

QCT Annual Report 2007

1 January to 31 December

Vision, purpose and values

Our Vision

The Queensland College of Teachers has a vital role in ensuring that the teaching profession in Queensland is esteemed and recognised for its high standards of professional competence and ethics.

Our Purpose

The role of the Queensland College of Teachers is to:

- Promote the importance of teaching as a highly valued and ethical profession;
- Regulate entry to and ongoing membership of the profession;
- Develop and apply professional standards and codes of practice for teachers that reflect the values, needs and expectations of teachers, students, other educational stakeholders and society; and
- Approve and monitor preservice teacher education programs.

Our Values

The Queensland College of Teachers believes in and is committed to:

- The importance of the role of a teacher, as a highly valued and ethical professional;
- Providing excellence in service by ensuring integrity, fairness, accountability and consistency in decision making;
- Safeguarding the welfare of students;
- Fostering the professionalism and competence of teachers; and
- Building collaborative and collegial partnerships and relationships with the profession, students, parents, employers, educational institutions and unions.

2007 Annual Report to the Minister

Letter of transmittal

April 2008

The Honourable the Minister for Education and Training and Minister for the Arts

Education House
Mary Street
BRISBANE QLD 4000

Dear Minister

In accordance with provisions of the *Financial Administration and Audit Act 1977* and Section 275 of the *Education (Queensland College of Teachers) Act 2005*, I herewith submit to you the Annual Report of the Queensland College of Teachers for the year ending 31 December 2007.

Yours sincerely

JOHN DEWAR

Chair

Queensland College of Teachers
39 Sherwood Road
TOOWONG QLD 4066

Communication objectives

The Queensland College of Teachers (QCT) is responsible to the Minister for Education and Training and Minister for the Arts for a range of functions to do with registration of teachers, with the aim of upholding the standards of the teaching profession and maintaining public confidence in the profession. This report describes the way in which the QCT fulfilled its obligations under the *Education (Queensland College of Teachers) Act 2005* during the year ending 31 December 2007.

The report is intended to inform the Queensland community about what the QCT does so that they may continue to have confidence in the state's teacher registration system. The report also enables Queensland Parliament, through the Minister, to assess the QCT's financial and operational performance. The information on the QCT's objectives, activities and achievements for the year contained in the report should be of interest to the teaching profession, teacher-employing authorities, higher education institutions, teacher organisations, parents of school students, and members of the general community.

Copies of the report can be accessed through the QCT's website or by contacting the QCT Office; contact details are set out below.

The report aims to provide readers with clear, concise and accurate information about the QCT's performance. The QCT welcomes comments on this annual report. A survey form is included at the back of the report. Readers can also provide feedback by email.

Street address:

Office of the Queensland College of Teachers
10th floor
Sherwood House
39 Sherwood Road, Toowong

Postal address:

PO Box 389
Toowong
Queensland 4066

Toll free number:

1300 720 944
(For callers outside the Brisbane Metropolitan area)

General telephone number:

(07) 3377 4777

Fax numbers:

(07) 3870 5006 or (07) 3876 7248

Email enquiries:

Enquiries@qct.edu.au

Website:

www.qct.edu.au

Table of contents

Vision, Purpose and Values	Inside cover
Letter of transmittal	1
Communication Objectives	2
Chair's and Director's Introduction	4
Our Rich History	6
2007 at a Glance	7
Outlook for 2008	8
Strategic Plan 2007-2011	9
Who are our Approved Teachers?	12
Strengthening our Profession	20
Protecting the Public and the Profession	28
Communication with and Promotion of the Profession	31
Corporate Governance	33
Financial Statements	43
Appendices	
1. Constitution, Functions and Powers	67
2. Committees	69
3. Schedule of consultancies	73
4. Schedule of overseas travel	73
5. Remuneration paid to members of the Board and members of the Teachers Disciplinary Committee	74
6. Preservice teacher education programs approved	74
7. Publications	76
Reader Feedback Form	77

Report from the Chair and the Director

The QCT believes in Queensland's teachers – in their dedication to educating the State's young people, and in their commitment to their own ongoing professional learning. Teaching truly is 'the learning profession'.

As the body which brings together all major groups with a stake in school education in Queensland, the College has the overarching aim of enhancing the capacity and standing of the teaching profession. To this end, the QCT sets professional standards and codes of practice for teachers, registers teachers and may suspend or cancel their registration, approves teacher education programs, and investigates and hears complaints about individual teachers that are relevant to their registration. It also has the function of promoting public understanding of the teaching profession and communicating with the public about teacher registration and related issues.

In all its activities, the QCT is guided by a desire to operate collegially and collaboratively with relevant stakeholder groups. The QCT aims to work in partnership with the many groups making up the teaching profession to develop and implement measures which will benefit teachers and school students and ultimately the community as a whole.

This second year of operations for the QCT saw much ongoing developmental work as the College took further steps towards fulfilling its functions under the Act.

During the year, the number of teachers on the register maintained by the QCT grew to almost 95,000. Approximately 56 % of these currently teach in state and non-state schools in Queensland. Others are employed in other education-related areas, in both Queensland and elsewhere. Some are not currently employed in education but wish to retain their links with the teaching profession.

Among the major achievements of the College in 2007 were the launch of the QCT *Professional Standards for Queensland Teachers*, approval and implementation of *Program Approval Guidelines for Preservice Teacher Education* and the implementation of a new policy and process for teachers progressing from provisional to full registration. The College also endorsed a consultation plan regarding the draft Code of Ethics for Teachers in Queensland and investigated the employment records of a sample of schools to ensure that only registered teachers were being employed.

Through its membership of the Australasian Forum of Teacher Registration and Accreditation Authorities (AFTRAA), the QCT maintains the national leadership role established by its forerunner, the Queensland Board of Teacher Registration.

The QCT's financial position remains sound and sufficient funds have now been accumulated to allow the College to meet its obligation to carry out criminal history checks on the thousands of fully registered teachers who will be applying for their five-yearly renewal of registration in late 2010.

There were several changes to the membership of the Board during the year, with four of the original members (Wanda Lambert, John Kennedy, Mark McCall, and Peter Taylor) resigning for personal reasons or because changes in their circumstances meant they were no longer eligible. On behalf of the teaching profession in Queensland, the College thanks these former Board members for their contribution to the work of the College in its establishment phase. Two of these members were replaced during the year: the Board welcomed new members Miriam Dunn and Bobby Barnett. As of the end of the year, processes were in place to fill the remaining two vacancies.

In order to enhance its effectiveness as the QCT's governing body, the Board in 2007 began a series of ongoing activities to evaluate and improve its performance. This includes engaging an independent external company to assist the Board in this task.

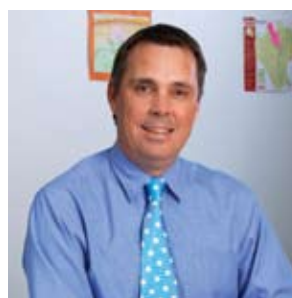
Some of the challenges facing the QCT in the immediate future are replacing the outdated electronic system used to record the College's database of approved teachers, maintaining and enhancing collaborative relationships with all of the QCT's major stakeholder groups, ensuring that the QCT office has adequate numbers of staff with requisite expertise and skills, and implementing a disaster recovery plan and a business continuity plan. Some of the education policies being implemented by the new federal government (e.g. its emphasis on early childhood education, on improving teacher quality, and on expanding VET in schools) may affect the work of the QCT. In the longer term, a number of societal trends will affect the environment in which the QCT and the teaching profession operate and will therefore have implications for the QCT. Included here are inter-related factors such as the globalisation of society and education, changing family and social structures, rapid developments in information and communication technologies, changes in the expectations and values of students, and changes in the nature and location of education.

We would like to express our appreciation to members of the QCT Board and members of the various committees established by the College. Without the dedication of these many practising teachers, teacher educators, educational administrators and community members, the QCT would not function as effectively as it does. The staff of the QCT Office also deserve recognition for their competence and commitment to helping achieve the QCT's objectives.

On behalf of the QCT, we acknowledge the dedication and professionalism of Queensland teachers and we look forward to working with the profession to further enhance its high standards over the coming years.

John Dewar, *Chair*

John Ryan, *Director*



Above—John Dewar (left) and John Ryan

Our Rich History

Queensland was the first state in Australia to establish a system of registration for teachers in both public and private schools. The Board of Teacher Education was established in 1971 and registration began in 1973. Registration was initially voluntary, but became mandatory in 1975.

In February 1989 the Board of Teacher Registration replaced the Board of Teacher Education and continued to build on the extensive work undertaken to contribute to high standards of teaching in Queensland. Over the seventeen years of its existence, the Board of Teacher Registration contributed to the quality of teaching in Queensland schools through regulation of the teaching profession as well as through influencing the initial and on-going professional learning of teachers. The Board also exercised leadership in modelling and promoting teacher registration throughout Australia.

Queensland and South Australia are the only Australian states or territories that have continuously, since the 1970s, required registration to practise the profession of teaching. In the past five years, the issues of child protection, professional standards and teacher education have been instrumental in bringing about change in this area, and all other states and territories except the Australian Capital Territory have now introduced registration or accreditation of teachers.

The Teachers Registration Board of Tasmania began compulsory registration of teachers in 2002, followed by the Victorian Institute of Teaching in 2003. The Western Australian College of Teaching began operations in September 2004 and the Northern Territory Teacher Registration Board was formally established in October 2005. New South Wales in 2004 established an Institute of Teachers to oversee an accreditation scheme for teachers in that state. The ACT is currently consulting on the introduction of teacher registration.

As a result of a review of the role and functions of the Board of Teacher Registration in 2004 by an independent reviewer appointed by the Queensland Government, the Board was replaced from 1 January 2006 by the Queensland College of Teachers (QCT), operating under new and expanded legislation.

As the QCT's legislation and its Professional Standards are the most up-to-date in Australia, Queensland continues to lead the way nationally in regard to regulation of the teaching profession.

2007 at a Glance

Major achievements of the QCT during its second year of operations were as follows:

- Launched new *Professional Standards for Queensland Teachers*, detailing the professional knowledge, professional practice and professional values of teachers;
- Conducted workshops to familiarise teachers with the *Professional Standards for Queensland Teachers* and their implementation in QCT processes;
- Implemented new guidelines for the approval of teacher education programs, based on the *Professional Standards for Queensland Teachers*;
- Undertook work towards development of a Continuing Professional Development framework;
- Approved or re-approved six preservice teacher education programs for registration purposes and considered major changes to a number of other programs;
- Processed the applications of over 6,000 teachers, bringing the total number of teachers on the register to nearly 95,000;
- Granted Permission to Teach (restricted employment as teachers) to 81 unregistered persons in special cases where an employer was not able to obtain a registered teacher;
- Considered over 60 cases of applicants for provisional registration who had not attained the prescribed qualifications and experience;
- Protected the welfare and best interests of children through the operation of the disciplinary framework established under the *Education (Queensland College of Teachers) Act 2005*;
- Implemented a process for the daily monitoring of changes to approved teachers' criminal history in partnership with Queensland Police Service;
- Implemented a framework for managing complaints against teachers, including the development of the QCT's *Complaints Against Teachers Policy*;
- Endorsed a consultation plan for implementation in 2008 regarding a draft *Code of Ethics for Queensland Teachers*;
- Chaired the network for legal officers in Australian and New Zealand teacher registration authorities;
- Conducted educational programs for teacher employing authorities regarding their responsibilities in relation to providing disciplinary information to the QCT;
- Investigated the employment records of a sample of Queensland schools to ensure that only approved teachers were employed;
- Commenced or completed three research projects, including two in partnership with other organisations;
- Published three editions of the QCT newsletter, *College Connection*;
- Introduced a *QCT Research Digest* for teachers;
- Developed a Strategic Plan for 2008-2012;
- Contributed to the development and harmonisation of national frameworks, policies and reports in the areas of teacher education programs and registration issues;
- Participated as a member of the Australasian Forum of Teacher Registration and Accreditation Authorities;
- Helped to promote the teaching profession through participation in World Teachers' Day.

Outlook for 2008

In 2008, the QCT plans to:

- Undertake further workshops to assist teachers to understand and use the new *Professional Standards for Queensland Teachers*;
- Continue to implement the *Professional Standards for Queensland Teachers* in the range of QCT functions;
- Continue to implement the new policy and process for progressing from provisional to full registration;
- Continue to work with higher education institutions to ensure that all preservice programs meet the QCT's new *Program Approval Guidelines*, ensuring the embedding of the *Professional Standards for Queensland Teachers* in all preservice programs;
- Provide initial advice to teachers regarding continuing professional development requirements for future renewal of registration;
- Undertake further development work on a Continuing Professional Development framework and on Returning to Teaching (in schools) programs;
- Further explore a future role for the QCT in the provision of services to support teachers' continuing professional development in relation to the *Professional Standards for Queensland Teachers*;
- Continue work on the research projects in which it is involved;
- Continue to protect the welfare and best interests of children through the operation of the disciplinary framework established under the *Education (Queensland College of Teachers) Act 2005*;
- Consult with teachers and major stakeholders in the profession about the draft *Code of Ethics for Queensland Teachers*;
- Establish information sharing arrangements with relevant agencies for the purpose of sharing or exchanging information held by the QCT or the relevant agency;
- Launch a revitalized website;
- Implement a program of activities to promote the profession, with input from a broadly representative Advisory Group of teachers and teacher educators;
- Include a QCT annual lecture and QCT teacher research grants among further strategies to promote the profession;
- Introduce a heightened culture of measurement and evaluation of our performance;
- Implement and support the replacement of the QCT's core registration database system;
- Undertake ongoing review and maintenance of corporate governance arrangements to ensure better practice is maintained
- Continue to monitor indicators of organisational health to ensure they remain positive;
- Continue to contribute to and influence work at the national level regarding teacher education and teacher registration issues, particularly through membership of the Australasian Forum of Teacher Registration and Accreditation Authorities (AFTRAA).

Strategic Plan 2007-11

The QCT Strategic Plan for 2007-11 identifies the Goals, Strategies and Performance Indicators shown below. The QCT was in only its second year of operation in 2007, and was therefore largely oriented to building foundations for future work. The Plan includes reference to activities which under the *Education (Queensland College of Teachers) Act 2005* will not be implemented until 2010. Therefore it has not been possible for all the strategies to be put into operation as yet, and several performance indicators have necessarily not yet been achieved. The following table (Table 1) summarises achievements in 2007 against the performance indicators. Details are provided in later sections of this Report, in the pages indicated.

In October 2007, the Board endorsed a Strategic Plan for 2008-12. The goals and strategies identified in the Strategic Plan for 2007-11 remain relevant and the goals identified in the Strategic Plan for the next financial year are essentially the same.

In an environment where the organisation is establishing itself, new policies and processes are being developed, and the best means of service delivery are being determined, the QCT is monitoring its effectiveness and efficiency in achieving its goals and believes it is meeting acceptable standards in most areas. Our careful assessment of applications for registration ensures that only people with appropriate qualifications and experience, or who can show that they meet the QCT's professional standards, are granted registration. Our audit of schools indicates we are effective in ensuring only registered teachers are employed in schools. Our disciplinary work ensures that teachers charged with certain offences, or found guilty of certain offences, or dismissed by employers for certain reasons, are prevented from teaching.

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

Table 1: Achievements against Strategic Plan in 2007

Strategies	Performance Indicators	Achievements In 2007	Pages
Regulation of the Teaching Profession			
Goals:	<ul style="list-style-type: none">To uphold and enhance the standards of the teaching profession.To maintain and enhance public confidence in the teaching profession.To support and protect the public by ensuring education in schools is provided in a professional and competent way by approved teachers.		
Establish, implement and review a framework for the application of professional standards.	Policy framework is operational and communicated to stakeholder groups.	<i>Professional Standards for Queensland Teachers</i> launched and workshops for stakeholders held. Policy framework progressively established and implemented.	20 – 21, 26
Establish, implement and review a framework for the registration of teachers.	Registration processes reflect the Professional Standards and Conduct requirements for the profession.	Continued implementation of the suite of registration policies and procedures to ensure that only those who meet eligibility criteria are granted registration or Permission to Teach.	12 – 21, 28
Establish, implement and review a framework for managing professional conduct issues.	Codes of practice have been developed for teachers and promoted through stakeholder groups.	Continued implementation of the framework for managing professional conduct issues.	28 – 30
		Code of practice about the professional conduct of approved teachers, the <i>Code of Ethics for Teachers in Queensland</i> , drafted ready for consultation with stakeholders.	28
		The QCT worked with teacher-employing authorities to ensure compliance with the requirement under the Act that only approved teachers are employed in teaching duties in prescribed schools.	PASSIM
		Investigation of sample of schools showed only registered teachers are employed.	30
Promoting and Enhancing Teaching as a Profession			
Goals:	<ul style="list-style-type: none">To take a leadership role in achieving a positive public acknowledgement of the profession.To create new opportunities to celebrate the contribution of the teaching profession.		
Develop, implement and review a communication plan.	Incidence of positive public acknowledgment of the profession has increased.	Increasing the incidence of positive public acknowledgement of the profession is a long-term aim which the QCT plans to achieve by 2010.	31 – 32
Establish means of recognising and publicising examples of good teaching.	Evidence obtained of the recognition of the contribution of the QCT at the national level.	Achievements of teaching profession publicised through QCT newsletter, through World Teachers' Day website and poster, through student artwork program, and through highlighting the work of state and national teaching award winners.	31 – 32
Collaborate with relevant stakeholders to promote the teaching profession.	Multiple means used to celebrate the teaching profession.	Findings of research on teaching made available through <i>QCT Research Digest</i> .	32
Undertake and act on findings of research about the performance and perceptions of the profession.	Initiatives pursued and collaborative partnerships undertaken to promote the teaching profession.	Collaborative partnerships undertaken to promote profession through AFTRAA activities and through the above activities to publicise achievements of the profession.	27, 31 – 32
Keep abreast of best practice nationally and internationally in raising the status of the teaching profession.			

Professional Oversight of the Teaching Profession

Goals: • To enable and promote a vital and effective profession.

Approve preservice teacher education and Returning To Teaching programs.	All Queensland programs for preservice teacher education are approved by the QCT.	QCT approved all new programs and monitored approval of all continuing programs.	22 – 24
Establish, implement, review and promote a Continuing Professional Learning (CPL) framework.	All Returning to Teaching programs are approved by the QCT.	Background work undertaken to inform strategic direction for CPD framework with view to its application in first cycle of renewal of registration in 2010.	24, 26
Undertake research identified by and relevant to the profession.	Relevant research has been undertaken and findings and recommendations have informed the work of the QCT and have been provided to state and national stakeholders as appropriate.	Research undertaken on identified priorities.	26
Establish, monitor, review and promote the Professional Standards for Teachers.	Teachers seeking renewal of registration have engaged in continuing professional development to enhance their practice.	<i>Professional Standards for Queensland Teachers</i> launched. <i>Professional Standards for Queensland Teachers</i> embedded progressively in policies for : <ul style="list-style-type: none"> • progression from Provisional to Full registration • assessment of non-standard applications • development of CPD framework. 	20 – 21 24 18 26
Facilitate information about and access to professional development and learning opportunities.	Availability of professional development opportunities in relation to the Professional Standards.	Considered strategies to assist teachers in accessing information about appropriate professional development opportunities.	26
In liaison with educational stakeholders, advocate for sufficient opportunities for quality, effective professional development for all teachers.	Views of beginning teachers are positive about the support received during the period of provisional registration and induction.	Enhanced process developed and implemented for progressing from provisional to full registration, including greater emphasis on support and development against the <i>Professional Standards for Queensland Teachers</i> .	24 – 25

Corporate Governance of the QCT

Goals: • To provide efficient and effective management to support achievement of the QCT's functions.

Develop, maintain and review appropriate corporate governance arrangements.	Financial and corporate performance accords with approved plans, budgets and statutory requirements.	Budget approved by Minister and monitored through year. Mid-year review undertaken in August.	38
Develop, implement and review operational plans and budgets.	Policies pertaining to the governance and accountability of the Office of the QCT are developed and implemented to ensure performance accountabilities are met.	Accountabilities met, with ongoing review and adaptation to the needs of the QCT.	38 – 42
Align information and communication technology investment with the requirements of the QCT.	Audit reports are positive and recommendations are implemented.	Ongoing development of procedures and policies to ensure compliance with all applicable requirements.	38 – 42
Enhance performance of the QCT through the support and development of the staff.	Indicators of organisational health are positive.	Internal and external recommendations either have been implemented or are under implementation.	38 – 42
	Technological infrastructure supports the needs of the profession and the QCT.	2007 Financial Position sound. All other resources exhibit positive trends.	38
		Work commenced on development of replacement database. Telephone system replaced with more adequate system.	38

Who Are Our Approved Teachers?

The state of the register

Under the legislation governing the College, the *Education (Queensland College of Teachers) Act 2005*, the QCT must keep a register of “approved teachers”, i.e. persons who either are registered teachers or hold a Permission to Teach (see below for explanation of “Permission to Teach”).

The following table illustrates the state of the Register on 31 December 2007, as compared with the previous three years. At the end of 2007 the Register contained the names of 94,818 approved teachers.

Table 2: Register of teachers in Queensland 2004-2007

	2004	2005	2006	2007
Number of approved teachers as at 31 December (only registered teachers are included in 2004-06 figures)	90,637	92,376	93,193	94,818
Number of new applications for registration, including:	5,293	4,883	6,045	6,189
Applications still being processed as at 31 Dec*	1,209	2,078	1,657	1,288
Applicants not eligible	64	72	74	84
Applications withdrawn	38	34	28	51

*Includes applications from graduates received at the end of 2007 but awaiting confirmation of course results early in 2008.

The QCT received a total of 6,189 new applications for registration, including 1,921 from interstate and overseas.

Of the total number of registered teachers as at 31 December, approximately 19 per cent had provisional registration and the remaining 81 per cent had full registration.

Approximately 95 per cent of registered teachers have Queensland addresses, while almost four per cent have interstate addresses (over half of these being in New South Wales), and just over one per cent are located overseas.

According to data on the Register, at the end of 2007, just over 56 per cent of registered teachers were known to be in permanent teaching positions in Queensland schools. Almost two per cent of registered teachers were employed in other educational institutions (e.g. TAFE, universities), and almost 42 per cent of the register were not recorded as currently teaching (see Figure 1 below).

Of the 56 per cent of registered teachers who had advised the QCT that they were teaching in a Queensland school, 68 per cent were in State schools and 32 per cent were in non-State schools (see Figures 2 and 3 below).

Figure 1: Employment status of registered teachers

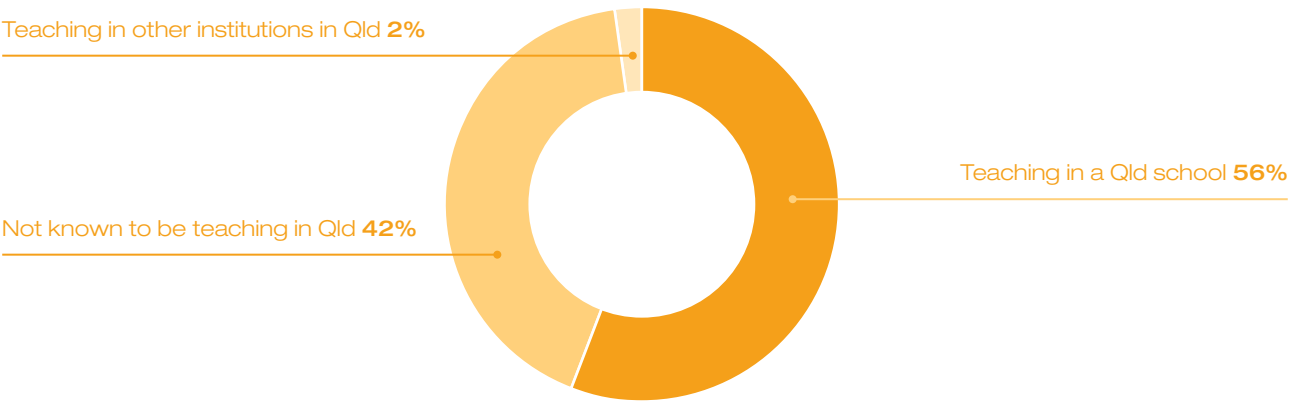


Figure 2: Employment of registered teachers known to be employed in Queensland schools

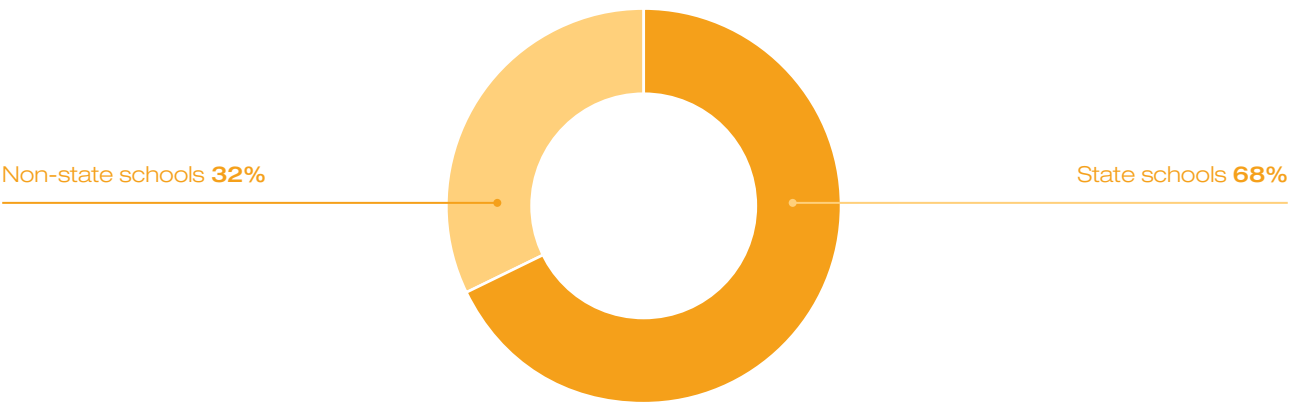
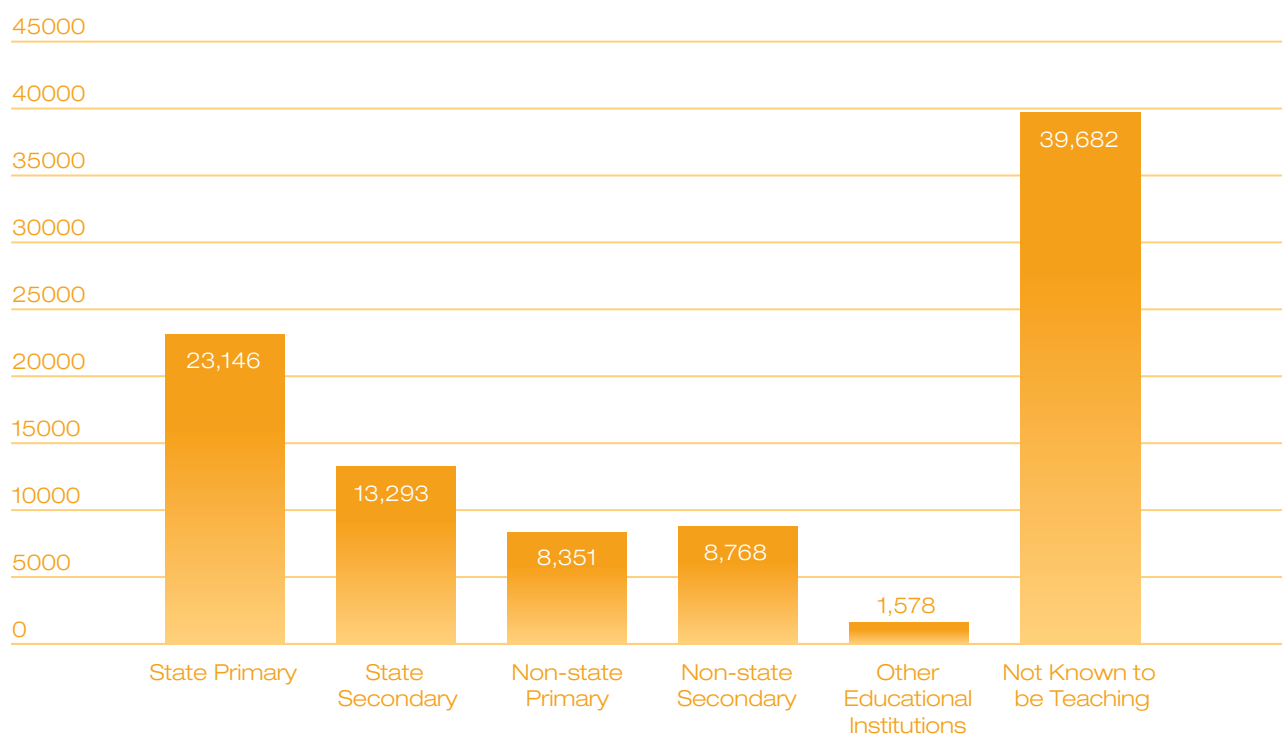


Figure 3: Numbers of registered teachers recorded on register as teaching in each employment sector



The following table shows the average age of applicants and registered teachers as at 31 December 2007, as compared with the previous year.

Table 3: Average age of applicants and registered teachers in 2006 and 2007

Average Age of	2006	2007
Applicants	32.5 years	33.8 years
Male Applicants	34.1 years	35.4 years
Female Applicants	31.9 years	33.1 years
Approved Teachers on the Register	43.7 years	44.3 years

Figure 4: Age profile of registered teachers



Figure 4 shows the age profile of registered teachers and Figure 5 shows the gender breakdown by age group. Overall, almost three-quarters (74 per cent) of teachers on the database were female.

Figure 5: Proportion of male and female registered teachers in each age group

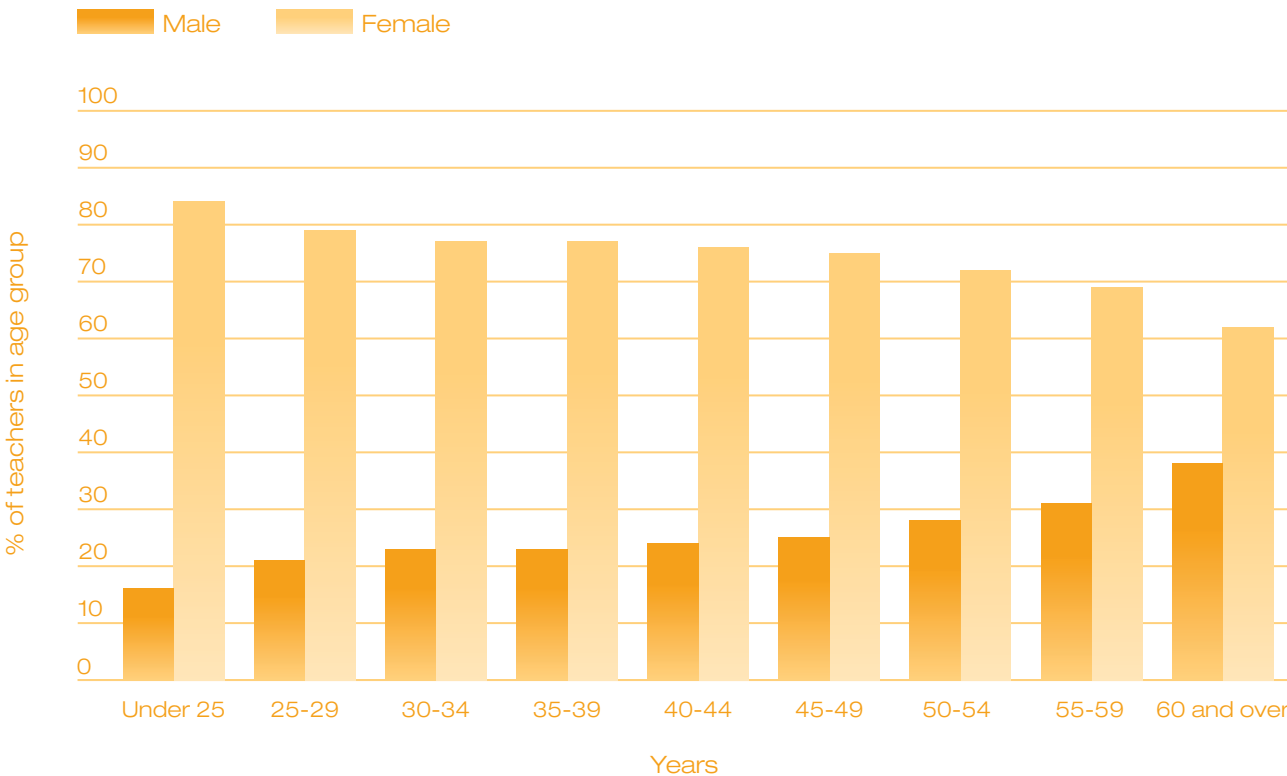
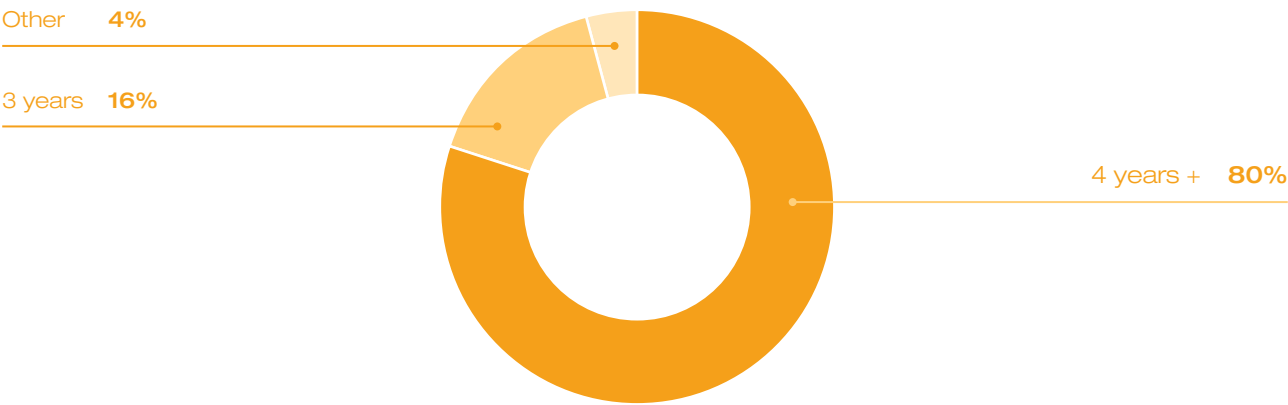
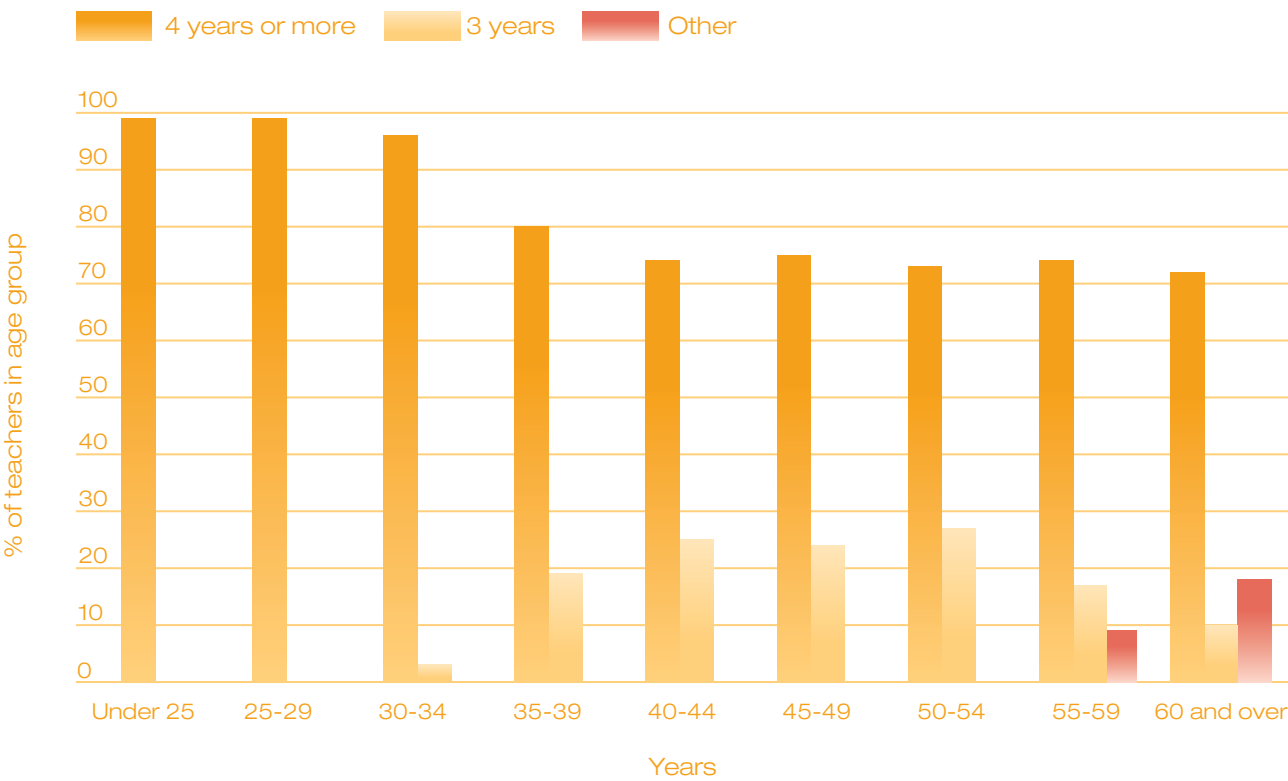


Figure 6: Proportion of registered teachers with four-year, three-year and other initial teacher education qualifications



The great majority of registered teachers (80 per cent) have at least four years or more of teacher education. Figures 6 and 7 indicate the qualifications of registered teachers overall and by age group.

Figure 7: Qualifications of registered teachers by age group (percentage of age group)



Mutual recognition

Under the provisions of the Mutual Recognition Acts, the teacher registration authorities in Queensland, Tasmania, South Australia, Victoria, Western Australia and the Northern Territory grant equivalent registration status to teachers transferring between these States. Similarly, the above authorities are bound under the provisions of the Trans-Tasman Mutual Recognition Acts to recognise registered teachers transferring between New Zealand and these States. Ongoing liaison with these bodies was maintained throughout the year.

The number of teachers from each of the other states or territories, and from New Zealand, who were granted registration in Queensland under mutual recognition provisions in 2007 is as follows:

State/Territory	Number
Victoria	191
Western Australia	75
South Australia	69
Northern Territory	52
Tasmania	34
New Zealand	180
TOTAL	601

In the last two years the total figure has been increasing by over 20 per cent a year, a reflection of overall migration trends among the states (largely due to Queensland's strong economy) as well as the establishment in recent years of registration authorities in almost all states and territories.



Recognition of teachers from overseas

The Queensland Government Multicultural Policy (2004) recognises the need to maximise the benefits of cultural diversity and promote equitable access to services. The QCT facilitates the registration process for overseas teachers as a means of moving towards a teaching force that reflects more closely the composition of the Queensland population.

In 2007, the QCT received a total of 789 applications from teachers whose initial teacher education was undertaken outside Australia (an increase of almost 100 on the previous year). The number of applications received from overseas teachers represented 12.7% of the total applications received in 2007 (up from 11.5% in 2006).

The majority of such applications received by the QCT were from teachers whose initial preparation had been undertaken in the United Kingdom or New Zealand. There were also large numbers of applicants from South Africa, Canada, India, and the United States of America.

Overseas teacher education courses were assessed by QCT staff after taking into account advice from Australian Education International – National Office of Overseas Skills Recognition (AEI-NOOSR) and on the basis of lengthy experience in this area by the QCT's office. The QCT maintains a comprehensive collection of data on overseas qualifications and liaises, where necessary, with assessment officers at AEI-NOOSR and with other registration authorities in order to obtain advice on qualifications and to add to the QCT's store of information in this area.

The legislation requires that teachers have the ability to communicate in spoken and written English at a professional level. To ensure that overseas-qualified teachers have the language skills necessary to participate fully in all aspects of school life, QCT policy provides that a person whose qualifications were obtained in an overseas country can be required to satisfy the QCT that he or she has a level of English proficiency which enables him or her to communicate in spoken and written English at a professional level with students, parents, teachers and other persons.

During 2007, 665 overseas-trained teachers were admitted to the register on the basis of their qualifications, English proficiency, and, in some cases, teaching experience.

Assessment of non-standard applications

Applicants who have not obtained the qualifications currently prescribed in the *Education (Queensland College of Teachers) Regulation 2005* may have their application assessed under special provisions of the *Education (Queensland College of Teachers) Act 2005*. Applicants applying under these provisions need to demonstrate how their education, abilities, experience and contribution to education establish how they meet the requirements under the standards for registration. The QCT developed guidelines and a proforma submission to assist such applicants. Training in assessing such submissions was provided for staff and members of relevant QCT committees to ensure consistency across assessments.

Permission to Teach

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

- (a) has been offered a teaching position in a school and the employing authority for, or principal of, the school can not find an appropriate registered teacher to fill the position;
- (b) has knowledge, qualifications, skills or training reasonably considered by the QCT to be relevant to the position the person has been offered;
- (c) is suitable to teach; and
- (d) is able to communicate in spoken and written English at a professional level.

The QCT may impose conditions on the Permission to Teach and the period of a Permission to Teach must not be longer than 2 years. Applicants must undergo a criminal history check.

During 2007, 81 applications for Permission to Teach were approved.

Labour market forces constituted the most common reason for employers being unable to find a registered teacher for a position. The subject areas most often involved were Manual Arts/Technology Education and Mathematics/Science. Other subject areas with significant numbers were English/Humanities, Home Economics/Hospitality, and Physical Education/Sports Science.

Forty-two per cent of the permissions to teach granted were for rural or remote areas, 33 per cent for provincial areas and 25 per cent for metropolitan areas. Most applications were granted for a period of less than six months.

What registration means to me

It has been almost 20 years since Clayfield College's Jane Elliott first registered as a teacher in Queensland.

Since then, life has changed for the teacher of English — building on her years of experience to become a school Head of House, and taking time out to raise a family — but she believes her profession's strong reputation is standing the test of time because of the power of teacher registration.

"Our registration process certainly protects the profession, and preserves its high standards," says Ms Elliott.

"Maintaining your registration not only declares your pride in the education sector, but also ensures people's professional qualifications are recognised."

Ms Elliott now sees the process from both sides, as the Queensland Independent Education Union's practising teacher nominee on the Queensland College of Teachers' Registration Committee.

"The committee members bring a wealth of experience that enriches our discussions — and being able to balance the needs of protecting the profession while valuing people with expertise is a wonderful opportunity."



Jane Elliott

Strengthening Our Profession

Launch of Professional Standards for Queensland Teachers

The QCT's *Professional Standards for Queensland Teachers* were developed through an extensive consultation process in the second half of 2006 and were launched by the Minister for Education and Training and Minister for the Arts on 1 March 2007.

The Standards describe the knowledge, practice and values that teachers demonstrate as they deliver meaningful and high quality learning experiences for students. The development of the *Professional Standards for Queensland Teachers* was informed by research on teacher quality, the changing nature of teachers' work and the new demands being placed on teachers by students, their families and the broader society. Central to this was acknowledgement of the impact of globalisation; rapid social, economic, technological and cultural change; and the need to prepare young people to be lifelong learners, manage change, be self-aware and develop transferable skills to enable them to be effective citizens and contribute meaningfully to society. The ten standards cluster around three key facets of teachers' work – teaching and learning, professional relationships and professional growth.

The *Professional Standards for Queensland Teachers* mark a significant advance for the QCT and a way to acknowledge teacher professionalism in Queensland. They provide an authentic articulation of teachers' work and the professional commitment they make to reviewing and enhancing their practice.

Documents such as the *Professional Standards for Queensland Teachers* are an important way of recognising the outstanding work of teachers, inspiring teachers to continue to challenge themselves both personally and professionally, and ensuring that the general public is aware of the diverse work undertaken by teachers.

The *Professional Standards for Queensland Teachers* are core to the QCT's registration policies and procedures and are relevant to a number of audiences. For teachers entering and remaining in the profession, they will provide benchmarks for registration and a framework for ongoing renewal. For teacher education institutions and preservice teachers, the Standards form the basis of teacher education program approval leading to the provisional registration of graduates. Finally, and no less importantly, the Standards provide a means to demonstrate to parents, school communities and the general public the quality and professional commitment of teachers in Queensland.

A copy of the *Professional Standards for Queensland Teachers* was sent to every registered teacher with their copy of the April edition of the QCT newsletter.



Dianne Aylward

What the Standards mean to me

Following are extracts from the speech given by Ms Dianne Aylward at the launch of the *Professional Standards for Queensland Teachers* on 1 March 2007. Dianne is a Head of Department at Corinda State High School, a QCT Board member and a member of the QCT's Professional Standards Committee.

Reading and reflecting on the Standards makes me feel honoured to be part of the teaching profession. Teachers take great pride in the professional values that underpin teaching practice, and we all recognise the complex and varied nature of our jobs.

As a member of the Professional Standards Committee I was able to witness and take part in the development of the new *Professional Standards for Queensland Teachers*. ... The Professional Standards are comprehensive and diverse. They push the boundaries for all teachers to be the best that they can be.

The Standards present two clusters of aspects key to our roles. Both are dependent on our commitment as professionals to review and renew our skills and knowledge. One cluster highlights teaching and learning with the student at the centre. It positions us as the knowledge workers that we are, preparing the knowledge workers of the future for their life roles.

The Standards serve as timely prompts for us to consider and challenge ourselves about how we integrate aspects such as our core responsibilities for literacy and numeracy development, intellectual challenge for all students and how we understand, deal with and model diversity in all its forms.

I am delighted to see the prominence and acknowledgement of a pivotal underpinning to the learning process that is the way teachers build, sustain and model effective relationships with students, colleagues and the community, both within and beyond the school. I am convinced that the Standards have the capacity to enhance teacher professionalism and promote the very highest quality of teaching in Queensland schools. ...

I can see the personal relevance of the Standards in my current role and as I work with and support colleagues across the career continuum in my school to examine and strengthen professional practice.

By being part of the process for developing the Professional Standards I have been inspired to once again think further and reinvigorate my practices to ensure the best outcomes for our youth. I absolutely applaud the role that the Standards can play in making our practice overt and public. ...

It is now time for us as professionals – individually, in our school communities and within our professional networks – to make the Standards live.

Teacher education program consultation and approval

The new *Professional Standards for Queensland Teachers* form the cornerstone for the QCT's decisions about registration. The Standards were used to guide the development of the QCT's *Program Approval Guidelines* – the document that underpins the approval of preservice teacher education programs for Queensland universities.

Graduates of approved programs are automatically eligible for provisional registration (subject to meeting other eligibility requirements). The QCT's Professional Standards Committee, representative of teachers and other key education groups, had oversight of the development of the *Guidelines*.

Universities must demonstrate how teacher education programs will prepare graduates who meet the *Professional Standards for Queensland Teachers*. Therefore, the *Program Approval Guidelines* include a guide to the application of the Standards, which orients the Standards towards the level of preservice teacher education and interprets the Standards for the purposes of provisional registration of graduates. The *Guidelines* also establish mandatory requirements for teacher education institutions and programs, in areas such as entry requirements, program design and professional experience.

Approval of preservice teacher education programs is dependent on institutions satisfying the QCT that they will ensure that their graduates achieve the *Professional Standards for Queensland Teachers*, at the level of a graduate teacher, and that the program guidelines are met. The *Guidelines* are intended to provide a broad framework to assist the development of programs that meet the expectations and requirements of the profession and other education stakeholders in Queensland. Program documentation must provide explicit information about how the intended outcomes, content and teaching approaches of the program enable preservice teachers to meet the standards at a level of graduate teacher. Program documentation must also describe the assessment within the program and the opportunities provided to produce the multiple forms of evidence that will demonstrate achievement of the Standards.

The QCT has established a number of Program Panels that undertake in-depth consideration of program submissions and engage in discussion with representatives of the relevant university before making a recommendation to the Professional Standards Committee about approval. The Panels comprise representatives of teachers, employers, unions, universities and the QCT.

The approval process also has provision for programs to be reviewed when they have been in operation for a certain period of time. When this occurs, the QCT calls upon teachers and principals to provide feedback about the program and the performance of graduates in the field.

A standards-based approach to the approval of teacher preparation programs means that, from the very beginning of their involvement in the teaching profession, preservice teachers are engaged in using the *Professional Standards for Queensland Teachers* as a framework to guide their development. The Standards will be used by both university academic staff and supervising teachers in schools to make judgements about the knowledge, skills and abilities of preservice teachers, culminating in a final decision that enables them to graduate and gain provisional registration.

Graduates of programs approved through this new process should be well-positioned to take their place in Queensland schools as new members of the profession and ready to proceed further along the continuum of teacher professional learning and development towards full registration.

The *Program Approval Guidelines* are available on the QCT website under 'Teacher Education'.

Programs approved

During 2007, programs from Australian Catholic University, Bond University, Central Queensland University, James Cook University, Griffith University, Queensland University of Technology, the University of Queensland, the University of the Sunshine Coast and the University of Southern Queensland were considered by the QCT.

As part of the QCT's consultative and collaborative program approval process, the QCT was represented on the internal course development committees, professional experience committees or faculty boards of Australian Catholic University, Griffith University and University of Southern Queensland.

The relevant program panels visited university campuses as required. In 2007, one visit for the purposes of program approval was made to Griffith University, Logan campus. The visit included discussions with institutional staff, teacher education students, school and employer personnel, and recent graduates of the program.

A further mechanism for ongoing monitoring of programs is the requirement that each year universities provide reports on the operation of their teacher education programs during the year. The reports on the operation of programs in 2006 were considered by program panels during 2007.

A list of Queensland preservice teacher education programs currently approved for teacher registration purposes can be found on the QCT website and in Appendix 6.



Nola Alloway



Teaching the teachers

A student sweating on a report card is almost the final step in a long learning process for their teacher, which began when the teacher started their own studies.

Behind the scenes, a host of education professionals are working to ensure Queensland's preservice teaching courses are among Australia's best, including James Cook University's Dean of Education, Professor Nola Alloway.

"The process is really about collaboration," says Professor Alloway.

Sitting on the panel which assesses Queensland University of Technology courses, Professor Alloway represents the interests of higher education alongside nominees of the QCT Board, the QCT Professional Standards Committee, employers, teachers and the teacher unions.

"We can discuss issues from a whole range of perspectives — and the overall result is transparency, openness, collaboration and sharing, even in the face of complex questions," she says.

While she knows the pressure of applying for approval, from lobbying to take her own university's early childhood course online, Professor Alloway believes the process is effective.

"A university might see something as self-evident, but it needs to be crystal clear from the outside," she says.

"The whole process ensures our courses offer teachers the best possible training."

Internships Authorisations Issued

The QCT is supportive of higher education institutions in Queensland offering internships in schools as part of the final year of preservice teacher education programs. Authorisations need to be issued to the higher education institutions offering internship programs by virtue of the fact that the interns are not directly supervised by a registered teacher. A total of 1445 final year students undertook teaching internships under authorisation in 2007. The participating higher education institutions were Central Queensland University, Christian Heritage College, Griffith University, James Cook University, Queensland University of Technology, the University of Queensland, University of Southern Queensland and the University of the Sunshine Coast.

Progression from provisional to full registration

During 2007, the QCT developed a new policy and process for provisionally registered teachers to progress from provisional to full registration.

The new process of progressing to full registration involves ongoing development against the *Professional Standards for Queensland Teachers* through experience, guidance, support, learning and monitoring of development and the selection of examples of practice that demonstrate meeting the Standards. The process culminates in a summative judgement and report by the school principal based on a review of the provisionally registered teacher's successful practice against the Standards.

A new *Recommendation For Full Registration Report Form* was developed to support the new policy. Both the new policy and report form came into effect from 1 July 2007. However, as a transitional measure, the QCT continued until the end of 2007 to accept the *Principal's Report Form* used by the former BTR.

During 2007, 5,707 provisionally registered teachers were granted full registration on the basis of a positive Principal's Report.

In addition to demonstrating successful practice against the *Professional Standards for Queensland Teachers*, under the Act, provisionally registered teachers must teach successfully for one year (defined as 200 days or 1000 hours) in order to become eligible for full registration.

The legislation specifies that this experience must be in a school. There is provision, however, for the QCT to accept "other experience it considers is the equivalent of one year of teaching in a school". During 2007, the QCT commenced development of policy for determining the kinds of experience that might be considered equivalent to teaching in a school, for provisional registration purposes. The new policy will come into effect in July 2008. Until 30 June 2008, the QCT will continue to accept the kind of experience accepted under the BTR.

Significant priority was and continues to be given to supporting provisionally registered teachers and the teachers and principals who guide them through a range of professional development information sessions and workshops.

Renewal of registration and Continuing Professional Development framework

Under the new legislation, fully registered teachers are required to renew their registration every five years. The first time that teachers will be required to renew their registration will be at the end of 2010.

For renewal of registration every five-year period, teachers will need to demonstrate whether they have met the recency of practice requirements of the QCT. Those teachers that meet the recency requirement will also have to indicate how they have met the Continuing Professional Development (CPD) requirements of the QCT. The QCT is developing a CPD framework that has regard to the *Professional Standards for Queensland Teachers*.

Teachers with full registration who do not meet the recency of practice requirement will have their registration renewed subject to a Returning to Teaching condition. The required Returning to Teaching (in Schools) professional learning program, which must have regard to the Standards, will be able to be completed either in the year before returning to teaching in a school or during the first year of teaching.

Work was commenced on addressing the role of the QCT in each of these areas.

At my school...

Sarah Gow, who teaches Year 6 at Corinda State School, was one of the first teachers to move from provisional to full registration under the new process — and she has given it top marks.

"It has actually been very easy," she says. "I was able to follow the steps and select from the work I had already done such as daily plans, observing other teachers and collaborating in groups."

Corinda's principal, Catherine Waldron, says the Standards now simplify the process for teachers making the transition, as well as their supervisors.

"It means everyone else is meeting the same requirements, so teachers in different schools are on the same page," says Ms Waldron.

"The evidence you need to make the transition already fitted in with our school's operations, such as doing classroom observations and providing mentoring opportunities."

Both women also attended one of the QCT's information workshops to better understand the process, as well as offer valuable feedback.

"The whole process has been very useful in building rapport among teachers and determining together what works well," Ms Waldron said.



Above—Sarah Gow (in red) with Corinda State School's principal, Catherine Waldron.

Support through professional development

The QCT continued to fulfil its responsibility to support registered teachers in understanding registration requirements and the role and significance of the *Professional Standards for Queensland Teachers* in the policies and procedures that underpin the attainment and maintenance of registration and continuing professional growth.

During 2007, the QCT sought the perspectives of provisionally registered teachers and administrators in order to inform finalisation of its policy and process for progressing from provisional to full registration. Focus group sessions were conducted in four diverse locations.

In addition, the QCT continued to facilitate a range of workshops and information sessions with stakeholders including teachers, principals, preservice teachers, employers and higher education institutes with a view to embedding an understanding of the *Professional Standards for Queensland Teachers*.

Providing opportunities for provisionally registered teachers and principals to become familiar with the policy and process for progressing to full registration will continue in 2008 with a series of statewide information sessions scheduled for Semester 1. The QCT will continue to develop strategic partnerships with stakeholders to enhance delivery of accurate information about registration requirements.

The QCT continued to work with major stakeholders to explore opportunities to assist teachers to access information about appropriate professional development opportunities.

Research

The QCT's research involvement in 2007 focussed on the following three areas:

- (i) Implementation of the *Professional Standards for Queensland Teachers* and research to obtain feedback through consultation around the new process of progressing from provisional to full registration and supporting tools. This involved five workshops and ongoing liaison with provisionally registered teachers and principals from schools in all sectors and at centres across the state (Charleville, Mackay, Brisbane North and South and the Gold Coast).
- (ii) A joint project with higher education institutions on preservice teacher education. The Queensland Deans of Education Forum, in collaboration with the Queensland College of Teachers and higher education institutions, conducted a pilot research project, *Transitions and Triggers in Longitudinal Learning for Teaching*. The research examined theoretical underpinnings as well as structures and models of teaching and learning in preservice teacher education programs.
- (iii) A joint project commissioned in collaboration with interstate registration authorities which examined:
 - the extent, value and frequency of teacher participation in professional development;
 - teacher perceptions of factors that assist and hinder take-up of professional development; and
 - teacher perceptions of the impact of professional development on their professional life and their practice.

The project is informing development of the QCT's Continuing Professional Development framework.



Contribution to the development of best practice in teacher education nationally and internationally

Participation in AFTRAA

The QCT is an active member of the Australasian Forum of Teacher Registration and Accreditation Authorities (AFTRAA). The Forum consists of representatives from the teacher registration or accreditation bodies in each Australian state and territory and New Zealand.

AFTRAA has been charged by all state education Ministers with addressing issues of national importance related to teacher registration.

During 2007, AFTRAA undertook a major project to develop a national framework and standards for preservice teacher education programs. The framework and standards for preservice programs address issues such as minimum qualifications, practical experience and standards in relation to literacy and numeracy. This work will provide a basis for arrangements whereby preservice teacher education programs accepted in one jurisdiction will be recognised in another state or territory or in New Zealand.

In 2007 the member authorities agreed to incorporate under the title of the Australian Teacher Regulatory Authorities.

Other

The QCT was a member of the reference committee for the Queensland Government's ten year plan for the development of education and skills in Science, Technology, Engineering and Mathematics.

The QCT was represented on outside committees including the Queensland Consortium for Professional Experience in Education and the professional practice advisory committees and faculty advisory committees of some universities.

Two senior staff members and a member of the QCT Board appeared as witnesses to the Brisbane hearing of the Senate Committee of Inquiry into the Academic Standards of School Education in June 2007.

QCT Officers participated in a range of state and national education meetings relevant to their roles. Officers participated in the AFTRAA Assessment Officers' meeting (a meeting of officers involved in assessment of teaching qualifications from the various teacher registration authorities).

The QCT maintained subscriptions to numerous education journals, and articles particularly pertinent to the work of the College were distributed to Board and committee members.

Throughout the year, the QCT provided meeting facilities for the Joint Council of Queensland Teacher Associations and the Australian Council for Educational Leaders.

Protecting the Public and the Profession

Assessing Suitability to Teach

For a person to be eligible for registration or Permission to Teach, the QCT must be satisfied that the person is 'suitable to teach' as well as that they meet professional practice requirements. In deciding a person's suitability to teach, the QCT considers criminal history information and information about a person's conduct in previous employment or during professional registration. Criminal history checks are undertaken through the Queensland Police Service on all persons applying for or renewing their teacher registration or Permission to Teach.

The Board of the QCT has endorsed a framework for the assessment of an applicant's criminal history information. Applications for registration or Permission to Teach where there exists a question about the applicant's suitability to teach are referred to the Professional Practice and Conduct Committee (PP&C Committee) or a special committee consisting of Board members who do not have a conflict of interest in the matter.

In 2007, 30 applications were considered by the PP&C Committee; three of these were assessed as not suitable to teach. Two applications were considered by a special committee; both applicants were assessed as not suitable to teach.

Code of Practice about Professional Conduct

Pending the development and adoption of a new or amended code, the QCT adopted the *'Ethical Standards for Teachers'* of the former Board of Teacher Registration to provide guidance to approved teachers about appropriate professional conduct.

Late in 2006 the Board resolved that a new code be developed in the form of a code of ethics. The draft *Code of Ethics for Teachers in Queensland* subsequently developed aligns with the values in the QCT's *Professional Standards for Teachers*. It aims to guide and encourage all teachers to achieve high standards of ethical behaviour and service provision in their dealings and relationships with students, families, caregivers, colleagues and the broader community. The Board has endorsed a consultation plan, which is to be implemented in 2008.

Disciplinary Proceedings

The QCT can institute disciplinary proceedings against an approved teacher or a former approved teacher, such as suspending the teacher's registration, authorising an investigation where a ground for disciplinary action may exist or referring a matter to a disciplinary committee where grounds for disciplinary action are believed to exist.

Under the Act, a two-tiered disciplinary structure exists. Matters likely to result in minor disciplinary action or those where an investigation was authorised by the QCT are considered and determined by the PP&C Committee, a disciplinary committee consisting of three Board members. Matters that could result in more serious disciplinary action or where the QCT has determined to suspend a teacher's registration or Permission to Teach are referred to the Teachers Disciplinary Committee, a disciplinary committee independent of the Board of the QCT.

Disciplinary information, leading to potential disciplinary proceedings, is received by the QCT from several sources including approved teachers, the Commissioner of Police, employing authorities and the community.



Notifications from approved teachers

Approved teachers must report to the QCT if they acquire a criminal history or where there has been a change to their criminal history. The definition of 'criminal history' under the Act is broad and includes every charge and every conviction of the person for an offence, in Queensland or elsewhere. *The Criminal Law (Rehabilitation of Offenders) Act 1986* does not apply to this definition.

In 2007 the QCT received 25 notifications from teachers of changes to their criminal history. Of these, the QCT decided that no further action was required on nine notifications, and (as of year's end) the remaining notifications still await the outcome of court proceedings.

Notifications from the Commissioner of Police

The Commissioner for Police is required to notify the QCT where a person charged with an offence is suspected to be an approved teacher or was an approved teacher at the time of the offence. In 2007 the QCT implemented a system to check on a daily basis whether there is any change to approved teachers' criminal histories.

In 2007, 17 notifications were received from the Commissioner of Police. These resulted in the suspension of eight teachers' registration as a result of their being charged with an excluding offence. Excluding offences include serious child-related sex offences, and certain offences in relation to the *Classification of Computer Games and Images Act 1995*, *Classification of Films Act 1991* or the *Classification of Publications Act 1991*.

Of the remaining notifications, one notification was referred to the PP&C Committee, and (as of year's end) eight notifications still await the outcome of court proceedings.



Notifications from employing authorities

Employing authorities must report certain matters to the QCT. This includes investigations into allegations of harm to a child because of the conduct of a teacher, circumstances where a teacher has resigned or had their employment terminated as a result of an investigation into allegations of harm to a child, and dismissal of a teacher in circumstances calling the teacher's competency into question.

In 2007, 88 notifications were received from employing authorities. Arising from these, the QCT suspended three teachers' registration as it was believed the teachers posed an imminent risk of harm to children. The QCT authorised two investigations as well as the referral of three notifications to the Teachers Disciplinary Committee and determined no further action was required on seven notifications. The remaining notifications (as of year's end) were to be assessed by the QCT on the receipt of further information or were awaiting the outcome of subsequent court proceedings.

Complaints

A member of the community may make a complaint to the QCT alleging a ground for disciplinary action exists against an approved teacher. The QCT can refuse to deal with a complaint in certain circumstances, for example where the complaint could be more appropriately or has already been, dealt with by another authority. Where the QCT does not refuse to deal with the complaint it may refer the matter to a disciplinary committee or authorise an investigation into the complaint.

In 2007 the QCT received 15 complaints against approved teachers. The QCT refused to deal with four complaints, authorised an investigation into one complaint and (as of year's end) the remaining complaints were to be assessed by the QCT on the receipt of further information.

Disciplinary Committees

The Professional Practice and Conduct Committee (PP&C Committee)

In 2007, the Committee considered 16 matters. The Committee determined to refer four matters to the Teachers Disciplinary Committee, that there was no ground for disciplinary action after hearing one matter; to take no further action after hearing eight matters; made an order to that a notation be entered into the register after hearing one matter and (as of year's end) the remaining matters were yet to be decided by the Committee.

The Teachers Disciplinary Committee

In 2007, the Committee considered 13 matters. The Committee reviewed the suspension of registration of eight teachers and determined to continue the suspensions, deciding that the teachers' cases were not exceptional where the best interests of children would not be harmed if the suspension were ended. The Committee determined to cancel the registration of one teacher; prohibited two teachers from re-applying for registration for five years and (as of year's end) the remaining matters were adjourned for hearing in 2008.

Reviews

The Professional Conduct Internal Review Committee reviews decisions of the PP&C Committee about applicants' suitability to teach and disciplinary action to be taken against approved or former approved teachers. The Committee, after reviewing the decision, must recommend to the Board of the QCT whether it should confirm, amend or substitute the original decision of the Professional Practice and Conduct Committee. In 2007 the Committee did not receive any applications for review.

Appeals

A person who seeks to appeal against a review decision of the QCT or a decision of the Teachers Disciplinary Committee may lodge a notice of appeal to the District Court. The QCT can also appeal to the District Court against decisions of the TDC. In 2007 there were no notices of appeal made to the District Court by an affected person or by the QCT.

Compliance with requirement to employ only approved teachers

The QCT worked with all teacher-employing authorities to ensure that only approved teachers were employed as teachers in prescribed schools, as required under section 82 of the Act.

Late in 2007, an investigation by the QCT of the employment records of a sample of Queensland schools indicated that principals take registration requirements seriously and that only approved teachers are employed.

The Employer Services facility added to the website in 2007 will help ensure compliance with the Act by assisting principals to ensure that all teachers employed at their school have current registration or Permission to Teach.

Communication with and promotion of the teaching profession

The QCT's legislated functions include promoting the teaching profession to the public.

The QCT has decided that the focus of such promotion should include:

- encouraging quality entrants into the profession;
- enhancing the commitment of existing teachers; and
- increasing public appreciation of teachers.

Promoting the Profession Advisory Group

A Promoting the Profession Advisory Group, with broad representation of teachers and teacher educators, was established to provide input and feedback on the QCT's strategies to promote the profession. The Group met twice and provided valuable constructive comment and suggestions regarding proposed activities.

World Teachers' Day

World Teachers' Day on Friday 26 October saw teachers across the state being acknowledged by their colleagues, students and communities for their commitment, professionalism and contribution to our communities. The QCT's campaign for 2007 incorporated a number of strategies, including:

- encouraging local communities and businesses to acknowledge and celebrate World Teachers' Day;
- producing and distributing a World Teachers' Day poster;
- liaising with parent associations to promote the day;
- distributing media releases to all relevant Queensland media outlets;
- making information available on the QCT's website;
- publicising special discount offers available to teachers to acknowledge World Teachers' Day from Network Educational Australia and Bedrock Books.



World Teachers' Day poster



Chair John Dewar with Jason Davis, winner of art competition



QCT Research Digest

Website

The QCT undertook a website redevelopment project with a view to launching a greatly revised and enhanced site early in 2008.

Newsletter

Three editions of the QCT's periodical publication, *College Connection*, were produced during the year (May, September and November). The main aim of *College Connection* was to provide teachers with news about the QCT, the changes to teacher registration, the new board, board decisions, policy issues and teachers' obligations under the new Act. The publication was also designed to provide opportunities to promote the profession and several articles celebrated the achievements of teachers, both individually and as a profession.

Each edition consisted of eight A4 pages in full colour. Each edition was mailed individually to all teachers on the register.

In April and May, a survey of teachers was undertaken to identify their preferences regarding content, format and distribution of QCT publications. Based on feedback received, the QCT will in 2008 produce a revised version of the newsletter which will focus more directly on practical articles about teaching and professional learning, and information about professional development opportunities and about the latest research, and will invite contributions from teachers.

Research Digest

In October the QCT launched a new periodical, the *QCT Research Digest*. This is produced by the Australian Council for Educational Research (ACER) for the QCT and will appear once each term. Each edition will focus on a single topical issue, and will provide a review of the major messages from research on the issue. A key feature of the digest will be an emphasis on what the research means for teachers and teaching.

The first edition summarized key research studies that provide evidence of the potential of writing-to-learn approaches in improving student learning. A wide range of issues will be covered in future editions, so that teachers from different areas of schooling will find topics of particular relevance to their needs.

The digest is distributed electronically to all schools in Queensland where it is expected to prove a useful resource, for example as a discussion starter at staff meetings. The digest was also distributed to registered teachers who have supplied the QCT with their email address and is available from the QCT website (www.qct.edu.au).

Student artworks

As a means of helping to acknowledge the work of teachers, the QCT has a 'school showcase' program in which it displays works of art by local school students in the QCT's public foyer and its meeting rooms. The artworks are changed on a regular basis. This program provides a means of publicly celebrating tangible outcomes of the excellent work of Queensland teachers.

As an extension of this activity, an annual art competition is conducted in partnership with EDSCO Education Supply Company to offer aspiring secondary school student artists a unique opportunity to display their work in the QCT's main entrance foyer.

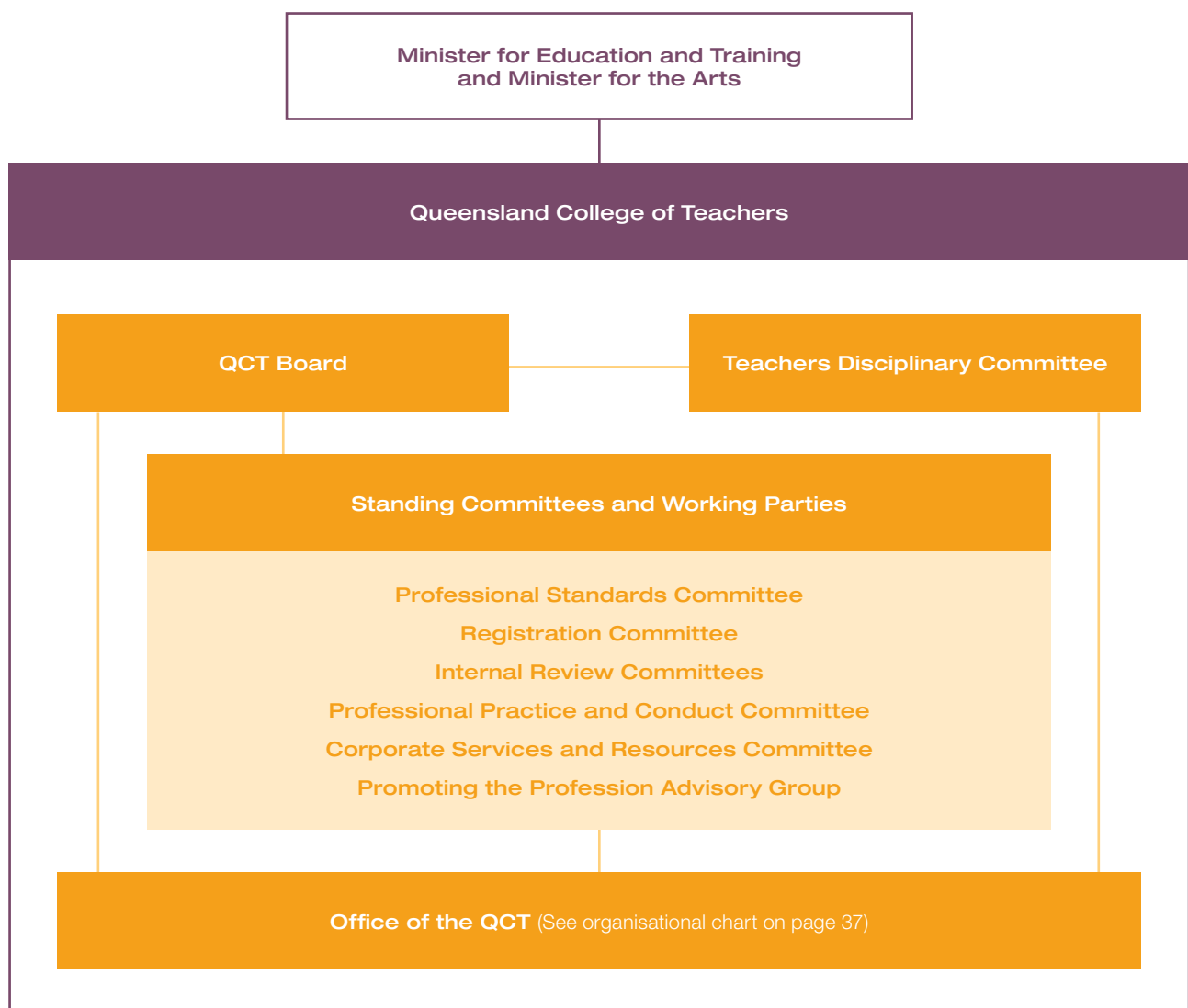
A painting by Jason Davis, a Year 12 student from A B Paterson College in Brisbane, was selected by a panel of Board members from many quality submissions received in 2007.

Corporate Governance

Organisational structure

Diagram 1 shows the relationship of the governing body (the Board) and its committee structure with the executive management structure of the QCT.

Diagram 1: Organisational structure



Members of the QCT Board

Board members are appointed by the Governor in Council, on the recommendation of the Minister for Education and Training and Minister for the Arts, normally for a three-year term. The Chair, who is nominated by the Minister, is appointed for up to four years. Under the Act, the Board must appoint a member to be deputy chair.

The Board commenced its first term in January 2006.

In 2007, Board members were as follows (an asterisk denotes the member was a registered teacher in 2007):

Professor John **DEWAR**

Deputy Vice Chancellor (Academic), Griffith University
Nominee of the Minister (Chair)

*Mr Perry **ANDERSON**

Guidance Officer, Department of Education,
Training and the Arts
Practising teacher nominated by the Queensland Teachers' Union

*Ms Dianne **AYLWARD**

Head of Department (H&PE), state high school
Practising teacher representing state schools, nominated by the chief executive

Mr Gary **BARNES**

Assistant Director-General, Strategic Human Resources,
Department of Education, Training and the Arts
Nominee of the chief executive

*Mr Bobby **BARNETT**

Teacher, non-state school
Elected Non-State School Practising Teacher (from October)

Mr John **BEATON**

Chair, State Committee, Federation of Parents and Friends Associations of Catholic Schools (FPFACS)
Joint Nominee of Federation of Parents and Friends Associations of Catholic Schools (FPFACS) and the Qld Independent Schools Parents Council (QISPC)

*Ms Miriam **DUNN**

Teacher, non-state school, and President, QIEU
Practising teacher nominated by the Queensland Independent Education Union (QIEU)(from October)

***Mr Neville GRAYSON AM**

Nominee of the Minister representing the interests of the community

***Mr Mark HOLLANDS**

Teacher, School of Distance Education
Elected State School Practising Teacher

***Dr Roger HUNTER**

Consulting Director, Lutheran Education Queensland
Nominee of the Association of Independent Schools of Queensland (AISQ)

***Mr John KENNEDY**

Compliance Officer, Diocesan Catholic Education Office
Practising teacher nominated by the Queensland Independent Education Union (QIEU) (to February)

Ms Wanda LAMBERT

Vice President, Qld Council for Parents and Citizens Associations
Parent nominee of Qld Council for Parents and Citizens Associations (QCPCA)
(Deputy chair) (to October)

***Ms Susan LUND**

Academic Manager, Institute of TAFE
Nominee of the Qld Public Sector Union (QPSU) who is a registered teacher

***Mr Mark MCCALL**

Teacher, non-state primary school
Elected Non-State School Practising Teacher (to May)

***Ms Ruth NICHOLS**

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

***Ms Sandra NIGHTINGALE**

Support Teacher – Inclusive Education, non-state primary school
Practising teacher representing non-state schools, jointly nominated by the QCEC and AISQ

***Ms Therese ROURKE**

Teacher, state primary school
Elected State School Practising Teacher
(Deputy chair from November)

Mr Kevin TWOMEY

Director, Employee Services, Brisbane Catholic Education
Nominee of the Qld Catholic Education Commission (QCEC)

***Professor Peter TAYLOR**

Professor of Education and Assistant Dean (Learning),
Queensland University of Technology
Nominee of the Higher Education Forum who is a practising teacher educator (from February to December)

The Board met 10 times in 2007 (monthly from February to November).

Ministerial Directions

No Ministerial requests, directions or notices were received during 2007.

Committees

According to legislation, the QCT must have:

- a Teachers Disciplinary Committee independent of the Board, the members of which are nominated by the Minister and appointed by the Governor in Council for a term of up to four years
- a Professional Practice and Conduct Committee
- a committee to conduct internal reviews of decisions

The Board may also establish committees for effectively and efficiently performing the Board's functions. The QCT Board has appointed three committees in addition to those specified in legislation: Professional Standards Committee, Registration Committee, and Corporate Services and Resources Committee.

Terms of reference and composition of all QCT committees are given in Appendix 2.

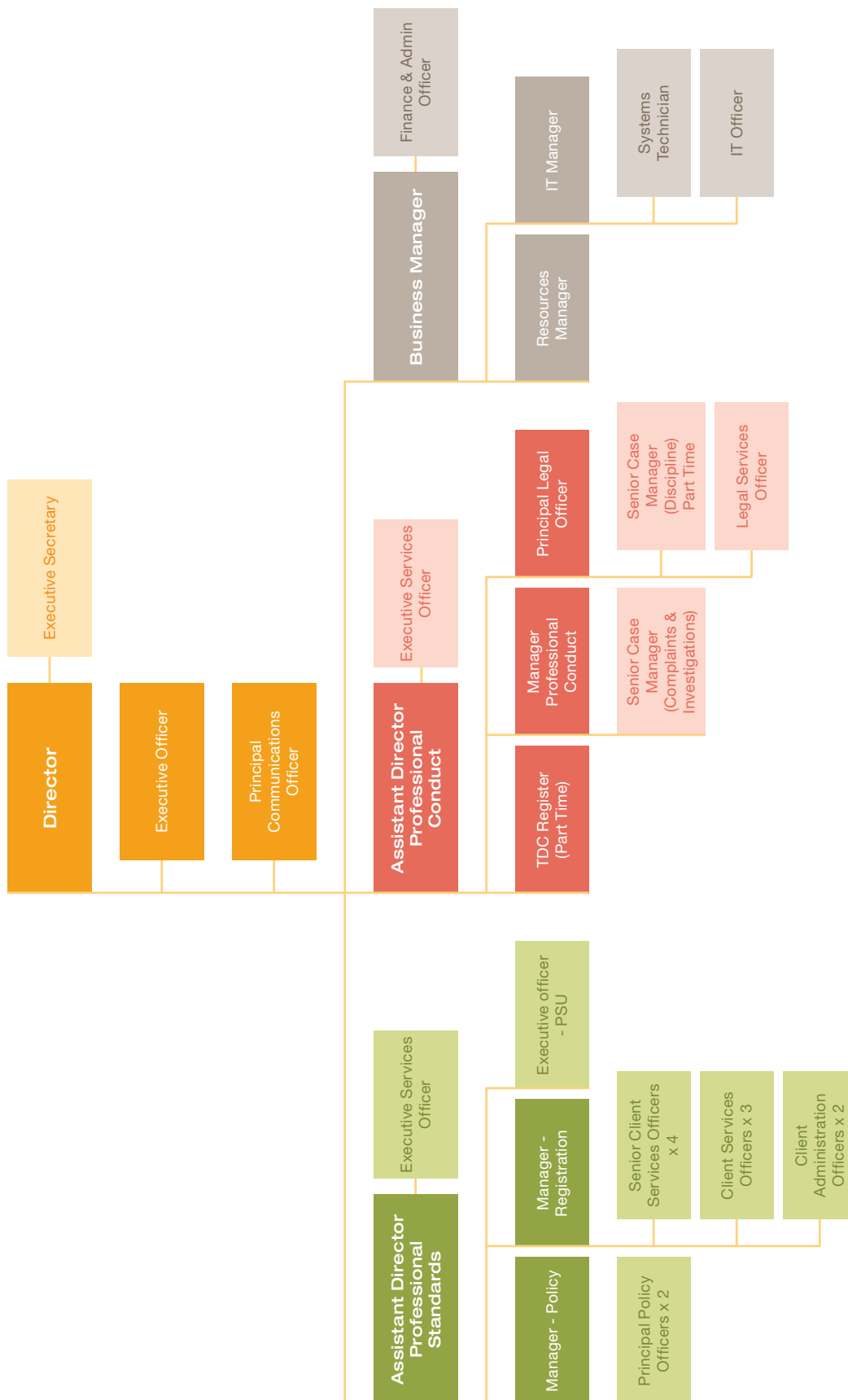
The Office of the Queensland College of Teachers

The QCT has an Office in Brisbane with a permanent staff establishment consisting of a Director and other staff appointed under the Public Service Act 1996.

The Office has four operational areas: Professional Standards, Professional Conduct, Corporate Services, and the Office of the Director.

The structure of the Office is shown in the organisational chart below (Diagram 2).

Diagram 2: Organisational chart of the Office of the Queensland College of Teachers



Summary of financial position

The QCT's budget was approved by the Minister and monitored throughout the year. Reporting from August onwards occurred against a forecast position for year end.

The QCT's sound financial position continued through 2007 as reflected in the financial statements which follow later in this Report. Cash holdings have been positively affected by processes implemented during 2007 to distribute 2008 renewal notices earlier than in prior periods, and the better than projected retained net income for 2007.

The College's longer-term Criminal History Check Obligations are now adequately funded after two years of operation. During 2007, the Board approved an investment policy, in terms of which \$2.95million of its total retained surpluses and a corresponding amount of its cash holdings have been specifically allocated to meet this obligation.

Income derived from non-core sources increased substantially on the prior period.

Corporate Services and Resources Committee (CSRC)

The *Corporate Services and Resources Committee (CSRC)* oversees the delivery of corporate services, the strategic focus of these services and the provision of advice to the board across a range of financial and compliance issues. The CSRC includes three board members, one of whom acts as the chair. Full membership and terms of reference for the CSRC are given in Appendix 2.

The internal audit process in the QCT is overseen by the CSRC. During the 2007 financial period work continued on implementing recommendations identified through internal audits conducted in the previous period. Follow-up audits will be conducted in 2008 to ensure that all material issues have been adequately addressed.

The independent audit report on the QCT's financial report for the year ending 31 December 2007 did not identify any material issues to be addressed.

Oversight and management of risks

The QCT has developed and put in place appropriate strategies to avoid or mitigate certain identified risks that could otherwise adversely affect its operations.

Information Communication and Technology Systems

During the December 2006 annual fee payment period it became clear that the six-year-old telephone system was inadequate for the volume of calls received at this time. The QCT replaced the old telephone system with a new system to improve its customer service to teachers and the public.

The system used to record the QCT's database of approved teachers is approximately eighteen years old and cannot adequately support many of the QCT's functions. The QCT has identified its future functional requirements and intends to replace the current system with a new system in 2008. It is anticipated that the replacement system will be operationalised in 2009.

Funding Adequacy

The QCT will incur a cost of approximately \$1.7 m in checking the criminal histories of teachers in the initial round of renewal of registration for approximately 67,000 teachers in 2010. This cost, in addition to large-scale capital expenditure costs such as a replacement information system, will tax the financial viability of the QCT.

The QCT has established an investment fund to optimize the use of teachers' fees to ensure it can meet its financial responsibilities. In addition the QCT Board agreed to increase the fees in line with the consumer price index each year to assist in catering for potential increases in its expenses such as rent for its premises.

Human Capital

As the labour market tightens in favour of job seekers the QCT must ensure it has both the right number of staff and staff with the right skills to provide an appropriate level of customer service to teachers and the wider public.

The QCT advertises vacant positions widely and has used labour hire firms to assist in securing some professional staff. The staffing establishment of the QCT is under constant review as it implements the functions of its governing legislation. The QCT has implemented a comprehensive Performance Planning and Review process within the QCT to assist with the development of employees' skills and to ensure it can meet the needs of its customers. The QCT is also implementing a number of family-friendly practices to retain its valued staff.

Stakeholder Relationships

The QCT is aware of the important role it performs on behalf of the teaching profession and the wider public. The QCT operates on a consensus decision-making model involving its major stakeholders and realises the importance of genuine consultation with its stakeholders.

The QCT has ensured representation of all major stakeholder groups on its Professional Standards Committee and at a Board level. In addition the Chair of the Board meets regularly with the senior management of the major relevant interest groups.

Disaster Recovery/Business Continuity Plan

To minimise the effects of potential major disruptions to its business, the QCT has partnered with shared service provider the Corporate Administration Agency to develop and implement both a Disaster Recovery Plan and a Business Continuity Plan. Both these plans are expected to be finalised in early 2008.

Child Safety and Reputation of the QCT

The QCT has a critical role in the protection of students, through determining applicants' suitability to teach, conducting investigations into complaints about approved and former approved teachers, referring matters to disciplinary committees and implementing and monitoring disciplinary action against teachers.

To reduce the risk of not receiving relevant information about teachers from employers and other government authorities, the QCT is establishing information-sharing agreements with these authorities and is providing training for employing authorities in regard to their legal obligations to report certain matters to the QCT.

In an endeavour to ensure the decision-making processes used by the QCT are of the highest quality, training in good decision-making has been implemented for both staff and Board members of the QCT.

Staffing Establishment

Recruiting action continued during 2007 to fully staff the revised organisational structure approved by the Board. At year end this process had been substantially completed.



Financial Services

The QCT currently maintains its accounts internally on the MYOB general ledger package.

With effect from April 2008 it is planned to transfer aspects of the QCT's corporate service activities as well as its accounting systems to the Corporate Administration Agency, a shared service provider to smaller entities and statutory bodies. This move is directed at focussing resources on better supporting the activities of the QCT by streamlining processes as well as improving the quality of information provided to decision-makers within the QCT.

Banking

The QCT maintains a cheque account with the Commonwealth Bank of Australia and two investment accounts with the Queensland Treasury Corporation, one of which is specifically devoted to accumulating a pool of funds to meet the QCT's Criminal History Check obligations. Both investment accounts provide access to favourable interest rates.

Building and facilities

The QCT's lease over office accommodation in Toowong will terminate in November 2010. In order to develop a strategy for its longer-term property requirements a consultant was engaged during the latter half of 2007 to prepare a business case on this topic for consideration by the QCT Board in 2008. The recommendations contained in the business case will be considered by the Board in early 2008.

Information Technology

The QCT's registration database system continues to be refined in response to information, processing and client needs.

As part of this commitment the Employer Services facility of the registration database was fully deployed during the 2007 period. This facility enables schools to check on the registration status of teachers in their employ and amend their details in order to advise the QCT of teacher movements.

Work continued through 2007 on the redevelopment of the QCT's website, which it is anticipated will be delivered by the end of the first quarter of 2008.

As part of the above actions the QCT allocated resources in 2007 to improving its IT infrastructure to support the disaster recovery activities, and provide a more robust platform for the future and the anticipated requirements of the registration database's replacement.

The increased duties, functions and responsibilities since the QCT's inception have been reflected in a significant increase in the volume of inbound telephone call traffic. To better cater for this, a new PBX system was installed in September 2007. The new system incorporates an auto attendant and automatic call distribution. As part of the process the number of incoming telephone lines was also significantly increased. These improvements should assist the QCT in delivering its functions and better servicing its client base.

A major focus during 2008 will be implementing and supporting the replacement of the QCT's core registration database system.

Records Management

Work continued through 2007 to improve the classification system and institute processes around retention, archiving and disposal of documents in compliance with the necessary standards.

A principal element of the solution being developed to replace the present registration database system is the use of an Electronic Records Management System. This will in all probability involve a move from the system inherited from the BTR and the implementation of one conforming to the QCT's revised requirements and the Information Standards.

Human Resources

A Professional Performance and Review plan was implemented in 2007. QCT staff members were encouraged to undertake professional development. This is both to maintain and enhance the high quality of the staff and to provide employees with opportunities to increase their job satisfaction and enhance their career prospects. Many internal and external training sessions, courses and other types of professional development were undertaken by staff in 2007.

Periodic meetings of a Consultative Committee, consisting of management and union representatives, contributed to a harmonious working environment. No major workplace health and safety issues were encountered during the reporting period.

Staffing profile

As at the last pay day in December the QCT directly employed 40.68 (full-time equivalent) staff members; in addition a number of casual staff were employed.

	Female	Male	Total
Permanent	21.4	7.50	28.90
Fixed Term	8	3.78	11.78
Casual	3	1	4
Total	32.4	12.28	44.68



Social responsibility and environmental sustainability

The QCT aims to be a socially and environmentally responsible organisation. Staff participate in fundraising for various charities such as Jeans for Genes Day and the B105 Christmas Appeal.

The second two issues of the QCT's newsletter for teachers were produced using waterless printing technology, thus saving thousands of litres of water and hundreds of kilograms of carbon emissions.

Following are some of the other steps the QCT is taking to support environmentally sustainable practices:

- investigating the use of biodegradable plastic bags instead of paper envelopes for mailing of the newsletter;
- investigating the use of more environmentally-friendly printing methods for all the QCT's printing needs, including letterhead, envelopes, forms, notices, brochures, booklets, etc;
- using office paper-recycling bins and encouraging staff to use these for all recyclable paper waste;
- moving towards electronic filing of office records;
- investigating a possible future facility for electronic submission of application forms for teacher registration;
- disposing of used toner cartridges and surplus computers in an environmentally-friendly manner; and
- recycling of recyclable food and drink containers through use of a special bin in the staffroom.

Strategic Plan and Annual Report

A Strategic Plan for 2008-2012 was prepared and forwarded to the Minister.

The QCT's inaugural annual report was submitted to the Minister before the 30 April due date.

Public interest disclosures

No disclosures were received during the 2007 year under the *Whistleblowers Protection Act 2001*. In the absence of its own policy in this area, the QCT will manage any disclosures or improper conduct in terms of current Department of Education, Training and the Arts policy and guidelines.

Freedom of Information

During 2007 two requests for information were received by the QCT under the *Freedom of Information Act 1992*. A request received late in 2006 was finalised during 2007 as was one of the applications received in 2007. The other was still under consideration as of the end of the year.

Financial Report

for the financial year ended 31 December 2007

Contents

Financial Report 2007

Contents	Page No
Income Statement	45
Balance Sheet	46
Statement of Changes in Equity	47
Cash Flow Statement	48
Notes To and Forming Part of the Financial Statements	49
Management Certificate	64
Independent Audit Report	65

General Information

This financial report covers the Queensland College of Teachers (the College).

The Queensland College of Teachers is a statutory body established under the *Education (Queensland College of Teachers) Act 2005*.

The head office and principal place of business of the College is: 39 Sherwood Road, Toowong QLD 4066

A description of the nature of the College's operations and principal activities is included in the notes to the financial statements.

For information in relation to the College's financial report please call 3377 4777 or visit the College's internet site: www.qct.edu.au

Income Statement

for the year ended 31 December 2007

	Notes	2007 \$	2006 \$
Income			
Revenue			
Fees	2	6,047,102	5,808,540
Interest		394,026	187,808
Criminal History Checks		144,633	140,558
Other revenue	3	92,904	11,727
Total Income		6,678,665	6,148,633
Expenses			
Employee expenses	4	2,961,244	2,462,091
Supplies and services	5	1,854,615	1,490,954
Depreciation	6	36,996	22,856
Criminal History Checks		147,540	252,982
Total expenses		5,000,395	4,228,883
Operating Surplus		1,678,270	1,919,750

The accompanying notes form part of these financial statements.



Balance Sheet

as at 31 December 2007

	Notes	2007 \$	2006 \$
Current Assets			
Cash and cash equivalents	7	8,258,701	5,595,708
Receivables	8	95,043	80,058
Other	9	66,830	80,491
Total Current Assets		8,420,574	5,756,257
Non-Current Assets			
Plant and equipment	10	177,438	147,547
Total Non-Current Assets		177,438	147,547
Total Assets		8,598,012	5,903,804
Current Liabilities			
Payables	11	190,886	227,165
Accrued Employee Benefits	12	329,257	328,841
Other Current Liabilities	13	4,919,797	3,860,605
Total Current Liabilities		5,439,940	4,416,611
Net Assets		3,158,072	1,487,193
Equity			
Retained Surplus	18	3,158,072	1,487,193
Total Equity		3,158,072	1,487,193

The accompanying notes form part of these financial statements.



Statement of Changes in Equity

for the year ended 31 December 2007

	Note	Retained Surplus 2007 \$	2006 \$
Balance 1 January		1,487,193	-
Operating Surplus for the year		1,678,270	1,919,750
Transactions with Owners as Owners:			
Assets/liabilities transferred from government		-	(371,214)
Net leave liabilities transferred from other public sector entities		(7,391)	(61,343)
Balance 31 December	18	3,158,072	1,487,193

The accompanying notes form part of these financial statements.



Cash Flow Statement

for the year ended 31 December 2007

	Notes	2007 \$	2006 \$
Cash Flows from operating activities			
Inflows:			
Receipts from customers		7,360,096	8,909,388
Interest		394,026	187,808
GST input tax credits		190,001	226,215
GST collected from customers		8,258	10,330
Outflows:			
Employee expenses		(2,988,407)	(2,592,840)
Supplies and services		(2,004,392)	(1,825,211)
GST paid to suppliers		(207,945)	(251,857)
GST remitted to the ATO		(12,549)	(3,409)
Net cash provided by operating activities	14	2,739,088	4,660,424
Cash Flows from investing activities			
Inflows:			
Sales of plant and equipment		1,364	17,518
Outflows:			
Payments for plant and equipment		(77,459)	(133,769)
Net cash used in investing activities		(76,095)	(116,251)
Net increase in cash held		2,662,993	4,544,173
Cash at beginning of financial year		5,595,708	-
Cash transferred from Government		-	1,051,535
Cash at end of financial year	7	8,258,701	5,595,708

The accompanying notes form part of these financial statements.



Notes To and Forming Part of the Financial Statements

for the year ended 31 December 2007

Objectives and Principal Activities of the Queensland College of Teachers

The objective of the Queensland College of Teachers is to regulate the teaching profession in Queensland in the public interest. This is achieved by:

- Promoting the importance of teaching
- Regulating entry to and ongoing membership of the profession
- The development and application of professional standards and codes of practice
- Approval and monitoring of pre service teacher education programs

The College is funded for the outputs it delivers principally by fees levied on teacher registrations.

1 Summary of Significant Accounting Policies

(a) Basis of Accounting

The financial statements have been prepared in accordance with Australian Equivalents to International Financial Reporting Standards (AEIFRS).

The financial report is a general purpose financial report.

In particular, the financial statements comply with the Treasurer's Minimum Reporting Requirements and other authoritative pronouncements.

Except where stated, the historical cost convention is used.

(b) The Reporting Entity

The financial statements include the value of all revenues, expenses, assets, liabilities and equity of the College, where material.

(c) Revenue

Amounts disclosed as revenue are, where applicable, net of returns, allowances and duties and taxes. Revenue is recognised for each of the College's major activities as follows:

Registration fees

Registration fees are raised annually in advance. Revenue is recognised in the year to which the registration relates. Revenue relating to a future year, in accordance with the above revenue recognition policy, is carried forward in the balance sheet as renewal fees received in advance.

Application Fees and Criminal History Check Fees

Application fees and Criminal History Check fees are charged to prospective teachers and recognised as revenue on initial registration and at the time of application respectively.



Notes To and Forming Part of the Financial Statements

for the year ended 31 December 2007

Interest Revenue

Interest revenue is recognised on a time proportionate basis that takes into account the effective yield on the financial asset (cash).

Other Revenue

Other revenue is recognised when goods or services are delivered.

(d) Cash and Cash Equivalents

For the purposes of the Balance Sheet and the Cash Flow Statement, 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.

(e) Receivables

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

The collectability of receivables is assessed periodically with provision being made for impairment. All known bad debts were written-off as at 31 December.

(f) Acquisitions of Assets

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

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

(g) Plant and Equipment

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

Other	\$5,000
-------	---------

Items with a lesser value are expensed in the year of acquisition.

Plant and equipment is measured at cost. The carrying amounts for plant and equipment should not materially differ from their fair value.



Notes To and Forming Part of the Financial Statements

for the year ended 31 December 2007

(h) Depreciation of Plant and Equipment

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

Where assets have separately identifiable components that are subject to regular replacement, these components are assigned useful lives distinct from the asset to which they relate and are depreciated accordingly.

Any expenditure that increases the originally assessed capacity or service potential of an asset is recognised and the new depreciable amount is depreciated over the remaining useful life of the asset to the College.

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

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

Class	Rate %
Plant and equipment:	
Other equipment	10 – 25

(i) Impairment of Non-Current Assets

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

The asset's recoverable amount is determined as the higher of the asset's fair value less costs to sell and depreciated replacement cost.

An impairment loss is recognised immediately in the Income Statement.

Where an impairment loss subsequently reverses, the carrying amount of the asset is increased to the revised estimate of its recoverable amount, but so that the increased carrying amount does not exceed the carrying amount that would have been determined had no impairment loss been recognised for the asset in prior years. A reversal of an impairment loss is recognised as income.

(j) Leases

A distinction is made in the financial statements between finance leases that effectively transfer from the lessor to the lessee substantially all risks and benefits incidental to ownership, and operating leases, under which the lessor retains substantially all risks and benefits.

Operating lease payments are representative of the pattern of benefits derived from the leased assets and are expensed in the periods in which they are incurred

(k) Payables

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.



Notes To and Forming Part of the Financial Statements

for the year ended 31 December 2007

(I) Employee Benefits

Wages, Salaries, Annual Leave and Sick Leave

Wages, salaries and annual leave due but unpaid at reporting date are recognised in the Balance Sheet at the remuneration rates expected to apply at the time of settlement. Payroll tax and workers' compensation insurance are a consequence of employing employees, but are not counted in an employee's total remuneration package. They are not employee benefits and are recognised separately as employee related expenses. Employer superannuation contributions and long service leave levies are regarded as employee benefits.

For unpaid entitlements expected to be paid within 12 months, the liabilities are recognised at their undiscounted values. For those entitlements not expected to be paid within 12 months, the liabilities are recognised at their present value, calculated using yields on Fixed Rate Commonwealth Government bonds of similar maturity.

Prior history indicates that on average, sick leave taken each reporting period is less than the entitlement accrued. This is expected to recur 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.

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 as and when leave is taken.

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 AAS 31 *Financial Reporting by Governments*.

Superannuation

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

Therefore, no liability is recognised for accruing superannuation benefits in these financial statements, the liability being held on a whole-of-Government basis and reported in the financial report prepared pursuant to AAS 31 *Financial Reporting by Governments*.



Notes To and Forming Part of the Financial Statements

for the year ended 31 December 2007

Executive Remuneration

The executive remuneration disclosures in the employee expenses note (note 4) in the financial statements include:

- the aggregate remuneration of all senior executive officers (including the Chief Executive Officer) whose remuneration for the financial year is \$100,000 or more; and
- the number of senior executives whose total remuneration for the financial year falls within each successive band commencing at \$100,000.

The remuneration disclosed is all remuneration received or receivable, directly or indirectly, from the College, whether as an executive or otherwise. For this purpose, remuneration includes:

- wages and salaries;
- accrued leave (that is, the increase or decrease in the amount of annual and long service leave owed to an executive, inclusive of any increase in the value of leave balances as a result of a salary rate increase or the like);
- performance pay received or due and receivable in relation to the financial year, provided that a liability exists (namely a determination has been made prior to the financial statements being signed), and can be reliably measured even though the payment may not have been made during the financial year;
- accrued superannuation (being the value of all employer superannuation contributions during the financial year, both paid and payable as at 31 December);
- car parking benefits and the cost of motor vehicles, such as lease payments, fuel costs, registration/insurance, and repairs/maintenance incurred by the College during the financial year, both paid and payable as at 31 December, net of any amounts subsequently reimbursed by the executive;
- housing (being the market value of the rent or rental subsidy—where rent is part paid by the executive during the financial year, both paid and payable as at 31 December);
- allowances (which are included in remuneration agreements of executives, such as airfares or other travel costs paid to/for executives whose homes are situated in a location other than the location they work in); and
- fringe benefits tax included in remuneration agreements.

The disclosures apply to all senior executives appointed by Governor in Council and classified as SES1 and above, with remuneration above \$100,000 in the financial year. 'Remuneration' means any money, consideration or benefit, but excludes amounts:

- paid to an executive by an entity or its subsidiary where the person worked during the financial year wholly or mainly outside Australia during the time the person was so employed; or
- in payment or reimbursement of out-of-pocket expenses incurred for the benefit of the entity or any of its subsidiaries.

In addition, separate disclosure of separation and redundancy/termination benefit payments is included.

(m) 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.



Notes To and Forming Part of the Financial Statements

for the year ended 31 December 2007

(n) Contributed Equity

Non-reciprocal transfers of assets and liabilities between wholly-owned Queensland State Public Sector entities as a result of machinery-of-Government changes are adjusted to 'Contributed Equity' where it exists or Retained Surplus, in accordance with UIG Abstract 1038 *Contributions Made to Wholly Owned Public Sector Entities*. Appropriations for equity adjustments are similarly designated.

(o) Taxation

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

(p) Issuance of Financial Statements

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

(q) Judgements and Assumptions

The College has made no judgements or assessments which may cause a material adjustment to the carrying amounts of assets and liabilities in future reporting periods other than those as discussed in note 18.

(r) Rounding and Comparatives

Amounts included in the financial statements have been rounded to the nearest dollar.

Comparative information has been restated where necessary to be consistent with disclosures in the current reporting period.

(s) New and Revised Accounting Standards

Disclosure is required when initial application of an Australian Accounting Standard has an effect on the current period or any prior period, would have such an effect, except that it is impracticable to determine the amount of the adjustment, or might have an effect on future periods.

In the current year, the College has adopted all of the new and revised Standards and interpretations that are relevant to its operations and effective for the 2007 reporting period.

Disclosure is required when a new Australian Accounting Standard which has been issued but is not yet effective has been applied.

The Queensland College of Teachers cannot early adopt a new accounting standard ahead of the specified commencement date unless approval is obtained from Treasury. The Treasurer mandated the early adoption of AASB 7 *Financial Instruments: Disclosures* in the 2006 financial year. No additional standards have been early adopted in 2007. Consequently the College has not applied the other Australian Accounting Standards and AASB and UIG Interpretations that have been issued but are not yet effective. These will be applied from their operative date.



Notes To and Forming Part of the Financial Statements

for the year ended 31 December 2007

At the date of the financial report, the following Standards and Interpretations had been issued/revised but were not yet effective:

Title	Operative for reporting periods beginning on/after
AASB 117 : Leases	28 February 2007
AASB 118 : Revenue	28 February 2007
AASB 139 : Financial Instruments : Recognition and Measurement	28 February 2007
AASB 1048 : Interpretation and Application of Standards	31 March 2007
AASB 1049 : Financial Reporting of General Government Sectors by Governments	1 July 2008
AASB 2007-1 : Amendments to Australian Accounting Standards arising from AASB Interpretation 11 [AASB 2]	1 March 2007
AASB 2007-2 : Amendments to Australian Accounting Standards arising from AASB Interpretation 12 [AASB 1, AASB 117, AASB 118, AASB 120, AASB 121, AASB 127, AASB 131 & AASB 139]	1 January 2008
AASB 2007-3 : Amendments to Australian Accounting Standards arising from AASB Interpretation 8 [AASB 5, AASB 6,AASB 102, AASB 107, AASB 119, AASB 127, AASB 134, AASB 136, AASB 1023 & AASB 1038]	1 January 2009
Interpretation 4 : Determining whether an Arrangement contains a lease [revised]	1 January 2008
Interpretation 10 : Interim Financial Reporting and Impairment	1 November 2006
Interpretation 11 : AASB 2 - Group and Treasury Share Transactions	1 March 2007
Interpretation 12 : Service Concession Arrangements	1 January 2008
Interpretation 129 : Disclosure - Service Concession Arrangements [revised]	1 January 2008

It is anticipated that the above Standards and Interpretations are either not applicable to the College or adoption of them in future periods will have no material impact on the College's financial statements.



Notes To and Forming Part of the Financial Statements

for the year ended 31 December 2007

	2007 \$	2006 \$
2 Fees		
Teacher Registration and Application fees	5,882,267	5,694,427
Late Payment fees	164,089	113,680
Other fees	746	433
Total	6,047,102	5,808,540

3 Other Revenue

Advertising	35,273	11,727
Contracting Fees	43,061	-
Copyright Fees	10,584	-
Reimbursement	3,542	-
Sundry	444	-
Total	92,904	11,727

4 Employee expenses/Number of employees/Executive Remuneration

Employee benefits:

Wages salaries and annual leave	2,444,440	2,114,078
Employee superannuation contributions *	284,423	201,233
Long service leave levy *	39,092	33,579

Employee related expenses:

Workers compensation premium *	2,029	2,038
Payroll tax *	104,691	83,881
Other salary related expenses	86,569	27,282

Total	2,961,244	2,462,091
--------------	------------------	------------------

* Costs of workers' compensation insurance and payroll tax are a consequence of employing employees, but are not counted in an employees' total remuneration package. They are not employee benefits, but rather employee related expenses. Employer superannuation contributions and the long service leave levy are regarded as employee benefits

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 2007	As at 31 December 2006
Number of Employees	38.8	31.1

Executive Remuneration:

The following is remuneration paid/payable to senior executives:

\$160,000 to \$179,999	1	-
Total	1	-

Aggregate amount of total remuneration of executive shown above **	\$ 167,379	-
--	------------	---

**The amount calculated as executive remuneration in these financial statements includes the direct remuneration received, as well as items not directly received by senior executives, such as the movement in leave accruals and fringe benefit tax paid on motor vehicles. This amount will therefore differ from advertised executive remuneration packages which do not include the latter items.



Notes To and Forming Part of the Financial Statements

for the year ended 31 December 2007

	2007 \$	2006 \$
5 Supplies and services		
Administration and finance *	957,491	894,821
Asset operating costs	120,561	92,733
Board Election Costs	-	46,358
Consulting, contracting and bureau fees	389,443	91,347
Professional Conduct and Disciplinary costs	66,264	58,648
Property costs & maintenance	320,856	307,047
Total	1,854,615	1,490,954

*Total external audit fees relating to the 2007 financial year are estimated to be \$14,000 (2006; \$12,000). There are no non – audit services included in this amount.

6 Depreciation

Plant and equipment	36,996	22,856
---------------------	--------	--------

7 Cash and cash equivalents

Cash on hand	600	600
Cash at bank	872,698	1,047,118
Deposits at call	7,385,403	4,547,990
Total	8,258,701	5,595,708

Cash deposited with the Queensland Treasury Corporation earned interest at rates between 7.49% and 6.55% (2006: 6.55% and 5.65%).

Funds totalling \$2.95 million of the above Deposits held at call have been invested in a designated account to cater for the future commitment detailed in Note 18.

8 Receivables

GST Receivable	79,416	61,472
GST Payable	(2,697)	(6,988)
	76,719	54,484
Long service leave reimbursements	18,324	9,309
Other receivables	-	16,265
Total	95,043	80,058

9 Other current assets

Prepayments	13,955	38,789
Salaries prepaid	52,875	41,702
Total	66,830	80,491



Notes To and Forming Part of the Financial Statements

for the year ended 31 December 2007

	2007 \$	2006 \$
10 Plant and equipment		
Plant and equipment		
At cost	315,812	279,453
Less accumulated depreciation	(138,374)	(131,906)
Total	177,438	147,547

The College has plant and equipment with an original cost of \$ 95,074 (2006: \$ 95,074) and a written down value of zero which is still being used in the provision of services. Disposal of these assets is scheduled for 2010 -11, upon relocation of the College to new premises.

Plant and equipment is valued at cost in accordance with *Queensland Treasury's Non-current Asset Policies for the Queensland Public Sector*.

Plant and equipment reconciliation

	Carrying amount at 1 January 2007 \$	Acquisitions \$	Disposals \$	Depreciation \$	Carrying amount at 31 December 2007 \$
Plant and equipment	147,547	77,459	(10,573)	(36,996)	177,437

	2007 \$	2006 \$
11 Payables		
Trade creditors	86,221	95,292
Other creditors	104,665	131,873
Total	190,886	227,16

12 Accrued Employee Benefits

Annual leave	298,122	270,263
Salaries on costs payable	31,135	58,578
Total	329,257	328,841

13 Other Current Liabilities

Unearned application fees	241,351	195,567
Renewal fees received in advance	4,678,446	3,665,038
Total	4,919,797	3,860,605



Notes To and Forming Part of the Financial Statements

for the year ended 31 December 2007

	2007 \$	2006 \$
14 Reconciliation of Operating Surplus to Net Cash Provided by (Used In) Operating activities		
Operating surplus	1,678,270	1,919,750
Depreciation	36,996	22,856
Loss on disposal of non-current assets	9,208	2,299
Change in assets and liabilities		
Decrease in other receivables	16,265	6,246
Increase in GST receivables	(17,944)	(25,642)
Increase in LSL reimbursement	(9,015)	(9,957)
Decrease/(Increase) in prepayments	13,661	(41,581)
Decrease in payables	(36,279)	(41,993)
Decrease in accrued employee benefits	(6,975)	(120,791)
Increase in unearned revenue	1,059,192	2,942,316
(Decrease)/Increase in GST payable	(4,291)	6,921
Net cash provided by operating activities	2,739,088	4,660,424

15 Financial Instruments

Categorisation of Financial Instruments

The College has categorised the financial assets and financial liabilities held as:

Financial Assets	Category
Cash	
Receivables	Receivables (at nominal value)
Financial Liabilities	
Payables	Financial liability not at fair value through Profit or Loss (at nominal value)

Credit Risk Exposure

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

There are no amounts offset as per AASB 132. There is no recognised impairment loss for the current year.

The following table represents the College's maximum exposure to credit risk based on contractual amounts net of any allowances as per AASB 139:

	2007 \$	2006 \$
Maximum Exposure to Credit Risk		
Financial assets		
Cash	8,258,701	5,595,708
Receivables	95,043	80,058
Total	8,353,744	5,675,766

Past due or impaired

No collateral is held as security relating to the financial assets held by the authority. No credit enhancements relate to the financial assets held by the authority.

No financial assets have had their terms renegotiated so as to prevent them from being past due or impaired, and are stated at the carrying amounts as indicated. Aging of past due or impaired financial instruments are disclosed in the credit, liquidity and interest risk table at the end of this note.



Notes To and Forming Part of the Financial Statements

for the year ended 31 December 2007

15 Financial Instruments (continued)

Liquidity Risk

The college is exposed to liquidity risk through its trading in the normal course of business. The College does not currently have any borrowings from the Queensland Treasury Corporation.

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

Market Risk

The College does not trade in foreign currency. The College is exposed to interest rate risk through cash deposited in interest bearing accounts. Details have been disclosed in the liquidity and interest risk tables. The College does not undertake any hedging in relation to interest risk and manages its risk as per the liquidity risk management strategy.

Fair value

The fair value of financial assets and liabilities is determined as follows:

- the fair value of financial assets and liabilities, cash and cash equivalents and non - interest bearing monetary financial assets and financial liabilities approximate their carrying amounts and are not disclosed separately below.
- the fair value of prepayments is represented by the book value as the period of time to consumption is short and there are no rates involved in the calculation, therefore they are not disclosed separately below.

The College has not offset any assets and liabilities.

The carrying amounts of all financial assets and most financial liabilities are representative of their fair value.

The following table sets out the credit, liquidity and interest risks of financial instruments held by the College in a format as might be provided to management. The maturity amounts relate to the actual contractual payments before net present value calculation with the associated adjustment back to book value disclosed.



Notes To and Forming Part of the Financial Statements

for the year ended 31 December 2007

2007 Credit, Liquidity and Interest Risk Tables

	Maturity date:						Carrying amount	Weighted average rates
	Less than 1 month	1 – 3 Months	3 months To 1 year	1 to 5 years	Greater than 5 years	Adjustment		
	\$	\$	\$	\$	\$	\$	\$	%
Financial assets								
- Non – interest bearing	95,643	-	-	-	-	-	95,643	N/A
- Variable interest rate	8,258,101	-	-	-	-	-	8,258,101	7.2
Total	8,353,744	-	-	-	-	-	8,353,744	
Financial liabilities								
- Non – interest bearing	190,886	-	-	-	-	-	190,886	N/A
Total	190,886	-	-	-	-	-	190,886	

2006 Credit, Liquidity and Interest Risk Tables

	Maturity date:						Carrying amount	Weighted average rates
	Less than 1 month	1 – 3 Months	3 months To 1 year	1 to 5 years	Greater than 5 years	Adjustment		
	\$	\$	\$	\$	\$	\$	\$	%
Financial assets								
- Non – interest bearing	80,658	-	-	-	-	-	80,658	N/A
- Variable interest rate	5,595,108	-	-	-	-	-	5,595,108	6.1
Total	5,675,766	-	-	-	-	-	5,675,766	
Financial liabilities								
- Non – interest bearing	227,165						227,165	N/A
Total	227,165	-	-	-	-	-	227,165	



Notes To and Forming Part of the Financial Statements

for the year ended 31 December 2007

16 Segment Information

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

17 Commitments for expenditure

Non-Cancellable Operating Lease Commitments

At 31 December the College had the following operating lease commitments inclusive of GST:

Operating leases for property, office equipment and motor vehicles

	2007 \$	2006 \$
Outstanding lease commitments are due for payment as follows:		
not later than one year	411,542	298,888
later than one year and not later than five years	771,101	858,262
	1,182,643	1,157,150

18 Retained Surplus

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

Intangible Asset

The College utilises a computer software system, developed in house by its predecessor, the Board of Teacher Registration, to manage and maintain its teacher accreditation and renewal processes.

The present system will remain in use for at least the next reporting period whilst a replacement system is developed and implemented.

Alternatives to the present system are currently under consideration. Management has estimated that the likely cost will be in excess of \$550,000, and should be considered in assessing the adequacy of the College's equity and cash positions.

Criminal History Checks

In terms of its enabling legislation, the College is obliged at its own expense to conduct Criminal History Checks within six months prior to the termination of Teachers' 5 year registration periods. Based on present registrations and current Criminal History Check fees, management has estimated the cash outflow commencing in 2010 to be in excess of \$ 2.19 million (2006-\$2.15 million).

As such, the College has earmarked \$2.95 million of the retained surplus to cater for the resultant anticipated cash flows as determined by its investment policy. A corresponding amount of the total Deposits at Call (Note 7) has been allocated and invested in a separate account to meet this future obligation.



Notes To and Forming Part of the Financial Statements

for the year ended 31 December 2007

19 Contingencies

There were no known contingent assets or liabilities of a significant nature as at 31 December 2007 (2006: Nil).

The disclosure requirements for defined benefit schemes, detailed in AASB 1028 have not been provided as the liability is held and reported on a whole-of-Government basis.

20 Remuneration of Board Members

Remuneration received, or due and receivable by Board Members from the College in connection with the management of the College totalled \$ 34,252 (2006: \$ 24,929).

The number of responsible persons whose remuneration from the College was within the following specified bands were:

	\$		2007 No.	2006 No.
0	-	5,000	4	2
5,001	-	10,000	1	3
10,001	-	15,000	-	-
15,001	-	20,000	1	-

The College's Board comprises the following members as at 31 December 2007:

Professor J Dewar (*Chairperson*)

P Anderson

D Aylward

G Barnes

R Barnett

J Beaton

M Dunn

N Grayson

M Hollands

Dr R Hunter

S Lund

R Nichols

S Nightingale

T Rourke

K Twomey



Certificate of Queensland College of Teachers

These general purpose financial statements have been prepared pursuant to section 46F(1) of the *Financial Administration and Audit Act 1977* (the Act), and other prescribed requirements. In accordance with Section 46F(3) 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 2007 and of the financial position of the College at the end of that year.

J.Ryan

Director

20 February 2008

Professor J.Dewar

Chairperson

21 February 2008



Independent Audit Report

To the Board of the Queensland College of Teachers

Scope

Matters Relating to the Electronic Presentation of the Audited Financial Report

The audit report relates to the financial report of Queensland College of Teachers for the financial year ended 31 December 2007 included on the *Queensland College of Teacher's* web site. The Board is responsible for the integrity of the *Queensland College of Teacher's* web site. We have not been engaged to report on the integrity of the *Queensland College of Teacher's* web site. The audit report refers only to the statements named below. It does not provide an opinion on any other information which may have been hyperlinked to/from these statements. If users of the financial report are concerned with the inherent risks arising from electronic data communications they are advised to refer to the hard copy of the audited financial report, available from the Queensland College of Teachers, to confirm the information included in the audited financial report presented on this web site.

These matters also relate to the presentation of the audited financial report in any other electronic media including CD Rom.

The Financial Report

The financial report of the Queensland College of Teachers consists of the Income Statement, Balance Sheet, Statement of Changes in Equity and the Cash Flow Statement, notes to and forming part of the financial report and certificates given by the Chairperson and Director of the Queensland College of Teachers for the year ended 31 December 2007.

The Board's Responsibility

The Board is responsible for the preparation and true and fair presentation of the financial report, the maintenance of adequate accounting records and internal controls that are designed to prevent and detect fraud and error and for the accounting policies and accounting estimates inherent in the financial report.

Audit Approach

As required by law, an independent audit was conducted in accordance with *QAO Auditing Standards*, which incorporate the *Australian Auditing Standards*, to enable me to provide an independent opinion whether in all material respects the financial report is presented fairly, in accordance with the prescribed requirements, including any mandatory financial reporting requirements as approved by the Treasurer for application in Queensland.

Audit procedures included –

- examining information on a test/sample basis to provide evidence supporting the amounts and disclosures in the financial report;
- assessing the appropriateness of the accounting policies and disclosures used and the reasonableness of significant accounting estimates made by the Board;
- obtaining written confirmation regarding the material representations made in conjunction with the audit; and
- reviewing the overall presentation of information in the financial report.

Independence

The *Financial Administration and Audit Act 1977* promotes the independence of the Auditor-General and QAO authorised auditors.

The Auditor-General is the auditor of all public sector entities and can only be removed by Parliament.

The Auditor-General may conduct an audit in any way considered appropriate and is not subject to direction by any person about the way in which audit powers are to be exercised.

The Auditor-General has for the purposes of conducting an audit, access to all documents and property and can report to Parliament matters which in the Auditor-General's opinion are significant.

Independent Audit Report (continued)

To the Board of the Queensland College of Teachers

Audit Opinion

In accordance with s.46G of the *Financial Administration and Audit Act 1977* –

- (a) I have received all the information and explanations which I have required; and
- (b) in my opinion –
 - (i) the prescribed requirements in respect of the establishment and keeping of accounts have been complied with in all material respects; and
 - (ii) the financial report has been drawn up so as to present a true and fair view, in accordance with the prescribed accounting standards of the transactions of the Queensland College of Teachers for the financial year 1 January 2007 to 31 December 2007 and of the financial position as at the end of that year.



J F WELSH FCPA
as Delegate of the Auditor-General of Queensland

Queensland Audit Office
Brisbane

Appendices

Appendix 1: Constitution, functions and powers

The QCT is a statutory body established by Act of Parliament under the provisions of the *Education (Queensland College of Teachers) Act 2005*.

Section 3 of the Act states the main objects of the Act as follows:

- (1) The main objects of the Act are—
 - (a) to uphold the standards of the teaching profession; and
 - (b) to maintain public confidence in the teaching profession; and
 - (c) to protect the public by ensuring education in schools is provided in a professional and competent way by approved teachers.
- (2) The objects are to be achieved mainly by—
 - (a) establishing the Queensland College of Teachers; and
 - (b) conferring on the college functions and powers about—
 - (i) granting registration or permission to teach to persons; and
 - (ii) taking disciplinary action against approved teachers; and
 - (iii) monitoring compliance with and enforcing this Act; and
 - (c) establishing the Office of the Queensland College of Teachers to help the college in the performance of its functions.

The major functions and powers of the QCT are defined under sections 230 - 234 of the Act, as follows:

230 College's functions about registration and permission to teach

The college has the following functions about registration of, and permission to teach for, teachers in Queensland—

- (a) to be responsible to the Minister for granting registration or permission to teach to persons under this Act;
- (b) deciding how a person must satisfy initial and ongoing eligibility requirements for registration and permission to teach;
- (c) deciding applications for registration or permission to teach and applications for renewal of registration or permission to teach;
- (d) ensuring approved teachers continue to meet the eligibility requirements mentioned in paragraph (b), including, for example, monitoring the compliance of approved teachers with conditions of registration or permission to teach;
- (e) arranging checks of the criminal history of approved teachers and applicants for registration or permission to teach;
- (f) reviewing registration of teachers, and the granting of permission to teach to teachers;
- (g) reporting, and making recommendations, to the Minister about the matters mentioned in paragraph (f);
- (h) approving and monitoring preservice teacher education programs for provisional registration;
- (i) developing and applying professional standards for entry to, and continuing membership of, the teaching profession;
- (j) keeping a register of, and records relating to, approved teachers.

231 College's discipline and enforcement functions

The college has the following functions about disciplining approved teachers and former approved teachers and enforcing this Act—

- (a) monitoring compliance with this Act and prosecuting persons who fail to comply with it;
- (b) receiving and assessing complaints;
- (c) conducting investigations, in relation to a complaint or on the college's own initiative, about—
 - (i) the professional conduct or competence of an approved teacher or former approved teacher; or
 - (ii) a contravention of this Act;
- (d) referring disciplinary matters to a disciplinary committee;
- (e) giving effect to and monitoring compliance with disciplinary orders;
- (f) developing and applying codes of practice about the professional conduct or practice of approved teachers.

232 College's other functions

The college's functions also include the following—

- (a) undertaking or supporting reviews and research relevant to the regulation of the teaching profession, including reviews and research commissioned and funded by the Minister;
- (b) collecting data about approved teachers, and providing the data to other persons, as required or permitted under this Act;
- (c) promoting the teaching profession to the public;
- (d) advising relevant entities in Queensland and interstate regulatory authorities about the operation of this Act, as required or permitted under this Act;
- (e) informing approved teachers and the public about the operation of this Act;
- (f) reviewing the operation of this Act and reporting to the Minister about its operation;
- (g) performing other functions conferred on the college under this or another Act.

233 Primary considerations of college in performing its functions

In performing its functions under this Act, the welfare and best interests of children are to be the primary considerations of the college.

234 Powers of college

(1) The college has all the powers of an individual and may, for example, do any of the following—

- (a) enter into contracts;
- (b) acquire, hold, dispose of, and deal with, property;
- (c) appoint agents and attorneys;
- (d) engage consultants;
- (e) produce documents in performing its functions and charge for advertising in the documents;
- (f) fix charges and other terms for services and other
- (g) facilities it supplies;
- (h) do anything else necessary or convenient to be done in performing its functions.

(2) However, the college must not enter into an agreement about real property, including, for example, leasing premises for its accommodation, unless the Minister has approved its entering into the agreement.

(3) Without limiting subsection (1), the college has the powers given to it under this or another Act.

(4) The college may exercise its powers inside or outside Queensland.

Without limiting subsection (4), the college may exercise its powers outside Australia.

Appendix 2: Committees

The terms of reference and composition of all committees administered by the QCT are indicated below.

Corporate Services and Resources Committee

Terms of Reference:

- To support the College to operate as an efficient and effective organisation focused on its core responsibilities;
- To oversee the delivery of corporate services and to ensure these services reflect the strategic focus of the Board;
- To monitor the College's financial administration to ensure compliance with relevant legislation and government policy, including financial reporting, accounting policies and disclosures;
- To oversee the College's audit relationships, including the charter, authority and effectiveness of the internal audit function;
- To provide advice to the Board of the College on:
 - The College's Annual Budget;
 - The development of the College's Strategic Plan;
 - Staffing, organisational and industrial relations issues;
 - Compliance matters, including regulatory and statutory compliance procedures, codes of conduct, whistle blowing policies and ethical matters;
 - Risk management, including understanding key risk areas, fraud considerations and links to business objectives;
 - Internal controls, including management's systems for ensuring effectiveness;
 - ICT issues;
 - Other matters referred to the Committee by the Board;

Membership:

- Three Board members, one of whom is not a registered teacher;
- The Director of the Office of the College (or nominee);
- An external community representative with high-level financial or audit expertise; and
- An external community representative with high-level ICT expertise.

The Committee Chair is one of the three Board members and is selected by the College Board.

Professional Conduct Internal Review Committee

Terms of Reference:

- To determine appeals against disciplinary sanctions imposed by the Professional Practice and Conduct Committee and against decisions relating to the 'suitability to teach' requirements associated with the granting of registration or Permission to Teach, the renewal of registration (including satisfying a 'returning to teaching' condition);
- To deal with applications for the review of decisions made by the Board of the College or the Professional Practice and Conduct Committee and for which an information notice had been provided;
- To conduct the review on the basis of:
 - the material before the College or the PP&C Committee that led to the original decision; and
 - the reasons for the original decision; and
 - any other relevant material the Review Committee allows.
- After reviewing the original decision, to make a recommendation to the Board of the College about whether the College should—
 - confirm the original decision; or
 - amend the original decision; or
 - substitute another decision for the original decision.

Membership:

- A member of the Board of the College (as Chair);
- Four non-Board members of whom:
 - One is identified jointly by the employer representatives on the Board;
 - One is identified by the union representatives on the Board;
 - One is a community representative identified jointly by the parent representatives on the Board and the Minister's community nominee to the Board; and
 - One is a staff member from the Office of the College nominated by the Director.

The Professional Conduct Internal Review Committee should not include a person who was involved in the making of the original decision to which the appeal relates.

Professional Practice and Conduct Committee

Terms of Reference:

- To consider disciplinary matters referred to it by the College (s.97);
- To receive the reports of investigations authorised by the College (s.201);
- To authorise an investigation if it believes further information is required before it can decide a disciplinary matter. (s.109);
- To hear and decide disciplinary matters requiring only minor disciplinary action (i.e. issuing a warning or reprimand or accepting an undertaking from a teacher) (s.95,105);
- To refer a matter to the Teachers Disciplinary Committee if it reasonably believes that, if the allegation were proven, major disciplinary action (such as cancellation or suspension of registration/Permission to Teach, imposition of a condition or conditions on registration/Permission to Teach, payment of a fine or the imposition of costs) could be warranted. (s.115,160); and
- To determine suitability to teach issues relating to applications for registration or Permission to Teach, or for the renewal of registration or Permission to Teach.

Membership:

The Professional Practice and Conduct Committee must consist of three members of the Board of the College. Of the three committee members, two must be registered teachers and one must not be a registered teacher. The College must appoint one of the committee members to be the committee's chairperson.

Professional Standards Committee

Terms of Reference:

- To oversee the development, application and monitoring of the Professional Standards for Teachers;
- To deal with and determine applications for approval of preservice teacher education courses;
- To oversee the development, application and monitoring of the CPD framework;
- To oversee the development, application and monitoring of policies and guidelines for Returning to Teaching programs and to endorse appropriate programs developed by external providers; and
- To provide advice to the Board of the College on policy issues relating to provisional and full registration, Permission to Teach, renewal processes and the approval of preservice teacher education programs.

Membership:

- The Chair of the Registration Committee;
- Two members of the Board of the College who must be practising teachers, at least one of whom must be an elected teacher representative;
- A member of the Board of the College who is a parent or community representative;
- One additional Board member;
- Three nominees of the Deans of Education Forum;
- Two nominees of Department of Education and the Arts, one of whom must be a practising teacher;
- A nominee of Queensland Catholic Education Commission;
- A nominee of Independent Schools Queensland;
- The Assistant Director (Professional Standards) in the Office of the QCT;
- A nominee of the Director of the Queensland Studies Authority; and
- Three practising teachers who are not Board members of whom:
 - Two are identified by the Queensland Teachers' Union;
 - One is identified by the Queensland Independent Education Union.

The Committee Chair is one of the five Board members and is selected by the College Board.

Professional Standards Internal Review Committee

Terms of Reference:

- To determine appeals against decisions relating to the professional practice requirements associated with the granting of registration or Permission to Teach, the renewal of registration (including satisfying a 'returning to teaching' condition), or the approval of a preservice teacher education program;
- To deal with applications for the review of decisions made by the Board of the College or the Professional Standards Committee and for which an information notice had been provided;
- To conduct the review on the basis of:
 - the material before the College or the Professional Standards Committee that led to the original decision; and
 - the reasons for the original decision; and
 - any other relevant material the Review Committee allows.
 - After reviewing the original decision, to make a recommendation to the Board of the College about whether the College should—
 - confirm the original decision; or
 - amend the original decision; or
 - substitute another decision for the original decision.

Membership:

- A member of the Board of the College (as Chair);
- Four non-Board members of whom:
 - One is identified jointly by the employer representatives on the Board;
 - One is identified by the union representatives on the Board;
 - One is a practising teacher educator identified by the Deans of Education Forum;
 - One is a staff member from the Office of the College nominated by the Director;

The Professional Standards Internal Review Committee should not include a person who was involved in the making of the original decision to which the appeal relates.

Registration Committee

Terms of Reference:

- To deal with and determine:
 - The eligibility for teacher registration of applicants whose academic and professional qualifications and experience do not meet the standard requirements for registration;
 - Applications for full registration that are not supported by the registrant's principal;
 - Applications from approved teachers for review of conditions on their registration, and cases of teachers who are failing to comply with conditions on their registration.
- To provide advice to the Board of the College on policy issues relating to the approval of applications for full and provisional registration and policy issues relating to conditions on registration (apart from conditions concerning suitability to teach).

Membership:

- A member of the Board of the College (as Chair);
- One additional Board member;
- A nominee of the Deans of Education Forum;
- A nominee of the Director of the Office of the College;
- A nominee of Department of Education and the Arts;
- A nominee of Queensland Catholic Education Commission;
- A nominee of Independent Schools Queensland; and
- Two registered teachers who are not Board members of whom:
 - One is identified by the Queensland Teachers' Union;
 - One is identified by the Queensland Independent Education Union.

Teachers Disciplinary Committee

Terms of Reference:

- To conduct hearings, and make decisions, about disciplinary matters referred to the committee by the College or the PP&C Committee (s.129);
- To authorise an investigation if it believes further information is required before it can decide a disciplinary matter (s.106);
- To consider on a 'show cause' basis whether a teacher who has been convicted of a serious offence should have their registration/Permission to Teach cancelled or some other disciplinary sanction imposed (s.101,102); and
- To review, on a submission basis, the continuation of instances of immediate suspension of registration/Permission to Teach (s.53).

Membership:

The Teachers Disciplinary Committee consists of the following persons nominated by the Minister—

- (a) one lawyer of at least five years standing who is familiar with school environments;
- (b) two registered teachers; and
- (c) two persons who are not registered teachers.

The persons mentioned in (b) and (c) must be nominated from a list of persons given to the Minister by the Chairperson of the Board of the College. For the purpose of conducting a disciplinary hearing, reviewing a suspension or giving a teacher a show cause notice the Committee is constituted by three members: the Chairperson, a registered teacher and a person who is not a registered teacher.

Appendix 3: Schedule of consultancies

Name of Consultant	Service	Category of consultancy	Total cost to QCT
RA Ogilvie	Business Case –Considering Alternatives for the Core IT System	IT Strategy	\$34,290
James Laing LaSalle	Business Case – Considering Future Premises Options	Property Investment Services	\$13,750

Appendix 4: Schedule of overseas travel

Name of Officer and Position	Destination	Dates of travel	Reason for travel	Total cost to QCT	Contribution from other agencies or sources
John Ryan - Director	New Zealand	28/2-3/3/07	AFTRAA Conference	\$1,780	Nil
Rebekah Kitto - Assistant Director, Professional Conduct	New Zealand	28/2- 6/3/07	AFTRAA Conference	\$1,475	Nil

Appendix 5: Remuneration paid to Board and Teachers Disciplinary Committee members

The total amount of fees paid to members of the Board and the Teachers Disciplinary Committee for the period 1 January 2007 to 31 December 2007 was \$48,472.

The total amount of on-costs (including travel and accommodation involved in meeting attendance, and reimbursement to schools for Teacher Relief Salaries incurred when teacher members attend meetings) for the Board and the Teachers Disciplinary Committee in 2007 was \$26,228.

Appendix 6: Preservice teacher education programs approved

Australian Catholic University

Bachelor of Education (Primary)

Bachelor of Education (Primary) Indigenous Education

Bachelor of Education (Primary) (Graduate entry)

Bachelor of Education (Secondary) (Graduate entry)

Master of Teaching (Primary and Secondary)

Graduate Diploma in Education (Secondary)

Bond University

Master of Educational Practice (Graduate entry)

Postgraduate Diploma in Education

Central Queensland University

Bachelor of Learning Management (EC, Primary, Middle School, Secondary and VET, Japanese)

Graduate Diploma of Learning and Teaching (Early Childhood, Primary, Middle Years, Secondary and Secondary/VET)

Double degrees

Bachelor of Arts/ Bachelor of Learning Management (Secondary and VET); Bachelor of Business Administration / Bachelor of Learning Management (Secondary and VET); Bachelor of Information Technology/ Bachelor of Learning Management (Secondary and VET); Bachelor of Human Movement Studies / Bachelor of Learning Management (Secondary and VET); Bachelor of Mathematical Science/ Bachelor of Learning Management (Secondary and VET); Bachelor of Applied Science (Chemistry) / Bachelor of Learning Management (Secondary and VET); Bachelor of Applied Science (Physics)/ Bachelor of Learning Management (Secondary and VET); Bachelor of Engineering Technology /Bachelor of Learning Management (Secondary and VET)

Christian Heritage College

Bachelor of Education (Primary/Early Years, Primary/Middle Years, Secondary/Middle Years)

Bachelor of Education (Secondary/ Middle Years) (graduate-entry)

Double Degrees

Bachelor of Arts/Bachelor of Education (Primary/Early Years, Primary/Middle Years, and Secondary/Middle Years)

Griffith University

Bachelor of Education (Primary, Secondary)

Bachelor of Technology Education

Bachelor of Special Education

Bachelor of Adult and Vocational Education (teacher registration pathway only)

Master of Adult and Vocational Education (two year teacher registration pathway only)

Master of Teaching (Primary and Secondary) (for overseas students)

Graduate Diploma of Education (Primary, Secondary, Middle Years)

Double degrees

Bachelor of Arts/ Bachelor of Education (secondary); Bachelor of Arts (Language and Linguistics) /Bachelor of Education (secondary);
Bachelor of Science/ Bachelor of Education (secondary); Bachelor of Fine Arts / Bachelor of Education (secondary)

Bachelor of Human Services/ Bachelor of Education (Primary)

James Cook University

Bachelor of Education (Primary, Secondary, Early Childhood, Human Movement)

Bachelor of Education (Graduate Entry) (Primary, Secondary)

Master of Teaching

Graduate Diploma in Education (Primary, Secondary, Years One -Ten)

Double degrees

Bachelor of Science/ Bachelor of Education (Secondary); Bachelor of Arts/ Bachelor of Education (Primary and Secondary); Bachelor
of Sports & Exercise Science/ Bachelor of Education (Secondary); Bachelor of Languages /Bachelor of Education (Primary and
Secondary)

Bachelor of Education (Primary)/Bachelor of Psychology

Queensland University of Technology

Bachelor of Education (Early Childhood/Primary/ Secondary)

Bachelor of Education (Preservice Early Childhood upgrading) (external)

Graduate Diploma in Education (Early Years, Middle Years, Senior Years)

Double degrees

Bachelor of Arts/ Bachelor of Education (Secondary)

Bachelor of Applied Science/ Bachelor of Education (Secondary)

Bachelor of Creative Industries (Dance or Drama or Visual Arts)/ Bachelor of Education (Secondary)

Bachelor of Music/ Bachelor of Education (Secondary)

Bachelor of Information Technology/ Bachelor of Education (Secondary)

Bachelor of Arts/ Bachelor of Education (Primary)

Bachelor of Applied Science/ Bachelor of Education (Primary)

Bachelor of Arts/ Bachelor of Education (EC)

University of Queensland

School of Education

Graduate Diploma of Education (Secondary, Middle Years of Schooling) Graduate Entry Bachelor of Education (Middle Years of Schooling)

Double degrees

Bachelor of Music/ Bachelor of Education (Secondary); Bachelor of Science/ Bachelor of Education (Secondary); Bachelor of Arts/ Bachelor of Education (Secondary); Bachelor of Business/ Bachelor of Education (Secondary); Bachelor of Economics/ Bachelor of Education (Secondary); Bachelor of Social Science/ Bachelor of Education (Secondary); Bachelor of Commerce/ Bachelor of Education (Secondary); Bachelor of Applied Science/ Bachelor of Education (Secondary); Bachelor of Natural Resources/ Bachelor of Education (Secondary); Bachelor of Agricultural Science/ Bachelor of Education (Secondary); Bachelor of Business Management / Bachelor of Education (Secondary)

Bachelor of Education (Middle Years of Schooling)/Bachelor Behavioural Studies; Bachelor of Education (Middle Years of Schooling)/ Bachelor of Contemporary Studies; Bachelor of Education (Middle Years of Schooling / Bachelor of Social Sciences

School of Human Movement Studies

Bachelor of Applied Science (Human Movement Studies - Education)

University of Southern Queensland

Bachelor of Education (Further Education & Training)

Graduate Diploma of Learning and Teaching (Early Childhood, Primary, Middle Years, Secondary, Further Education and Training)

Bachelor of Education (Early Childhood, Primary and Middle School, Secondary and Middle Schooling)

Bachelor of Education (Special Education)

Double degrees

Bachelor of Arts/ Bachelor of Education (Senior and Middle Schooling); Bachelor of Commerce/ Bachelor of Education (Senior and Middle Schooling); Bachelor of Science/ Bachelor of Education (Senior and Middle Schooling); Bachelor of Visual Arts/ Bachelor of Education (Senior and Middle Schooling); Bachelor of Music/ Bachelor of Education (Senior and Middle Schooling); Bachelor of Drama/ Bachelor of Education (Senior and Middle Schooling)

University of the Sunshine Coast

Graduate Diploma in Education (Early Phase, Middle Phase, Senior Phase, Primary (International), VET, ICT)

Double degrees

Bachelor of Education(Senior and Middle Phase) / Bachelor of Arts; Bachelor of Education(Senior and Middle Phase) / Bachelor of Science; Bachelor of Education(Senior and Middle Phase)/ Bachelor of Business; Bachelor of Education/Bachelor of Human Services

Appendix 7: Publications

Publications of the QCT in 2007 were as follows:

Policy Documents

- *Professional Standards for Queensland Teachers*
- *Program Approval Guidelines for Preservice Teacher Education*

Annual Report

- *Annual Report of the Queensland College of Teachers for 2006*

Periodicals

- *College Connection*, Issues 4 (May), 5 (August), and 6 (November)
- *QCT Research Digest*, Edition 1 (October)



Reader Feedback Form

The QCT is keen to obtain responses from readers of its Annual Report for 2007 on the report's content and design. Readers' comments will be taken into account in producing future reports.

Please take a few moments to answer the following questions.

1. How well did the report achieve its communication objectives (see page 2)?

- Very well ☐
- Satisfactorily ☐
- Poorly ☐
- Not at all ☐

2. How do you rate the following aspects of the report? Please circle the relevant number.

1= Excellent 2= Good 3= Satisfactory 4= Poor

Content	1	2	3	4
Ease of reading	1	2	3	4
Design	1	2	3	4
Relevance	1	2	3	4

3. If you think the annual report could be improved, please suggest how:

4. For what purpose did you read or refer to the annual report?

5. What feature of the annual report did you like the most?

6. If you have any other comments please give them here:

7. Do you identify with any of these groups?

- Registered teacher employed in a school ☐
- Registered teacher employed elsewhere ☐
- Retired registered teacher ☐
- Preservice student teacher ☐
- School principal ☐
- Education authority ☐
- University-based teacher educator ☐
- Union ☐
- Queensland government ☐
- Community member ☐
- Other ☐

Thank you for participating in this survey.

Please return completed feedback forms to:

Mail: Manager, Office of the Director
Queensland College of Teachers
Reply Paid 389
Toowong Qld 4066

Fax: 07 3870 5006

Email: enquiries@qct.edu.au

