, and my fellow Board members for their commitment throughout the year. Together, we remain focused on maintaining public confidence in the profession and supporting a strong, respected teaching workforce for the future.



Emeritus Professor Wendy Patton
Chair of the Board

Message from the QCT Director

At the QCT, we preserve the public’s trust in the teaching profession by delivering essential regulatory services under our legislation. In 2025, we maintained the status of quality regulation while responding to growth and change in the education system, particularly around our primary purpose of working in the best interests of children.

We began embedding the 10 Child Safe Standards to comply with Queensland’s new child safeguarding law: the *Child Safe Organisations Act 2024*. Work is underway to implement the next phase, the Reportable Conduct Scheme, to enhance information sharing across organisations so we can identify people who present a risk to the safety of children.

Across the year, we continued to refine our processes so teachers can resolve their queries and registration needs efficiently, while meeting our obligations as regulator of the profession. Being a public agency means keeping a close eye on how we run our business and how we use teachers’ registration fees. We’re making improvements and directing services where capability is needed.

We contributed our expertise to a range of external priorities, including work to promote national consistency, reforms in initial teacher education accreditation, and considerations around the registration of early childhood teachers. We delivered our major research project, *Investigating Permission to Teach (PTT): Perceptions of Lived Experiences*, completed for us by Central Queensland University. This work informed how we can improve preservice teachers’ PTT experiences, with the aim of strengthening current practices and better supporting them.

We worked collaboratively with teachers and our stakeholders towards regulatory deadlines, including with initial teacher education providers so they could implement new core content by the end of the year to adhere to national accreditation standards. We also communicated with a cohort of many thousands of registered teachers due for their five-yearly renewals, giving them the information they needed to meet their obligations.

We continued to convene Australasian Teacher Regulatory Authorities (ATRA) meetings, bringing together senior officers from across Australia and New Zealand to share insights and align priorities. Last year also marked the

commencement of our First Nations Reference Group, established so our work is better informed by the perspectives of Aboriginal and Torres Strait Islander peoples.

In the lead up to World Teachers’ Day, we launched the *Tell a Teacher* campaign, encouraging Queenslanders to share positive stories about the teachers who made a difference in their lives. The response on social media was strong, with many people highlighting the impact of their teachers and reflecting on how the profession is talked about. We recognised another 31 outstanding educators through our annual TEACHX Awards, now a regular feature of our year, held with the Minister for Education and the Arts and key stakeholders.

We also began a new corporate branding journey, which included producing a video outlining our key functions, refreshing our digital newsletter titles, and commencing a major redevelopment of the QCT website – an essential tool for teachers and applicants.

Personally, one of the most rewarding parts of my role this last year was spending time in schools and speaking to teachers. A highlight was visiting St George for the Isolated Children’s Parents’ Association Conference, meeting with stakeholders and hearing about the work underway to support education in rural communities.

Looking ahead, our focus remains on demonstrating to teachers and our stakeholders that we are financially sustainable now and into the future, and that we continue to meet the requirements of our role in an increasingly complex regulatory environment. We remain committed to supporting Queensland teachers and thank them for their continued trust in us as the regulator of the profession.



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:

- **Safety where you live** – By regulating teacher quality and professional conduct, we are safeguarding students and maintaining trust in teachers in Queensland schools and early childhood settings
- **A better lifestyle through a stronger economy** – By upholding teacher professional standards, we support quality education that drives workforce development, economic growth, and a skilled Queensland population
- **A plan for Queensland's future** – By maintaining a register of qualified and suitable teachers, we support Queensland's long-term growth and prosperity.

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 and the Arts for a term for no more than 3 years. The terms of appointment of all members, excluding the Chair, commenced on 1 January 2025 to 31 December 2027. The Chair's term is to 31 December 2026.

Following a process for Board elections in 2024, three practising teachers – two representing the state schooling system; and one representing the non-state schooling system – commenced in the new Board term. 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 two professional development afternoons, 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
2025 Achievements	<ul style="list-style-type: none"> • endorsed the 2024 financial statements for signing and submission to the Queensland Audit Office • approved the Committee appointments of the various QCT Committees • approved the QCT Research Plan 2025 • approved the policy: Return to Teaching (RTT) for commencement 1 June 2025 • approved the revised QCT Internal Audit Charter • approved the companion document to accompany the QCT research partnership – the impact of teaching under Permission-to-Teach on career pathways into the profession • agreed to the continuation of annual reporting by preservice teacher education programs • agreed on the consultation process for engaging with the Department in relation to Child Safe Standards • endorsed the revised Risk Register for the six-monthly period • approved the revised Return to Teach Policy • provided the QCT direction for the benefits and considerations of the use of AI in teacher regulation • approved changes to the QCT’s consideration of teacher registrations received via mutual recognition where conditional approval has been granted by the NSW Education Standards Authority • approved participation in the Australian Teacher Workforce Survey for 2025 • approved to rescind the Highly Accomplished and Lead teacher certification policy and Renewal of Certification policy and replace them with a revised single policy • approved to continue to suspend the non-academic requirements for accredited ITE until the national standards are finalised • approved the Public Interest Disclosure policy and procedure • approved the updated Strategic Plan to include Child Safe Standards • approved two statements: Commitment to Child Safe Standards and Commitment to Cultural Safety • approved the updated Committee Charter and the Internal Review Committee policy • approved the review of Delegations and Powers of the Board and Chair of the Board • approved the Digital Strategy 2026-28 • approved the QCT Budget 2026 for submission to the Minister for Education and the Arts • endorsed the final report on the QCTs financial sustainability and subsequent next steps • endorsed the Child Safety and Wellbeing Policy • supported the proposed Research Plan 2026 • supported the QCTs continued collaboration with stakeholders in working towards an alternative certification program • approved changes to the delegations register to support the administrative processes associated with the reoccurring 5 yearly criminal history checks • appointed a summer recess for the Board and committees • appointed additional Chairs and members to the Internal Review Committee

Our Board

Queensland College of Teachers Board					
2025 Achievements	<ul style="list-style-type: none"> • approved amendments to the corporate risk register • endorsed the progression of a submission in response to Early Childhood Teacher Registration • noted the Working for Queensland 2025 survey results • approved the monthly financial reports • supported the establishment of a QCT First Nations Reference Group • noted reports from the Chair, Director, QCT committees and updates on registration and renewals • noted the quarterly performance reports 				
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	\$15,000
Deputy Chair	Aleisha Connellan	6	n/a		
Member	Andrew Beattie	8	n/a		
Member	David Bliss	6	n/a		
Member	Linda Eager	5	n/a		
Member	Beryl Exley	8	n/a		
Member	Tim Horne	5	n/a		
Member	Louise Kliese	6	n/a		
Member	Chris Lassig	6	n/a		
Member	Denielle Leishmann	7	n/a		
Member	Andrea O'Brien	7	n/a		
Member	Anna Pickering	8	n/a		
Member	Ronnelle Sanders	6	n/a		
Member	Judith Stutchbury	8	n/a		
Member	Vicky Walduck	8	n/a		
No. scheduled meetings/sessions: 8					
Total out of pocket expenses: \$20,370					

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

Audit and Risk Committee

Act or instrument *Audit and Risk Committee Charter*

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

- endorsed the 2024 Financial Statements
- monitored the External Audit Plan 2025
- 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 2025 budget performance via monthly reports
- provided guidance on the 2026 budget development
- 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 2026 ARC meetings

Financial reporting ARC provides independent advice, assurance and assistance to the QCT Board in relation to risk, fraud, audit, performance and compliance.

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.

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	David Bliss	4	n/a		
Member	Paula Bentley	4	n/a		
Member	Stuart McDowall	5	n/a		
Member	Dan Rothie	5	n/a		

No. scheduled meetings/sessions: 5

Total out of pocket expenses: Nil

Our Board members 2025

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: 01/01/2025 – 31/12/2027

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: 01/01/2025 – 31/12/2027

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: 01/01/2025 – 31/12/2027

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.

Professor Beryl Exley

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

Appointed: 1 January 2025
Current term: 01/01/25-31/12/2027

Beryl is a Professor of English Curriculum and Literacies Education at Griffith University, specializing in teacher education and research on curriculum, pedagogy, and assessment reform.

Tim Horne

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

Appointed: 1 January 2025
Current term: 01/01/25-31/12/2027

Tim is a seasoned leader with 18 years of experience spanning the public and the non-profit sectors. With management expertise in defence, disaster management and parliament, Tim has a proven record leading capability establishment, policy development, strategy, and governance functions in complex and dynamic environments.

Linda Eager

Elected State school practising teacher

Appointed: 1 January 2022
Current term: 01/01/2025 – 31/12/2027

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.

Louise Kliese

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

Appointed: 1 January 2022
Current term: 01/01/2025 – 31/12/2027

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

Chris Lassig

Nominee of the Director-General, Department of Education

Appointed: 29 June 2023
Current term: 01/01/2025 – 31/12/2027

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.

Denielle Leishman

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 2025
Current term: 01/01/2025 – 31/12/2027

Denielle brings over 25 years’ experience across a range of educational settings including secondary schools and tertiary institutions such as UQ, UniSC and CQU. A registered teacher, Denielle also holds postgraduate qualifications in educational leadership and management from QUT.

Dr Andrea O’Brien

Nominee of the Queensland Catholic Education Commission (QCEC)

Appointed: 16 July 2020
Current term: 01/01/2025-31/12/2027

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

Anna Pickering

Elected non-State school practising teacher

Appointed: 1 January 2025
Current term: 01/01/2025 – 31/12/2027

Anna is an experienced secondary school teacher, specialising in English and History. She has worked in both the state and independent sectors, including Moreton Bay College where she coordinated Spoken Arts and was a senior English specialist. Currently, she is a teacher librarian and senior teacher at Anglican Church Grammar School.

Ronnelle Sanders

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

Appointed: 1 January 2025
Current term: 01/01/2025 – 31/12/2027

Ronnelle is a passionate Lead teacher with a focus on literacy development, especially in Early Years and EAL/D contexts. With experience as a Primary and Early Years teacher, as well as an EAL/D Coordinator, she has worked in both State and Independent education sectors.

Judith Stutchbury

Elected State school practising teacher

Appointed: 1 January 2025
Current term: 01/01/2025 – 31/12/2027

With over 25 years of teaching experience, Judith is a Senior Teacher and Program Manager for the Australian Government’s Reef Guardian Program at Kalkie State School in Bundaberg.

Vicky Walduck

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

Appointed: 7 December 2023
Current term: 01/01/2025 – 31/12/2027

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.

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
- **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)
General Manager Registration

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

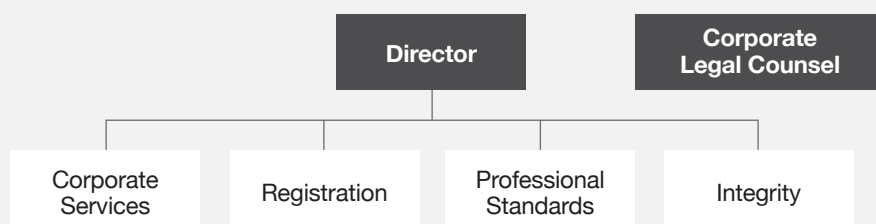
The QCT has a Director and staff appointed under the *Public Sector Act 2022*. The QCT has a diverse and highly skilled and experienced workforce. The Director was reappointed by the Director-General, Department of Education for a further five years from 2024 to 2029.

Based on payroll data at 31 December 2025, we had an establishment of 89.7 full-time equivalent (FTE) positions, with a head count of 93 people including full-time, part-time, and temporary employees plus casual certifying assessors. Our workforce was primarily made up of permanent staff (91.4%) and temporary staffing (4.3%); permanent public sector employees on secondment to QCT (3.2%) and casual employees (1.1%). Women make up 65.6% of the workforce and hold 24.7% 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 2025:



Our performance against the Strategic Plan in 2025

2025 was the third year of the four-year QCT Strategic Plan 2023-2026. The Strategic Plan identifies risks and opportunities embraced by QCT.

In addition to regulatory work, we progressed the key initiatives against the four strategic pillars.

Pillar 1: Regulating the profession in the public interest

- Early Childhood Teacher Registration (ECTR)
- Legislative Amendments
- Integrity – risk areas
- Child Safety Standards
- Reportable Conduct Scheme

Pillar 2: Promote the profession

- Research Plan
- Certification
- Annual TeachX Awards to recognise outstanding teachers

Pillar 3: Collaborate with our partners

- Stakeholder Engagement Plan
- Biennial Stakeholder Engagement Survey
- ATRA

Pillar 4: Thrive as an organisation into the future

- Strategic HR Review
- Financial Optimisation
- Digital Investment strategy
- Working for Queensland Survey

In 2026, the QCT is preparing for:

Pillar 1: Regulating the profession in the public interest

- Working toward the introduction of ECTR
- Legislative Amendments
- Progression of full digitisation of the registration process
- Integrity – risk areas
- Commencement of Child safe standards
- Commencement of Reportable Conduct Scheme

Pillar 2: Promote the profession

- Research Plan
- Certification
- Annual TeachX Awards to recognise outstanding teachers

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 including diversity, capability and performance focus
- Implementation of the action plan for Digital transformation
- Maximisation of existing leasing arrangements to create a future-focused workspace.
- 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 2025 and the numbers of applications received, withdrawn, refused, and approved during the year, as compared with the previous four years.

At the end of 2025, the register contained the names of 121,846 approved teachers (2024: 119,646). This represents a 1.8% increase from 2024. Of all approved teachers on the register at the end of 2025, 621 approved teachers held a PTT and accounted for 0.1% 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, 2021–2025

Registration activity	2021	2022	2023	2024	2025
Register of teachers					
Approved teachers	112,540	115,002	117,167	119,646	121,846
Applications for approval to teach					
New applications received	7,473	8,618	8,414	8,856	9,050
In progress*	898	1,234	1,400	995	793
Outcomes of applications for approval to teach					
Applications refused	76	97	70	83	98
Applications withdrawn	200	237	329	459	606
Applications approved*	7,158	7,803	7,765	8,702	8,656
Provisional to full registration					
Applications processed	3,045	2,979	3,240	3,257	3,093
Applications for renewal/restoration of registration					
Received	17,469	10,196	9,818	10,031	45,181
Processed	23,786	10,175	9,840	9,915	43,101
In progress	472	478	441	542	2,637

* 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 4,419 teachers (2024: 4,221) had their registration cancelled or were removed from the register. This represents an increase of 4.5% from 2024.

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, 2023–2025

Reason	2023	2024	2025
Cancellation due to fee not being paid*	1,770	2,164	2,518
End of period of provisional registration	283	328	300
End of five-year full registration	156	164	172
Voluntary surrender	1,186	1,289	1,169
Deceased	47	46	55
Other	199	230	205
Total	3,641	4,221	4,419

* 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 a decrease in the average age of male applicants from 37.6 years in 2024 to 36.4 years of age in 2025.

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

Applicants/teachers	Average age		
	2023	2024	2025
All applicants	36.3	36.8	35.6
• Female applicants	36.3	36.6	35.3
• Male applicants	36.5	37.6	36.4
• Other	27.5	27.7	30.3
Approved teachers on the register	46.1	46.7	46.5

Table 4: Age profile and gender of approved teachers as at 31 December 2025

Age group	Proportion of register	Male	Female
0–24	2.8%	21.0%	79.0%
25–29	8.3%	26.0%	74.0%
30–34	10.7%	24.9%	75.1%
35–39	11.7%	23.4%	76.6%
40–44	13.1%	21.9%	78.1%
45–49	12.5%	22.4%	77.6%
50–54	12.1%	22.5%	77.5%
55–59	10.9%	23.6%	76.4%
60 and over	18.0%	27.3%	72.7%
Average		23.7%	76.3%

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

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Location and employment

Approximately 92% of approved teachers have Queensland addresses. Most of the remainder have interstate addresses (1.6% in New South Wales). Fewer than 1% of teachers are located overseas.

68% percent of approved teachers were known to be employed in permanent or long-term temporary teaching positions in Queensland schools (2024: 69%) with 2.5% of approved teachers known to be employed in other educational institutions (e.g. Technical and Further Education, universities, and kindergartens).

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, 64.2% (2024: 64.9%) were in State schools and 35.8% (2024: 35.4%) 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 2023–2025.

Employment sector	2023	2024	2025
Non-State Primary	16.6%	16.8%	16.8%
Non-State Secondary	18.4%	18.5%	19.0%
State Primary	38.2%	37.9%	37.5%
State Secondary	26.9%	26.7%	26.7%

Of those employed in a permanent or long-term temporary teaching position in a Queensland school, 91% held full registration (2024: 90.8%).

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) (2024: 92%). Tables 6 and 7 indicate the qualifications of registered teachers overall and by age group at the end of 2025.

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

Qualification	Initial teaching qualification	Total qualifications
4 years or more	51.2%	92.1%
3 years	17.7%	6.9%
Less than 3 years	31.1%	1.0%

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%	1%	99%
25–29	0%	1%	99%
30–34	1%	1%	99%
35–39	1%	1%	99%
40–44	1%	1%	98%
45–49	1%	1%	98%
50–54	1%	8%	92%
55–59	1%	18%	82%
60 and over	2%	18%	82%

Registration activity

Applications for approval to teach

The QCT received a total of 9,050 applications for approval to teach (2024: 8,856). 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% (2024: 30.7%). 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 2025, 79 applications for registration were assessed under the APST (2024: 60). Of these, 5 applications were refused, 17 applicants were granted provisional registration, 42 were granted provisional registration with conditions, two applicants were granted full registration and 13 were granted full registration with conditions.

Table 8: Applications assessed under APST 2023–2025

Status	2023	2024	2025
Refused	12	13	5
Granted provisional registration	10	9	17
Grant provisional registration with conditions	19	40	42
Granted full registration	1	4	2
Granted full registration with conditions	0	2	13

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 Policy (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 2025, the QCT received 896 applications from teachers with overseas qualifications (2024: 892) and approved 753 applications (2024: 552). Most overseas applications were

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from teachers who undertook initial preparation in the United Kingdom, and South Africa. Notably, there was an 1633% increase in applications received from teachers with a Kenyan teaching qualification (2025: 52) when compared to 2024 (3).

**Figures are provided as a snapshot of data available at the time of this report. Due to continuous improvements in how data is captured, discrepancies in figures may be noted in subsequent reporting.*

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 2025 is shown in Table 9.

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

Jurisdiction	2023	2024	2025
ACT	53	47	43
NSW	537	587	506
NT	97	78	76
NZ	350	525	472
SA	89	95	80
TAS	39	47	31
VIC	464	439	370
WA	105	100	111
Total	1,734	1,918	1,689

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 2025, 1,539 applications for PTT were received, representing a 16.70% increase compared to the previous year (2024: 1,319). Of the 1,539 received, 120 were PTT reapplications and 39 were PTT renewals.

A total of 1325 PTT applications were approved in 2025, representing a 2.4% increase compared to the previous year (2024: 1,294). Of the 1325 approved, 75 were PTT reapplications and 25 were PTT renewals.

Initial Teacher Education students represented 97% of persons granted PTT in 2025 and approximately 29% approved under PTT in 2025 were registered by the end of the year.

Of all approvals 70% of PTT holders were approved to teach in State schools (2024: 71%), 16% were approved to teach in independent schools (2024: 13%), and 15% approved in Catholic schools (2024: 16%). 675 of PTT approvals (2024: 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 (minimal change when compared to 2024: 68%).

Table 10: Yearly comparison of approved PTT applications 2023–2025

Application type	2025
Permission to Teach	1,225
Reapplication for Permission to Teach	75
Renewal of Permission to Teach	25

The most prominent subject areas in 2025 did not vary when compared to the previous year with Design and Technologies (Industrial Technology contexts), General Primary, Sciences, Mathematics and Humanities and Social Sciences continuing to sit in the top five.

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 2025, a total of 404 (2024: 460) provisionally registered teachers had their extended period of provisional registration end; these teachers needed to re-apply for teacher registration to remain registered. Of this group, 284 (2024: 304) had not re-applied for registration by 31 December 2025.

During 2025, 3,093 provisionally registered teachers successfully transitioned from provisional to full registration (2024: 3,257).

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 2025 is summarised in Table 11.

Table 11: Number of applications for renewal or restoration of registration in 2025

Activity	Number
Renewal applications received	44,104
Restoration applications received	1,077
Renewals and restorations processed* (total)	43,103
- renewed with a condition (mostly RTT)	5,889
- refused (not suitable to teach)	2
- 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 2025, 47,865 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 7,460 applicants.

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 2025:

- 65% of applications for registration were processed within 30 days (2024: 45%)
- 65% of applications for PTT were processed within 14 days (2024: 63%)
- 97% of renewal applications were processed within 14 days (2024: 98%), with 68% processed on the day received (2024: 64%)
- 83% of applications under mutual recognition were finalised within 30 days (2024: 80%).

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 2025 achieved 96%.

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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’s Regulatory Compliance Framework provides an overarching structure for the QCT to manage its obligations as the regulator of the teaching profession in Queensland.

The QCT’s Regulatory Enforcement Strategy 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. Four teachers had their registration cancelled in 2025 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 2025.

Table 12: Outcome of reviews of registration conditions in 2025

Type of condition	Action	No. of teachers
A criminal record check	Condition cancelled	7
Further study required	Condition cancelled	3
	Condition amended	20
	Refuse to cancel condition	5
Conditional accreditation NSW	Condition cancelled	11
	Condition amended	4
Required to complete professional development	Condition cancelled	37
	Condition amended	0
Conditions apply – see statement of condition	Condition cancelled	6
	Refuse to cancel condition	0
Required to improve ELP	Condition cancelled	40
	Condition amended	27
	Refuse to cancel/amend condition	1
ITE Graduate – ELP condition	Condition cancelled	0
Complete a RTT Program	Condition cancelled	15
	Condition amended	4
	Refuse to cancel condition	1
RTT (excluding reviews conducted during renewal)	Condition cancelled	1
	Condition omitted*	134
	Refuse to cancel/amend condition	17

* 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.

Table 13: Registration conditions applied in 2025 by approved status at the end of 2025

Type of condition	2024	2025
A Criminal Record Check	9	6
Complete RTT Program	32	87
Conditional accreditation NSW – ITE condition	15	7
Conditions Apply – see Statement of Conditions	15	8
Further study required.	35	32
Required to complete professional development	47	46
Required to improve ELP	34	84
ITE Graduate – ELP condition	1	1
Total	188	271
RTT	376	2,930
Total	564	3,201

Annual census

The QCT conducted the 2025 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.

Four school audits were completed, covering the status of 1,483 staff (including 565 registered teachers and one person with PTT). No likely breach of section 82(1) of the Act was identified during the audit.

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 2023–2025

	2023	2024	2025
Number of investigations in progress at start of year	4	3	7
Number of new investigations	6	7	0
Number of investigations finalised	6	3	3
Number of investigations remaining at the end of the year to be completed in following year	3	7	4

Two of the investigations finalised in 2025 identified likely breaches of the general offence provisions of the Act. The investigations remaining at the end of 2025 are complex in nature.

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General offences

In 2025, 83 compliance issues were assessed (2024: 121) and in 51% of the matters, a breach of the general offence provisions of the Act was identified. Twenty warnings/education letters were issued to individuals, schools or employing authorities and no further action was undertaken on nine potential minor breaches. The remaining matters will be addressed in 2026.

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.

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 2025, no teachers with an RTT condition who applied for renewal were refused, 11 completed their requirements and the condition was cancelled, 19 teachers had their RTT conditions remain upon renewal, and five had their condition omitted at renewal. Case management of a further 75 renewal applications relating to RTT conditions will be addressed in 2026.

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.

Suitability to teach assessments

When considering an application for, or renewal of, 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

	2023	2024	2025
STT assessments for applications for registration or PTT	505	376	208
STT assessments for renewals for registration or PTT	1,075	1,115	2,336
Registration/PTT granted with STT condition/s	3	4	2

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.

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

Table 16: *Employing authority notifications*

	2023	2024	2025
Change in criminal history notifications	175	170	176
Employing authority harm to children notifications	681	726	925
Employing authority competence notifications	11	7	19

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*

	2023	2024	2025
Complaints	58	87	91
Other notifications	84	48	125

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*

	2023	2024	2025
QCT authorised investigations	18	9	10

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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

	2023	2024	2025
Suspension for a serious offence charge/continued	20	23	15
Suspension – unacceptable risk of harm/continued	18	10	14
Cancellation of excluded person	4	3	2

Of the 29 suspensions referred in 2025, 22 were determined by QCT, 2 were withdrawn, 2 were withdrawn by QCT after those teachers surrendered their registration, 1 suspension was not continued by QCAT and 4 matters were yet to be determined. Subsequent to QCAT’s determination to continue a suspension, one teacher filed a QCAT review of the decision to continue. Following the review proceeding the suspension was ended by QCAT.

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

	2023	2024	2025
Finalised Practice and Conduct Agreements	26	20	42
Matters referred to PC&TCC	35	44	32
Matters referred to QCAT	21	54	15

Disciplinary outcomes

Table 21a: Disciplinary matters determined by QCT

	2023	2024	2025
Cancelled – MR s33(1)	1	0	0
Cancelled and excluded person	4	3	2
Excluded person	9	9	11
P&C agreements – total	26	20	42
Disciplinary ground/s established			
– No further action	1	4	4
– Warning	20	11	23
– Warning and impose conditions	0	1	0
– Reprimand	5	4	15
– Reprimand and impose conditions	0	0	0

Table 21b: Disciplinary matters determined by PC&TCC

	2023	2024	2025
No grounds for disciplinary action established	1	2	1
Disciplinary ground/s established			
– No further action	1	2	1
– Warning	7	2	1
– Warning and impose conditions	1	2	0
– Warning and Notation or endorsement	1	0	2
– Reprimand	5	7	1
– Reprimand and impose conditions	6	7	6
– Reprimand and Notation or endorsement	5	4	10
– Condition	0	0	0
– Notation or endorsement	1	0	4

Table 21c: Disciplinary matters determined by QCAT

	2023	2024	2025
Referral withdrawn – No grounds for disciplinary action exist	0	0	3
No grounds for disciplinary action established	1	1	4
Approved teacher – Disciplinary ground/s established			
Cancellation and indefinite prohibition	2	1	5
Cancellation and period of prohibition	2	2	3
Cancellation	0	1	1
Suspension	1	0	0
Warning or reprimand and end suspension	0	4	2
End suspension	0	4	0
Warning or reprimand	0	0	0
Former approved teacher – Disciplinary ground/s established			
Indefinite prohibition	2	0	4
Period of prohibition and notation	0	0	3
Period of prohibition	1	2	11
Notation	1	1	1
No further action	0	2	1

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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 Eligibility Declaration Committee (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 Suitability to Teach Committee (STTC).

Table 22: Eligibility declarations

	2023	2024	2025
Eligibility declarations applications received/ granted	1/1	1/1	0/0

Internal and external reviews

A person who is dissatisfied with a QCT decision related to eligibility for registration, PTT, certification or a PC&TCC decision may seek an internal review of the decision. If the person is also dissatisfied with the decision of the Internal Review Committee they can apply to QCAT for an External Review.

Internal review decisions

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.

Professional practice

Five original decisions of the QCT to refuse an application relating to professional practice were reviewed by the IRC at three meetings in 2025. All reviewed decisions were delegated decisions.

Four 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 ELP was not satisfied.

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

The IRC also held one meeting in 2025 to review one original delegated decision of the QCT regarding an application for certification as a Highly Accomplished teacher. The IRC confirmed the original decision.

PC&TCC decisions

The IRC heard two applications to review practice and conduct matter decisions determined by the PC&TCC. It determined to confirm one original decision and to amend the other one.

Suitability to teach

The IRC heard 3 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. One of the applications related to a QCT decision to refuse to renew registration and two related to a refusal to grant registration by the STTC.

The IRC determined to confirm the decision by the QCT to refuse the application for renewal of registration. Of the two decisions by the STTC, the IRC determined to confirm one of the original decisions to refuse to grant registration and substituted an original decision for another decision the other one.

External review decisions

QCAT handed down two external review decisions in 2025, one which confirmed the decision under review, specifically a decision to refuse registration on the basis that the QCT could not be satisfied that the person was suitable to teach. The other confirmed that the applicant had communicated their intention to withdraw the application to external review.

QCAT reviews and appeals

Where either the QCT or a teacher who has had their teacher registration suspended is dissatisfied with QCAT's decision relating to the continuation of that suspension, may seek a review of that decision.

Additionally, where the QCT or the person subject of a QCAT decision is dissatisfied with a QCAT decision about an external review or a disciplinary matter they may seek an appeal of QCAT's decision.

Table 23: QCAT reviews and appeals

	2023	2024	2025
Filed			
QCT initiated appeal/review	0	0	3
Relevant person initiated appeal/review	2	1	5
Finalised			
QCT initiated appeal/review	0	0	0
Relevant person initiated appeal/review	5	0	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 2025 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 nine live presentations to 600 final year preservice teachers. Sessions provided an overview of the role of the QCT, teacher registration requirements, professional boundaries and the process of applying for provisional registration.

In addition to sessions for preservice teachers, we delivered 23 workshops to 800 provisionally registered teachers and mentors throughout Queensland. These sessions focused on the process and requirements for transitioning from provisional to full registration. A session for Catholic Education Principals 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.

Workshops for supervising teachers continued online, with the addition of a co-sponsored face to face workshop with Griffith University. Altogether three workshops were facilitated across 2025 supporting 210 supervising 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. Eight video resources were created and 1,302 registered teachers attended one of 26 webinars. A masterclass was introduced for fully registered teachers and the QCT delivered eight masterclasses across Queensland with 243 participants attending.

To support teachers' understanding of the HA< levels of the APST, a feedback program was implemented. We provided feedback to 186 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 2,970 teachers in live workshops and information sessions in 2025.

Feedback from these sessions indicates that participants are engaging positively with the APST and using these in reflective practice and registration processes. 618 survey responses were received during the year with 92% of participants satisfied with the session they engaged in.

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 to discuss strategic issues of relevance to the QCT and early career teachers including national policy and the implementation of core content into initial teacher education programs, sharing of experiences and insights regarding professional development and a key project for the group in 2026 reviewing the QCT's Evidence Guide for supervising teachers..

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 2025, the new Guidelines were complemented by informative workshops to support teachers, mentors and school leaders as highlighted under Engaging the profession.

Certification of Highly Accomplished and Lead Teachers

The certification of teachers at the two higher career stages of the Australian Professional Standards for Teachers (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 reliability, the QCT applies national processes and quality assurance activities.

Following the introduction of the national Framework for the Certification of Highly Accomplished and Lead Teachers (the Framework) in 2023, the QCT aligned its process to the Framework through the introduction of Certification 2.0 in 2025. Certification 2.0 was implemented with new features, including the use of up to 10 affirmed descriptors, artefact and word limits lowered to 60 and 7,500 respectively, and the opportunity to submit supplementary evidence if either application stage was not yet met. The feedback received from applicants was supportive of the introduction of these streamlined processes that aligned to the Framework. To complement the applicant support program that commenced in mid-2024, HALT Masterclasses were initiated and delivered across the state. These full day workshops were presented in Cairns, Townsville, Toowoomba and Brisbane (North, South, and Central). These workshops were well received, and participants found the sessions to be effective in improving their understanding of the higher career stages of the APST.

In 2025, the QCT received 117 applications for certification from state schools and schools represented by the QCEC and trained 31 additional teachers and school leaders to join the pool of experienced assessors for the assessment of certification applications. In addition, 32 certified teachers successfully renewed their certification for a further five-year period.

A total of 104 teachers were certified during 2025: 88 as Highly Accomplished teachers and 16 as Lead teachers. 399 teachers have been certified by the QCT since 2017; 353 Highly Accomplished teachers and 46 Lead teachers across state school and schools represented by the QCEC.

Initial teacher education program accreditation and approval

During 2025, the QCT continued its implementation of national accreditation processes, including panel consideration and approval by the QCT's PSC of seven programs at stage two accreditation for three providers.

The following programs were granted accreditation under the national system in 2025:

- University of the Sunshine Coast
Bachelor of Education (Early Childhood)
- **University of Southern Queensland**
Master of Learning and Teaching (Early Years)
Master of Learning and Teaching (Primary)
Master of Learning and Teaching (Secondary)
- **Christian Heritage College**
Bachelor of Education (Primary)
Bachelor of Arts/Bachelor of Education (Secondary)
Bachelor of Education (Secondary)

In addition to the program approval process, 52 program change notifications were considered and approved by the PSC. 43 of these program changes related to the implementation of core content in response to the Australian Government requirement for all ITE providers to embed core content into their programs by the end of 2025 in accordance with the requirements of the Addendum to the national Accreditation of Initial Teacher Education Programs in Australia: Standards and Procedures. Programs listed above from the University of Southern Queensland and Christian Heritage College saw core content addressed through Stage two accreditation processes.

Pillar 2: Promote the profession

Other program changes considered by the QCT included changes to professional experience, Teaching Performance Assessment implementation, program structure changes, and changes to assessment tasks.

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 2025, 15 Queensland teachers, teacher educators and employer representatives and relevant QCT officers completed the national accreditation panellist training program and one teacher educator completed Chair training. Four 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 2024 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. In 2025, this included the provision of training around core content, and significant advice and guidance on core content implementation.

Media

In 2025, the QCT responded to media enquiries regarding matters of teacher regulation, practice and conduct decisions, and requests for data. We conducted daily media monitoring of press articles concerning the teaching profession nationally and abroad.

We promoted the QCT's work across our social media platforms: Facebook, Instagram and LinkedIn. Throughout the year, we conducted school photoshoots highlighting the diversity of Queensland teachers.

Digital newsletters

Six rebranded digital newsletters, retitled as *yourQCT*, were distributed to all registered teachers and our stakeholders throughout the year. We also introduced two new newsletter titles, *your PTT* and *Principal Interest*, for Permission to Teach (PTT) holders and school leadership audiences respectively. Editions included news and resources about teacher registration, professional standards and conduct, PTT responsibilities, certification, and key QCT promotional activities including TEACHX nominations and winners, Photo Competition entries and Conference Support Fund applications.

TEACHX Awards

The TEACHX Awards ran for the 17th consecutive year, with another 31 Queensland educators recognised for their outstanding contributions. Teachers received their award at a ceremony held at Queensland University of Technology on 31 October 2025, with the Minister for Education and the Arts and other key education stakeholders in attendance. All recipients' stories are available on our TEACHX webpage (**<https://www.qct.edu.au/stories>**). The awards are made possible with the generous support of our Principal Partner: Queensland Department of Education, and our Presenting Partner: Teachers Health.

Tell a Teacher campaign

Aligning with our promotion of the profession role, we devised and launched a new campaign aimed at changing the way the teaching profession is often talked about. *Tell a Teacher* centred on an emotive video featuring three primary school teachers, whose emotional reactions after hearing about their positive impacts demonstrated the effect of kind words from students and parents. The campaign also highlighted current Australian Teacher Workforce Data about teachers' career intentions and work hours. The campaign received thousands of views and comments from the public on our digital and social media channels.

Conference Support Fund

In 2025, we launched the Conference Support Fund – an updated version of the Research Grants for Teachers – to offer Queensland teacher researchers financial support for presenting their papers at Australian education conferences. The new streamlined application process gave teachers multiple opportunities to apply throughout the year.

Three teachers were each awarded funding of up to \$2,500 to help promote their research work on the national stage, including: Kristin Zorn at the MERGA47 Conference – Canberra, Lisa Hurrell at the Asia Pacific Autism Conference – Perth, and Kyall Forster at the AARE Conference – Newcastle.

World Teachers' Day

We collaborated with Queensland education organisations to promote and share the 2025 World Teachers' Day theme, *Celebrating teachers*. 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 World Teachers' Day on 31 October 2025.

Photo competition

Queensland registered teachers were invited to submit photographic images aligned to the theme, *Lessons through the lens*. The competition attracted a high standard of entries from schools across the state. Judges awarded cash prizes to three winning and five runner-up schools. Winning images are available to view on the Photo Competition webpage (<https://www.qct.edu.au/PhotoComp/2025-winners>).

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 2026 were approved to teach during their internships under PTT. 48 applications were approved in 2025 for applicants commencing their Trade to Teach Internship in 2026.

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 2026 were approved to teach during their internships under PTT. 79 applications were approved in 2025 for applicants commencing their Turn to Teaching Internship in 2026.

Contribution to national priorities

We continued to play a significant role in 2025 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.

With the Director as Convenor of ATRA in 2025, we led the advancement of ATRA's Strategic Priorities, Co-chaired the Teacher Quality Regulation Forum (TQRF) with AITSL, contributed to national conversations about teacher supply, 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 2025 was 12,612 (10.5% 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 2025, 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

In October 2025, the Queensland Government launched a targeted consultation about expanding mandatory teacher registration to require all ECTs employed in approved centre-based services as the ECT under the National Quality Framework in Queensland to be registered. The QCT collaborated with the DoE in respect to:

- 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 ECTs
- launching policy that enables more ECTs with provisional registration to move to full registration (in particular, those delivering the Early Years Learning Framework)
- developing other information technology to support the registration of ECTs, including launching a fully online application process for ECTs with provisional registration applying to move to full registration.

Contribution to international priorities

QCT, through the Director, continues to work with our international colleagues on issues affecting the teaching professional across the globe as part of the International Forum of Teacher Regulatory Authorities (IFTRA). As the immediate prior International Convenor of the IFTRA Conference, we also continue to participate in the international working group to support planning for the 2026 IFTRA Conference in South Africa.

Contribution to research

We finalised and published the QCT research paper, in partnership with CQU, into the perceptions of those teaching under PTT arrangement. This is on the QCT website: <https://www.qct.edu.au/about/research-reports>.

Biennial stakeholder engagement survey

QCT invited stakeholders to participate in the stakeholder engagement survey, conducted initially in 2023 and again in 2025. This is an important measurement for QCT to receive feedback on the feedback of our performance and communication.

First Nations Reference Group

The Board approved the commencement of a First Nations Reference Group which meet twice in 2025 with a broad cross-section of representation across the educational sector. The purpose is to provide advice, make recommendations and share culturally informed insights with QCT in relation to regulation, policy development and decision-making across key program activities to support Aboriginal and Torres Strait Islander peoples and find quality pathways into the profession and greater participating in teaching.

Pillar 4: Thrive as an organisation into the future

Quality customer service and registration communications

The QCT continues to strive to provide excellence in customer service to teachers, stakeholders and the public

The QCT continued to pursue initiatives to enhance customer service, including ways to improve the accessibility of registration communications through myQCT. Teachers can now access copies of notices sent by mail, as well as some registration-related emails, with further planned expansion to support digital engagement.

During 2025, we sent over 1.2million notices, certificates, enquiry responses, and other communications to teachers, applicants and employers to:

- assist with applying for approval to teach
- provide evidence of approval to teach
- support teachers to maintain registration and
- support employers in ensuring only approved teachers are teaching.

Over 82% of these communications occurred digitally (email, SMS, myQCT mailbox) reflecting the commitment to efficient, timely and environmentally sustainable communication methods.(2024: under 79% of similar communications were digital).

Registration staff also answered more than 20,000 telephone calls; and made over 8,000 calls to assist teachers, applicants and employers to comply with registration requirements.

Five-yearly renewal cohort

In 2025 approximately 52,000 teachers reached the end of their five-year period of full registration period. Renewal was due on 31 December 2025 for a cohort of more than 41,000 of these teachers. To prepare for this:

- Business communication streams associated with renewal and restoration were updated.
- Renewing teachers started receiving digital renewal notices in their myQCT mailbox.
- Digital resources were launched to improve the information available to renewing teachers, including a new Renewal guide and a new *Maintaining your registration matters* video and information sheet.

- Revised Returning to Teaching (RTT) policy and guidelines were launched.
- Quality assurance testing was successfully completed before the renewal form was made available to the cohort.

Business innovation

As part of the QCT's strategy to ensure contemporary customer service business improvements initiatives focused on digitisation, self-service, automation, and system optimisation. In 2025 these included:

- streamlined PTT Renewal and Reapplications forms went live, with communication delivered to key employer contacts, teachers and applicants
- reviewing all registration communications streams for fully digitised delivery modes to a range of distribution channels, including nominated recipient email addresses, teachers' and schools' myQCT inboxes, SMSs and other potential future delivery points.
- improving access to information and resources, through expansion of digital delivery in myQCT, and of self-help information in myQCT and on our website
- initiatives focused on enhancing and optimising the promotion of a teacher's myQCT account
- prioritisation of continued automation opportunities for increased productivity and workload management
- creation and issue to HEIs of template for graduation lists to support QCT's move towards automation of Queensland graduation processing
- redevelopment and delivery of more efficient PTT subject list to key employing authorities
- continued ATIS improvements to support more application processing efficiencies.

With a solid foundation for expanded automation and enhanced digital communications, these initiatives position the QCT to continue to manage high-volume regulatory activity and continue to deliver innovation in 2026.

Financial optimisation

We commenced Phase 2 of the financial optimisation project to build on the work of Phase 1 completed in 2023. Working in closely with EY, we considered future revenue into the outer years to ensure QCT remains financially viable as an agency that is majority funded through teacher registration fees. We have worked closely with the Department of Education to support a fee review in 2026 in line with government processes.

Digital Transformation

We engaged with BDO in 2025 to develop a Digital Strategy 2025–2028 to support our transition to a full digital platform. This will ensure governance is in place to consider strategic issues including cybersecurity, artificial intelligence, strategic management of data; and upskilling our staff.

Accommodation Strategy

Being mindful of limited resourcing and lost productivity in relocating to larger premises, we have collaborated with an accommodation strategy specialist to consider different ways of working to maximise our existing floor space. This has taken into consideration hybrid working in providing a contemporary workplace which provides flexibility to scale the workforce as required.

WFQ survey

QCT staff participated in the Queensland Government Working for Queensland (WFQ) staff satisfaction survey in September 2025. This is administered by the Public Sector Commission and highlight reports published on the For Gov website. The survey achieved a completion rate of 89%, with overall employee satisfaction of 80% (2024: 83%). Results indicated that 84% of staff (2024: 82%) would recommend QCT as a great place to work; 81% of staff (2024: 83%) agreed that QCT inspires them to do the best in their job. Key highlights include supporting employees to balance work and carer responsibilities; high levels of respect; understanding how their work contributes to the strategic objectives; and QCT considers the wellbeing of its employees to be important. Survey results were presented to the Local Consultative Committee, the QCT Board and 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. We upgraded our Content manager system to the latest version as a risk management strategy to support over 1 million records generated per annum.

Financial Performance

QCT is primarily funded through fees derived from registration applications and annual renewals (85%). The operating result for 2025 financial year was deficit of \$2.2 million. Total assets were valued at \$18.7 million at 31 December 2025 and total liabilities were \$14.0 million. Total income for the year was \$16.1 million and total expenses were \$18.3 million. Employee expenses were the largest expense (69%), following by supplies and services (18%).

Under contractual agreement with DoE, a further \$0.4 million was paid to QCT to deliver against project milestones for the Early Childhood Registration Facilitation Service project.

The QCT's 2025 budget was approved by the Minister and reviewed by the Board and the ARC throughout the year.

Internal audit, risk management and external scrutiny

During 2025, the QCT completed two internal audits in accordance with Year 3 of the three-year internal audit program. The audits in 2025 focused on stakeholder engagement; and integrity processes. Both audits identified opportunities to strengthen business processes and operational efficiency. The Audit and Risk Committee (ARC) oversees the implementation of recommendations arising from these audits, as well as those from previous reviews, supporting the QCT's commitment to sound governance.

The ARC also maintains oversight of the QCT Corporate Risk Register. Risks are subject to ongoing monitoring and review, with emerging risks incorporated as they arise. The QCT Board considers the risk profile annually for Board approval. and when significant new risks are endorsed by the ARC.

On 10 June 2025, the Queensland Audit Office (QAO) released Report 15: 2024-25 Education 2024. The report summarises the results of the QAO audits of the entities in Queensland's education sector, and the report provides an overview of finances of those entities at 31 December 2024 and of the financial accounting and risk issues that arose during the audits.

On 6 November 2025, the QAO report entitled 'Attracting and retaining teachers in regional and remote Queensland' (Report 5: 2025-2026) was tabled in the Queensland Legislative Assembly.

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 2025. We did not engage any language services in 2025.

Strategic workforce planning, performance and separation

We continued to strengthen workforce planning to ensure organisational capability remains aligned with legislative responsibilities, strategic priorities and evolving government directions. Workforce strategies focused on maintaining flexibility, building capability and supporting sustainable service delivery.

All employees are employed as public sector employees under the Queensland Public Service Officers and Other Employees Award – State 2015; remuneration and conditions are in line with the State Government Entities Certified Agreement 2023 which nominally expires 30 June 2026.

In 2025, we undertook a review of internal functions and organisational arrangements to support operational efficiency and alignment with strategic objectives. This work builds on previous organisational changes and supports the QCT's ongoing focus on responsive, contemporary regulatory practice.

A skilled and engaged workforce is central to the QCT's effectiveness as a statutory authority. We promote a culture of professionalism, accountability and continuous improvement. Workforce survey results indicated strong levels of staff engagement and commitment, reflecting alignment with organisational purpose and the positive contribution of the QCT to the Queensland education sector.

The QCT maintains workforce flexibility by supplementing its permanent establishment with temporary and specialist resources, including short-term contractors, where required. This approach supports priority work programs, addresses short-term resourcing pressures and provides access to specialist expertise.

Recruitment and retention remain key priorities. Recruitment practices focus on capability, integrity and alignment with organisational values, supporting the development of a high-performing and collaborative workforce.

Investment in workforce capability continued throughout 2025, with targeted learning and development activities designed to strengthen leadership, collaboration and effective ways of working.

Flexible work arrangements continue to be embedded across the organisation. As at 31 December 2025, flexible work options, including hybrid working arrangements and part-time employment, were used across the workforce, supporting employee wellbeing, productivity and workforce participation.

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 2025.

Information systems and recordkeeping

The QCT manages its electronic documents and records using Content Manager, in accordance with relevant information legislation, policies and standards, including the Queensland Government Records Governance Policy and the General Retention and Disposal Schedule. The QCT maintains professional engagement through membership of the Records and Information Management Practitioners Alliance (RIMPA).

The QCT delivers ICT services that support core business systems, including the Approved Teacher Information System (ATIS), myQCT and corporate software platforms, enabling effective office-based and remote work. ICT services are supported through a service level agreement with Corporate Administration Agency (CAA), which provides Content Manager, Finance One and Aurion.

ATIS continues to operate in a cloud environment, supporting system stability and scalability. Cyber security remains a key risk and is actively monitored and managed in partnership with CAA. The QCT's business continuity arrangements are regularly reviewed and updated, including targeted reviews ahead of the 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 2025, QCT received no human rights complaints.

Workforce profile data

As at the fortnight ending 26 December 2025, the total FTE for QCT, including both full-time and part-time employees and measured on a full-time equivalent basis in accordance with the Minimum Obligatory Human Resource Information (MOHRI) data, is 89.7 full-time equivalent employees (headcount 93). QCT's workforce comprises a broad mix of roles that support registration of teachers, professional conduct, professional standards and operational delivery. The largest proportion of the workforce is made up of Administration Officers, representing 90.3% of the total FTE. Professional Officers account for 4.3%, contributing key professional skills and legal insights. Senior Officers and Senior Executives represent 4.3% and 1.1%, respectively, providing organisational leadership and strategic direction. The permanent separation rate was 5%.

QCT maintains a predominantly permanent workforce, ensuring continuity of expertise and delivery. As of 31 December 2025, permanent staffing of 91.4%, reflecting the organisation's stability and long-term workforce planning. QCT's workforce has a higher presentation of women, who make up 65.6% of total staff.

QCT remains committed to cultivating a diverse, inclusive, and culturally safe workplace. The agency supports diversity across gender, age, cultural background, and continues to align its practices with whole of government public sector inclusion targets. Key focus areas include increasing Aboriginal and Torres Strait Islander participation, fostering LGBTIQ+ inclusion, and improving access and support for employees with disability. Diversity training, flexible work options, and culturally responsive recruitment practices are embedded across the employee lifecycle.

Table 24: QCT workforce profile at 31 December 2025

Occupation types by FTE (%)	Corporate	29.1%
	Frontline and frontline support	70.9%
Appointment types by FTE (%)	Permanent	91.4%
	Temporary	4.3%
	Casual	1.1%
	Contract	3.2%
Employment status by headcount (%)	Full-time	92.5%
	Part-time	6.5%
	Casual	1.0%

Table 25: QCT gender profile at 31 December 2025

Gender	Number (headcount)	% of total workforce
Woman	61	65.6%
Man	32	34.4%
Non-binary	>0	

Table 26: Diversity target group data at 31 December 2025

Diversity groups	Number (headcount)	% of total workforce
Women	61	65.6%
Aboriginal Peoples and Torres Strait Islander Peoples	<5	
People with disability	<5	
Cultural and Linguistically Diverse – speak a language other than English at home*	12	12%

* This includes Aboriginal and Torres Strait islander languages or Australian South Sea Islander languages spoken at home.

Table 27: Target group data for women in leadership roles at 31 December 2025

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



Compliance Checklist

Summary of requirement	Basis for requirement	Annual report reference
Letter of compliance	<ul style="list-style-type: none"> A letter of compliance from the accountable officer or statutory body to the relevant Minister/s 	ARRs – section 7 i
Accessibility	<ul style="list-style-type: none"> Table of contents Glossary 	ARRs – section 9.1 1 40
	<ul style="list-style-type: none"> Public availability 	ARRs – section 9.2 Inside front cover
	<ul style="list-style-type: none"> Interpreter service statement 	<i>Queensland Government Language Services Policy</i> ARRs – section 9.3 Inside front cover
	<ul style="list-style-type: none"> Copyright notice 	<i>Copyright Act 1968</i> ARRs – section 9.4 Inside front cover
	<ul style="list-style-type: none"> Information Licensing 	<i>QGEA – Information Licensing</i> ARRs – section 9.5 Inside front cover
General information	<ul style="list-style-type: none"> Introductory Information 	ARRs – section 10 4
Non-financial performance	<ul style="list-style-type: none"> Government's objectives for the community and whole-of-government plans/specific initiatives 	ARRs – section 11.1 5
	<ul style="list-style-type: none"> Agency objectives and performance indicators 	ARRs – section 11.2 5
	<ul style="list-style-type: none"> Agency service areas and service standards 	ARRs – section 11.3 –
Financial performance	<ul style="list-style-type: none"> Summary of financial performance 	ARRs – section 12.1 36
Governance – management and structure	<ul style="list-style-type: none"> Organisational structure 	ARRs – section 13.1 12
	<ul style="list-style-type: none"> Executive management 	ARRs – section 13.2 12
	<ul style="list-style-type: none"> Government bodies (statutory bodies and other entities) 	ARRs – section 13.3 6–11
	<ul style="list-style-type: none"> Public Sector Ethics 	<i>Public Sector Ethics Act 1994</i> ARRs – section 13.4 37
	<ul style="list-style-type: none"> Human Rights 	<i>Human Rights Act 2019</i> ARRs – section 13.5 37
	<ul style="list-style-type: none"> 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	67
	• Independent Auditor’s Report	FAA – section 62 FPMS – section 46 ARRs – section 17.2	68–69

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 2025

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Statement of Income and Accumulated Surpluses
for the year ended 31 December 2025

	Note	2025	2024
OPERATING RESULT		\$'000	\$'000
Income from continuing operations			
Revenue			
Fees	2	13,729	13,298
Grants and contributions	3	1,343	1,579
Interest		706	728
Criminal history checks		301	263
Other revenue	4	104	111
Total income from continuing operations		<u>16,183</u>	<u>15,979</u>
Expenses from continuing operations			
Employee expenses	5	12,688	10,542
Supplies and services	6	3,282	2,620
Depreciation and amortisation	7	541	518
Criminal history checks	8	1,739	505
Finance costs	9	114	134
Total expenses from continuing operations		<u>18,364</u>	<u>14,319</u>
Operating result from continuing operations		<u>(2,181)</u>	<u>1,660</u>
Operating result for the year		<u>(2,181)</u>	<u>1,660</u>
Plus: Accumulated surpluses at the beginning of the financial year		<u>6,882</u>	<u>5,222</u>
Accumulated surpluses at the end of the financial year		<u>4,701</u>	<u>6,882</u>

The accompanying notes form part of these financial statements.

Balance sheet

as at 31 December 2025

	Note	2025	2024
		\$'000	\$'000
Current assets			
Cash and cash equivalents	10	15,869	17,375
Receivables	11	258	165
Other		288	202
Total current assets		<u>16,415</u>	<u>17,742</u>
Non-current assets			
Intangible assets	12	536	633
Right-of-use asset	13	1,544	1,947
Plant and equipment	14	212	137
Total non-current assets		<u>2,292</u>	<u>2,717</u>
TOTAL ASSETS		<u>18,707</u>	<u>20,459</u>
Current liabilities			
Payables	15	795	368
Accrued employee benefits	16	1,015	761
Contract liabilities	17	9,804	9,557
Lease liability	13	547	498
Total current liabilities		<u>12,161</u>	<u>11,184</u>
Non-current liabilities			
Lease liability	13	1,845	2,393
Total non-current liabilities		<u>1,845</u>	<u>2,393</u>
TOTAL LIABILITIES		<u>14,006</u>	<u>13,577</u>
NET ASSETS		<u>4,701</u>	<u>6,882</u>
EQUITY			
Accumulated Surplus		4,701	6,882
TOTAL EQUITY		<u>4,701</u>	<u>6,882</u>

The accompanying notes form part of these financial statements.

Statement of Cash Flows

for the year ended 31 December 2025

	Note	2025	2024
		\$'000	\$'000
Cash Flows from operating activities			
Inflows:			
Fees		14,287	13,809
Grant funds received		1,244	1,999
Other funds received		154	46
Interest		705	729
GST input tax credits from ATO		366	317
GST collected from customers		48	97
Outflows:			
Employee expenses		(12,454)	(10,532)
Supplies and services		(4,681)	(3,202)
GST paid to suppliers		(389)	(336)
GST remitted to the ATO		(59)	(83)
Finance costs		(114)	(134)
Net cash from/(used in) operating activities		<u>(893)</u>	<u>2,710</u>
Cash Flows from investing activities			
Outflows:			
Payments for intangible assets		-	(111)
Payments for plant and equipment		(115)	(57)
Net cash used in investing activities		<u>(115)</u>	<u>(168)</u>
Cash Flows from financing activities			
Outflows:			
Payments for lease liability		(498)	(451)
Net cash used in financing activities		<u>(498)</u>	<u>(451)</u>
Net increase in cash and cash equivalents		(1,506)	2,090
Cash and cash equivalents at beginning of financial year		17,375	15,285
Cash and cash equivalents at end of financial year	10	<u>15,869</u>	<u>17,375</u>

The accompanying notes form part of these financial statements.

Notes To and Forming Part of the Financial Statements

for the year ended 31 December 2025

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 objectives of the College are 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 2024 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 a 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 2025

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 exempt 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 Balance Sheet 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 2025 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 2025 financial year.

Voluntary changes in accounting policy

No voluntary changes in accounting policies occurred during the 2025 financial year.

2 Fees	2025 \$'000	2024 \$'000
Teacher registration, application and renewal fees	13,405	13,026
Certification fees	172	113
Late payment fees	149	156
Other fees	3	3
Total	13,729	13,298

Accounting policy

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:

Notes To and Forming Part of the Financial Statements

for the year ended 31 December 2025

2 Fees (continued)

Accounting policy (continued)

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

The Renewal fee replaces the Registration fee received from teachers as part of a 5 yearly renewal cycle of registration. The Renewal fee is the same value as the Registration fee and is not charged in addition to the Registration fee. The benefits received by the registrant from paying the Renewal fee, is the same as those received from the payment of the Registration fee. Therefore, the Renewal fee is recognised similarly to the Registration fee, that is on a straight-line basis over the year of registration. The differing feature of the Renewal process and corresponding fee, is that it requires the registrant to submit application forms for review and validation. Until such time as the application for Renewal is deemed valid, the payment of the Renewal fee is disclosed in Note 17 as unearned application and renewal fees.

Late payment, other fees

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

3 Grant and Contributions

	2025 \$'000	2024 \$'000
Grant - Highly Accomplished Teacher & Lead Teacher program	837	618
Contribution - Supplementary Government Indexation Rate (GIR)	-	500
Grant - Early Childhood Teacher Registration funding	432	318
Grant - Australian Teacher Regulatory Authorities funding	74	143
Total	1,343	1,579

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*.

Notes To and Forming Part of the Financial Statements

for the year ended 31 December 2025

3 Grant and Contributions (continued)

Accounting policy (continued)

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 Balance Sheet, with a corresponding amount of revenue recognised in the Statement of Income and Accumulated Surpluses.

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 \$738k was received in 2025 to extend the program to 30 June 2026, as \$349k of program funding was received in 2024 for the 2025 program. Additionally, \$16k of surplus funding was carried over into 2025 from 2024 with approval from the Department of Education. This ultimately meant QCT received or held a total of \$1,103k of funding from the Department of Education during 2025. This amount of funding is to be accounted for by QCT up to 30 June 2026.

The portion of grant funds unspent or exceeded 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 into subsequent years.

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 31 December 2026.

4 Other Revenue

	2025 \$'000	2024 \$'000
Program recoveries	64	64
Advertising	40	46
Reimbursement	-	1
Total	104	111

Notes To and Forming Part of the Financial Statements

for the year ended 31 December 2025

4 Other Revenue (continued)

Accounting policy

Other Revenue

Other revenue is recognised when goods or services are delivered.

5 Employee Expenses	2025 \$'000	2024 \$'000
<i>Employee benefits</i>		
Wages, salaries and annual leave	10,396	8,628
Employee superannuation contributions	1,328	1,091
Long service leave levy	253	224
<i>Employee related expenses</i>		
Workers compensation premium	21	18
Payroll tax	586	468
Other employee related expenses	104	113
Total	12,688	10,542

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

	As at 31 December 2025	As at 31 December 2024
Number of Employees	89.7	76.11

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.

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.

Notes To and Forming Part of the Financial Statements

for the year ended 31 December 2025

6 Supplies and Services	2025 \$'000	2024 \$'000
Travel related expenditure	123	89
Postage & handling	402	434
Printing, stationery & storage	143	109
Communications - services & equipment	553	523
Minor equipment	19	14
Legal fees	430	335
Teacher release scheme	23	10
Subscriptions & memberships	110	36
Advertising & marketing	5	12
Catering	37	37
Audit fees*	34	29
Board fees	14	26
Bank charges	98	77
Other expenses	96	141
Asset operating costs	38	19
Consulting, contracting and bureau fees	1,008	589
Professional conduct and disciplinary costs	13	17
Property costs and maintenance	136	123
Total	3,282	2,620

*Total external audit fees paid to the Queensland Audit Office relating to the 2025 financial statements are estimated to be \$31k (2024: \$30k). There are no non-audit services included in this amount.

7 Depreciation and Amortisation	2025 \$'000	2024 \$'000
Depreciation and amortisation were incurred in respect of:		
Amortisation: Software purchased	97	82
Depreciation: Plant and equipment	40	32
Depreciation: Right of use asset	404	404
Total	541	518

The following depreciation rates are used:

Class	Depreciation/ Amortisation Rate (%)
Plant and equipment	
Leasehold Improvements	2
Plant and equipment	20 - 25
Right-of-use asset	8
Intangible assets	
Software	1 – 7

8 Criminal history checks	2025 \$'000	2024 \$'000
Incurred in respect of Applications	196	186
Incurred in respect of Renewal of Registration*	1,543	319
Total	1,739	505

*Teacher registrations are required to be renewed every five years. Approximately 45,199 teachers who were registered during 2019 and 2020 representing 37% of registered teachers in Queensland, were consequently required to renew their registration during 2025 (2024: 9,232).

Notes To and Forming Part of the Financial Statements

for the year ended 31 December 2025

8 Criminal history checks (continued)

The QCT experiences what is referred to as a 'cohort year' every five years where a large proportion of registered teachers renew their registration at the same time. This arises from the large number of teachers registered prior to 2005 when the current five-year renewal cycle was established. This explains the marked increase in 2025, compared to 2024.

9 Finance costs	2025 \$'000	2024 \$'000
Lease interest	114	134
Total	114	134

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

	2025 \$'000	2024 \$'000
Cash at bank	1,707	2,591
Deposits at call	14,162	14,784
Total	15,869	17,375

Cash deposited with the Queensland Treasury Corporation (QTC) earned interest at rates between 4.03% and 5.11% (2024: 4.72% and 5.27%).

Funds totalling \$5.2 million (2024: \$5 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 Balance Sheet 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	2025 \$'000	2024 \$'000
GST receivable	125	91
Long service leave reimbursements	45	25
Other receivables	88	49
Total	258	165

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.

Notes To and Forming Part of the Financial Statements

for the year ended 31 December 2025

12 Intangible Assets	2025	2024
	\$'000	\$'000
<i>Software</i>		
At cost	2,394	2,394
Less accumulated amortisation	(1,858)	(1,761)
Total	536	633

Intangible Assets Reconciliation

	Carrying amount at 1 January	Acquisitions	Amortisation	Carrying amount at 31 December
2025	\$'000	\$'000	\$'000	\$'000
<i>Software</i>	633	-	(97)	536
Total	633	-	(97)	536

Amortisation of the purchased software intangible is included in the line item "Depreciation and Amortisation" in the Statement of Income and Accumulated Surpluses 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 Balance Sheet, 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.

13 Leases	2025	2024
	\$'000	\$'000
Right of use assets – Building		
Opening balance at 1 January	1,947	2,351
Depreciation charge	(404)	(404)
Closing balance at 31 December	1,543	1,947
Lease liabilities		
<i>Current</i>	547	498
<i>Non-Current</i>	1,845	2,393
Total	2,392	2,891
Amounts recognised in profit or loss		
Interest expense on lease liabilities	114	134
Total cash outflow for leases	612	585

Notes To and Forming Part of the Financial Statements

for the year ended 31 December 2025

13 Leases (continued)

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.

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.

	2025 \$'000	2024 \$'000
Not later than one year	639	612
Later than one year and no later than five years	1,960	2,598
Less: effect of discounting	(207)	(319)
Lease liabilities at 31 December	<u>2,392</u>	<u>2,891</u>

Notes To and Forming Part of the Financial Statements

for the year ended 31 December 2025

14 Plant and Equipment	2025	2024
	\$'000	\$'000
<i>Leasehold Improvements</i>		
At cost	1,172	1,172
Less accumulated depreciation	<u>(1,089)</u>	<u>(1,069)</u>
	83	103
<i>Plant and equipment</i>		
At cost	380	286
Less accumulated depreciation	<u>(251)</u>	<u>(252)</u>
	129	34
Total	<u>212</u>	<u>137</u>

Plant and Equipment Reconciliation

	Carrying amount at 1 January	Acquisitions	Depreciation	Carrying amount at 31 December
2025	\$'000	\$'000	\$'000	\$'000
<i>Leasehold Improvements</i>	103	-	(21)	82
<i>Plant and equipment</i>	34	115	(19)	130
Total	<u>137</u>	<u>115</u>	<u>(40)</u>	<u>212</u>

The College has plant and equipment with an original cost of \$228k (2024: \$228k) 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.

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.

Notes To and Forming Part of the Financial Statements

for the year ended 31 December 2025

14 Plant and Equipment (continued)

Recognition of plant and equipment (continued)

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 Income and Accumulated Surpluses.

15 Payables

	2025 \$'000	2024 \$'000
Trade creditors	6	122
Criminal history checks	512	68
Other creditors and accruals	277	178
Total	795	368

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

	2025 \$'000	2024 \$'000
<i>Current</i>		
Annual leave	756	665
Salaries on costs payable	259	96
Total	1,015	761

Notes To and Forming Part of the Financial Statements

for the year ended 31 December 2025

16 Accrued Employee Benefits (continued)

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

	2025	2024
	\$'000	\$'000
<i>Current</i>		
Unearned revenue - Grant	361	460
Unearned revenue – Fees	9,296	9,000
Unearned revenue – Other	147	97
Total	<u>9,804</u>	<u>9,557</u>

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 2025

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 College during 2025. 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
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.	SO3 classification level under s 152 of the <i>Public Sector Act 2022</i>	Appointment date 23/10/2023
General Manager, Registration	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 end date 29/01/2024-09/04/2025 Appointment date 10/04/2025

Notes To and Forming Part of the Financial Statements

for the year ended 31 December 2025

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, 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

(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 2025 year, remuneration of key executive management personnel increased by 3% in July 2025.

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 Income and Accumulated Surpluses.
- Long term employee benefits include long service leave paid.
- Post employment benefits include superannuation contributions.
- Redundancy payments are not provided for within individual contracts of employment. Contracts of employment provide only for notice periods or payment in lieu of notice on termination, regardless of the reason for termination.
- Performance bonuses are not paid under contracts in place.

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

Remuneration of Board members is disclosed in Note 22.

Notes To and Forming Part of the Financial Statements

for the year ended 31 December 2025

18 Key Executive Management Personnel and Remuneration (continued)

(b) Remuneration (continued)

1 January 2025 – 31 December 2025

Position	Short Term Employee Benefits	Long Term Employee Benefits	Post Employment Benefits	Total Remuneration
	Base \$'000	\$'000	\$'000	\$'000
Director	258	7	32	297
Corporate Legal Counsel	164	4	21	189
General Manager, Integrity	191	5	24	220
General Manager, Professional Standards	167	5	22	194
General Manager, Registration	186	5	24	215
General Manager, Corporate Services	198	5	25	228
Total Remuneration	1,164	31	148	1,343

1 January 2024 – 31 December 2024

Position	Short Term Employee Benefits	Long Term Employee Benefits	Post Employment Benefits	Total Remuneration
	Base \$'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)

19 Financial Instruments

Accounting policy

Recognition

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

Notes To and Forming Part of the Financial Statements

for the year ended 31 December 2025

19 Financial Instruments (continued)

Accounting policy (continued)

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.

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 is required to conduct Criminal History Checks for new applicants and when teachers apply for renewal at the end of their five-year period of full registration.

Based on current Criminal History Check fees, management has estimated the cash outflow over the next five years to be approximately of \$4.2 million (2024: \$4.1 million).

Funds from the \$5.2 million (2024: \$5 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 2030 - 31.

21 Contingencies

There were no known contingent assets or liabilities of a significant nature as at 31 December 2025 (2024: Nil).

22 Remuneration of Board Members

The College's Board comprised the following members during 2025:

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
- A Pickering ~	Elected non-State school practising teacher
- T Horne ~	Nominee of Qld Council of Parents and Citizens' Associations

Notes To and Forming Part of the Financial Statements

for the year ended 31 December 2025

22 Remuneration of Board Members (continued)

Name	Membership Category
- 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
- J Stutchbury [~]	Elected State school practising teacher
- L Kliese [§]	Practising teacher representing State schools, nominated by the Director-General, Department of Education
- R Sanders [~]	Practising teacher representing non-State schools, jointly nominated by the QCEC and ISQ
- D Leishman [~]	Joint nominee of the Federation of Parents and Friends Associations of Catholic Schools in Queensland and the Queensland Independent Schools Parents' Network
- B Exley [~]	Practising teacher educator nominated jointly by universities providing an approved preservice teacher education program
- C Lassig [§]	Nominee of the Director-General, Department of Education
- V Walduck [§]	Practising teacher representing State schools, nominated by the Director-General

[~] Appointed 1 January 2025

[§] Reappointed 1 January 2025

Total Remuneration paid to Board Members	2025 \$'000	2024 \$'000
Emeritus Professor W Patton (Chairperson)	15	19
A Chissell	-	5
W Crase	-	2
	15	26

Board Remuneration included fees of \$13k and superannuation of \$2k (2024: included fees of \$23k and superannuation of \$3k).

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 2025 year (2024: \$nil).

Transactions with other Queensland Government-controlled entities

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

- HAT & LT program - \$738k (2024: \$874k) – refer Note 3
- ECTR \$419k (2024: \$331k) – refer Note 3
- Certification recoveries \$43k (2024: \$37k)
- Teach X (Teacher awards) \$30k (2024: \$30k)

The College paid Corporate Administration Agency fees of \$231k (2024: \$234k) for corporate support services including financial, human resource related, records and information technology.

Notes To and Forming Part of the Financial Statements

for the year ended 31 December 2025

24 Commitments

Commitments at reporting date (inclusive of non-recoverable GST input tax credits) are payable as follows:

Purchase Commitments	2025 \$'000	2024 \$'000
Payables not later than 1 year	205	42
Payables later than 1 year but not later than 5 years	137	-
	<u>342</u>	<u>42</u>

25 Events occurring after balance date

There are no other events subsequent to balance date that have arisen that require adjustment or disclosure in these financial statements.

26 Other Information

Insurance

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

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 2025 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

6 February 2026



Emeritus Professor W Patton

Chairperson

6 February 2026

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 balance sheet as at 31 December 2025, the statement of income and accumulated surpluses, 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 2025, 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 2025:

- 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

13 February 2026

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 2025. 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
- Bachelor of Education (Primary) / Bachelor of Arts
- Bachelor of Education (Secondary) / Bachelor of Arts
- 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>

