

# QCT ANNUAL REPORT

1 January to 31 December 2008



# 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.

# 2008 Annual Report to the Minister

## Letter of transmittal

April 2009

The Honourable the Minister for Education and Training  
Education House  
Mary Street  
BRISBANE QLD 4000

Dear Minister

I am pleased to present to you the Annual Report of the Queensland College of Teachers for the year ending 31 December 2008, which I submit in accordance with Section 275 of the *Education (Queensland College of Teachers) Act 2005*.

I certify that this Annual Report meets the requirements of the *Financial Administration and Audit Act 1977* and the *Financial Management Standard 1997*, particularly with regard to reporting the College's governance arrangements, objectives, functions and performance.

Yours sincerely



JOHN RYAN

Director

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 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 2008.

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 unions and professional 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.

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# Report from the Chair and the Director

As the body which brings together all major groups with a stake in school education in Queensland, the Queensland College of Teachers (QCT) has the overarching aims of enhancing the capacity and standing of the teaching profession and helping to ensure the welfare of school students. To this end, the QCT sets professional standards and codes of practice for teachers, registers teachers and may suspend or cancel their registration, approves preservice teacher education programs, and investigates and hears complaints about individual teachers that are relevant to their registration. It also undertakes activities to promote public understanding of the teaching profession and communicate 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 third 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 97,000. Approximately 57 per cent 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 2008 were the development of a Continuing Professional Development Framework, finalisation of a *Code of Ethics for Queensland Teachers*, the launch of a revitalised website and of a new web resource for beginning teachers, and the inauguration of a QCT annual lecture.

Through its membership of the Australasian Teacher Regulatory Authorities (ATRA) 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.

The membership of the Board underwent several changes during the year. Two members—Ms Sandra Nightingale and Ms Miriam Dunn—resigned 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. The Board welcomed three new members during 2008: Professor Nola Alloway, Mr Greg Donaldson and Mr Ashley Smith. A full list of the membership in 2008 is given in the section on Corporate Governance.

The term of office of all Board members except for the Chair was due to conclude on 31 December 2008. As required under the College's governing legislation, in 2008 the QCT conducted a process to elect three practising teachers and also coordinated the nomination of the non-elected Board members for the three-year term commencing in 2009.

So as to allow sufficient time for appointment processes to be completed before the end of the year, the election and nomination processes were planned to conclude by the end of June. The Australian Electoral Commission was engaged to conduct the election on behalf of the College. A relatively large field of 21 candidates contested the election, which was held in May - June. The three teachers elected to serve on the Board as from 1 January 2009 are: Ms Marcia Chock Man (non-state school practising teacher), Ms Roselynn Anderson (state school practising teacher) and Mr Mark Hollands (state school practising teacher).

Our appreciation goes to all members of the Board for their commitment and hard work during the first term of the QCT Board. In particular, we wish to thank outgoing Board members Ms Dianne Aylward, Mr Gary Barnes, Mr Bobby Barnett, Ms Susan Lund, Ms Ruth Nichols and Ms Therese Rourke. We also acknowledge the dedication of the many other members of the QCT's committees who have contributed significantly to the College's work over the past year.

Challenges facing the QCT in the immediate future include 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.

A portrait of John Dewar, a man with short dark hair, wearing a light blue button-down shirt and a blue tie with white polka dots. He is standing against a white background.

John Dewar

A portrait of John Ryan, a bald man wearing a white and green vertically striped button-down shirt and a green tie. He is standing against a white background.

John Ryan

The introduction of a new Queensland Civil and Administrative Tribunal in 2010 will have implications for the QCT's operations as the QCT Teachers Disciplinary Committee will transfer to the new Tribunal. The Queensland Government's plans for education, described in the document *Q2: Tomorrow's Queensland* (particularly plans for enhanced access to early childhood education) will have implications for the QCT. 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) will 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.

The QCT recognises the dedication and professionalism of Queensland teachers and looks forward to working with the profession to further enhance its high standards over the coming years.

*John Dewar, Chair*

*John Ryan, Director*

# 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.

# 2008 at a Glance

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

- Processed the applications of over 6,800 teachers, bringing the total number of teachers on the register to 97,000;
- Granted Permission to Teach (restricted employment as teachers) to 69 unregistered persons in special cases where an employer was not able to obtain a registered teacher;
- Considered 17 applications for registration from applicants who had not attained the prescribed qualifications and experience;
- Conducted workshops and briefings to assist teachers' understanding and use of the *Professional Standards for Queensland Teachers* and their implementation in QCT processes, with particular focus on provisionally registered teachers and school leaders;
- Facilitated and co-chaired the network for assessment officers in Australian and New Zealand teacher registration authorities;
- Consulted widely on and finalised the development of a Continuing Professional Development framework;
- Considered applications from ten universities for approval of preservice teacher education programs for registration purposes;
- Managed three research projects related to QCT functions through commissioning and monitoring outputs;
- 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*;
- Consulted on and finalised a *Code of Ethics for Queensland Teachers*;
- Chaired the network for legal officers in Australian and New Zealand teacher registration authorities;
- Audited the employment records of a sample of Queensland schools to ensure that only approved teachers were employed;
- Audited the employment records of a sample of Queensland universities to ensure that only teacher educators who were approved teachers were engaged in supervising the work of student teachers in schools;
- Launched a revitalised QCT website and a new web resource for beginning teachers;
- Published two editions of a revised QCT newsletter, *QCT Connection* and two issues of *QCT Research Digest* for teachers;
- Produced a DVD on teacher wellbeing based on an inaugural Annual Lecture;
- Provided Research Grants to three teacher researchers;
- Helped to promote the teaching profession through participation in World Teachers' Day.
- Defined QCT requirements for a replacement database system and undertook a two-phase procurement process to identify the supplier of the new system;
- Began development of a Strategic Plan for 2009-2013;
- 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 Teacher Regulatory Authorities.

# Outlook for 2009

In 2009, the QCT plans to:

- Continue to implement the *Professional Standards for Queensland Teachers* in the range of QCT functions;
- Undertake further workshops to assist teachers and other stakeholders to understand and use the *Professional Standards for Queensland Teachers* and the Continuing Professional Development Framework;
- Provide ongoing advice to teachers regarding continuing professional development requirements for future renewal of registration;
- 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;
- Finalise policy on Returning to Teaching (at a school) programs;
- Continue the QCT research function through commissioning and managing related projects;
- 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*;
- Communicate with teachers and major stakeholders in the profession about the new *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;
- Transition the QCT Teachers Disciplinary Committee function to the new Queensland Civil and Administrative Tribunal;
- Review the legislation governing the QCT in light of national initiatives and stakeholder needs;
- Introduce QCT awards for excellence in teaching;
- Continue to implement a program of other activities to promote the profession, including a QCT annual lecture and QCT teacher research grants;
- Continue a culture of measurement and evaluation of our performance;
- Implement and support the replacement of the QCT's core registration database system;
- Investigate the purchase of new premises for the QCT Office;
- Undertake ongoing review and maintenance of corporate governance arrangements to ensure better practice is maintained
- Continue to monitor indicators of organisational health in the QCT Office 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 Teacher Regulatory Authorities (ATRA).

# Strategic Plan 2008 - 2012

The QCT Strategic Plan for 2008-12 identifies the Goals, Strategies and Performance Indicators shown below. The QCT was in only its third year of operation in 2008, and was therefore still 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 2008 against the performance indicators. Details are provided in later sections of this Report, in the pages indicated.

Late in 2008, the Board began development of a Strategic Plan for 2009-13. The goals and strategies identified in the Strategic Plan for 2008-12 remain relevant and the goals identified in the Strategic Plan for the next financial year will be very similar.

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 audits of school and university records indicate we are effective in ensuring only registered teachers are employed in teaching duties in schools or in supervising student teachers in schools. Our disciplinary work ensures that teachers charged with certain offences, or found guilty of certain offences, or dismissed by employers for certain reasons, are prevented from teaching.

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



Table 1: Achievements against Strategic Plan in 2008

## Strengthening Professionalism

### Goals:

- 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.

Strategies	Performance Indicators	Achievements In 2008	Pages
Establish, implement and review a suite of policies for the application of professional standards.	Policies are operational and communicated to stakeholder groups.	A range of workshops held to enhance teachers' understanding and use of the <i>Professional Standards for Queensland Teachers</i> and their embedding in registration functions.	20 – 23
Establish, implement and review a suite of policies for the registration of teachers.	Registration processes reflect the Professional Standards and Conduct requirements for the profession.	Policy framework progressively established and implemented.	12 – 31
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 suite of registration policies and procedures to ensure that only those who meet eligibility criteria are granted registration or Permission to Teach.	12 – 19, 28
Establish, monitor and review and promote the professional standards for teachers.	Annual Compliance audits are undertaken and documented in order to ensure enforcement of the Act and strategies to address non-compliance are pursued by the QCT.	Continued implementation of the framework for managing professional conduct issues.	28 – 31
Influence the national agenda on key policy issues of harmonisation of registration and teacher quality.	Queensland's high standards are maintained and national policies are reflective of Queensland's context.	Consultation with stakeholders undertaken on <i>Code of Ethics for Teachers in Queensland</i> ; Code finalised and approved by Minister	28 – 29
		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.	31
		Audits undertaken of samples of schools and university teacher education programs to assess compliance with requirements re employing approved teachers.	31

## Promoting and Enhancing Teaching as a Profession

### Goals:

- To take a leadership role in achieving positive public acknowledgement of the profession.
- To create new opportunities to celebrate the contribution of the teaching profession.

Strategies	Performance Indicators	Achievements In 2008	Pages
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.	32 – 34
Establish means of recognising and publicising examples of good teaching.	Evidence is 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.	32 – 34
Collaborate with relevant stakeholders to promote the teaching profession.	Initiatives pursued and collaborative partnerships undertaken to promote the teaching profession.	Findings of research on teaching made available through <i>QCT Research Digest</i> .	33
Undertake and act on findings of research about the performance and perceptions of the profession.		Collaborative partnerships undertaken to promote the profession through ATRA activities and through the above activities to publicise achievements of the profession.	27, 32 – 34
Keep abreast of best practice nationally and internationally in raising the status of the teaching profession.			

## Supporting Quality Teaching

### Goals:

- To enable and promote a vital and effective profession.

Strategies	Performance Indicators	Achievements In 2008	Pages
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.	24 – 26
Establish, implement, review and promote a Continuing Professional Development (CPD) framework.	All Returning to Teaching programs are approved by the QCT.  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.	CPD framework developed through consultation with stakeholders with view to its application in first cycle of renewal of registration in 2010.  Research undertaken on identified priorities.	20 – 23  27
Undertake research identified by and relevant to the profession.	Teachers seeking renewal of registration have engaged in continuing professional development to enhance their practice.	<i>Professional Standards for Queensland Teachers</i> embedded progressively in policies for: <ul style="list-style-type: none"> <li>progression from Provisional to Full registration</li> <li>assessment of non-standard applications</li> <li>development of CPD framework.</li> </ul>	12 – 19, 20 – 24
Facilitate information about and access to professional development and learning opportunities.	Professional development opportunities available in relation to the Professional Standards.	Considered strategies to assist teachers in accessing information about appropriate professional development opportunities.	22 – 23
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 implemented for progressing from provisional to full registration, including greater emphasis on support and development against the <i>Professional Standards for Queensland Teachers</i> .	20
Collaborate with employing authorities to support the implementation of effective and consistent induction programs.			

## Corporate Governance Of The QCT

### Goal:

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

Strategies	Performance Indicators	Achievements In 2008	Pages
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.	40
Develop, implement and review operational plans and budgets.	Risk management and mitigation strategies have been identified and implemented.	Accounting processes and quality of information services improved by use of shared services.	42
Align information and communication technology investment with the requirements of the QCT.	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.  Ongoing development of procedures and policies to ensure compliance with all applicable legislation and guidelines.	40 – 43  Passim
Enhance performance of the QCT through the support and development of the staff.	Audit reports are positive and recommendations are implemented.  Indicators of organisational health are positive.  Technological infrastructure supports the needs of the profession and the QCT.	Internal and external recommendations either have been implemented or are under implementation.  2008 Financial Position sound. All other resources exhibit positive trends.  Replacement concept for present database system developed and supplier identified.	40 – 43  40 – 43  42

# Our Approved Teachers

## The state of the register

A legislated function of the QCT is to 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 2008, as compared with the previous three years. At the end of 2008 the Register contained the names of 97,000 approved teachers.

Table 2: Register of teachers in Queensland 2005-2008

	2005	2006	2007	2008
<b>Number of approved teachers</b> as at 31 December (only registered teachers are included in 2004-06 figures)	92,376	93,193	94,818	96,985
<b>Number of new applications</b> for registration, including:	4,883	6,045	6,189	6,819
Applications still being processed as at 31 Dec*	2,078	1,657	1,288	1,158
Applicants not eligible	72	74	84	119
Applications withdrawn	34	28	51	160

\*Includes applications from graduates received at the end of 2008 but awaiting confirmation of course results early in 2009.

The QCT received a total of 6,819 new applications for registration, including 942 from teachers whose initial teaching qualification was completed interstate and 740 from teachers whose initial qualification was from overseas (the interstate and overseas figures here are exclusive of applications under mutual recognition). While the total number of applications represents a significant increase on the previous year, this was totally due to those with Queensland qualifications as the number of applicants with interstate and overseas qualifications decreased compared with 2007 (in 2007 these numbered 1132 and 789 respectively).

A total of 3,386 provisionally registered teachers gained full registration during 2008. Of the total number of registered teachers as at 31 December, approximately 19.5 per cent had provisional registration and the remaining 80.5 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 2008, just over 57 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 41 per cent of the register were not recorded as currently teaching (see Figure 1 below). Those not in permanent teaching positions may include relief and short-term contract teachers, teachers on extended leave and teachers that are no longer employed in a school.

Of the 57 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). Of those teaching in schools, 89 per cent held full registration and 11 per cent held provisional registration.

Figure 1: Employment status of registered teachers

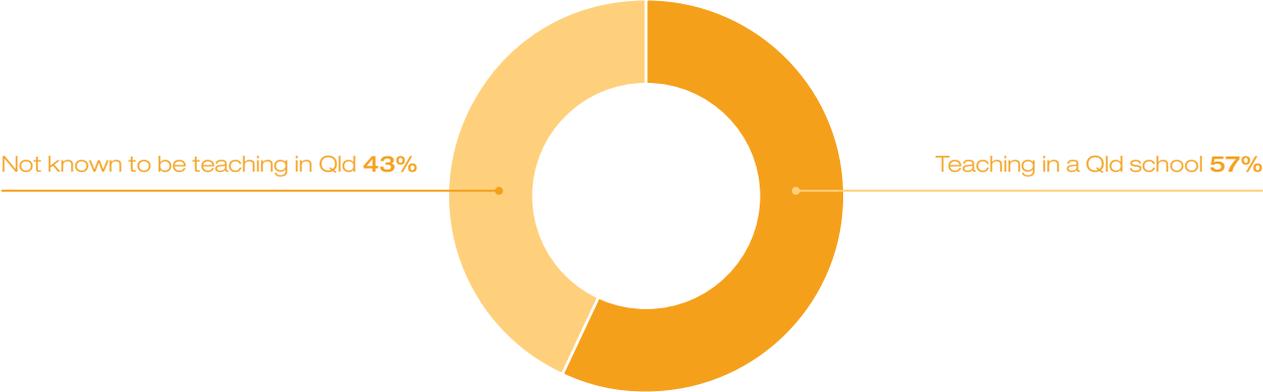


Figure 2: Employment of registered teachers known to be employed in Queensland schools

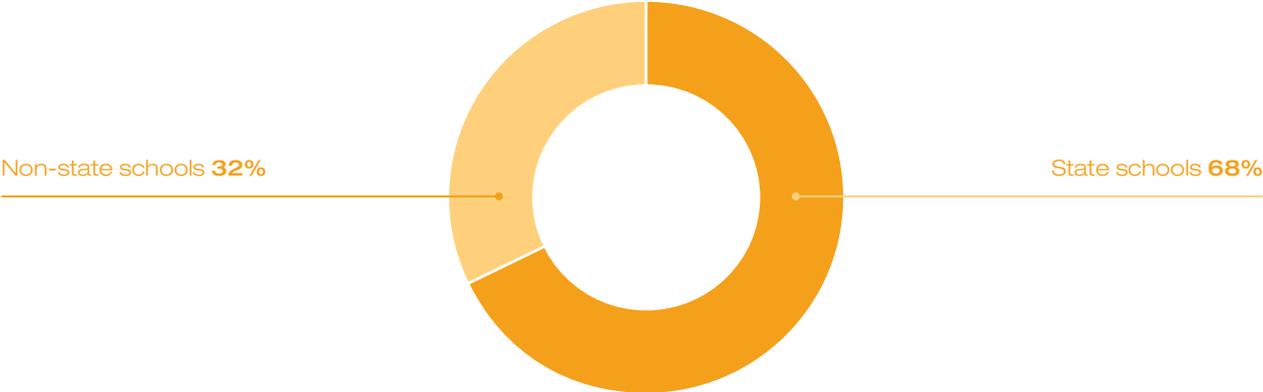


Figure 3: Numbers of registered teachers recorded on register as teaching in each employment sector

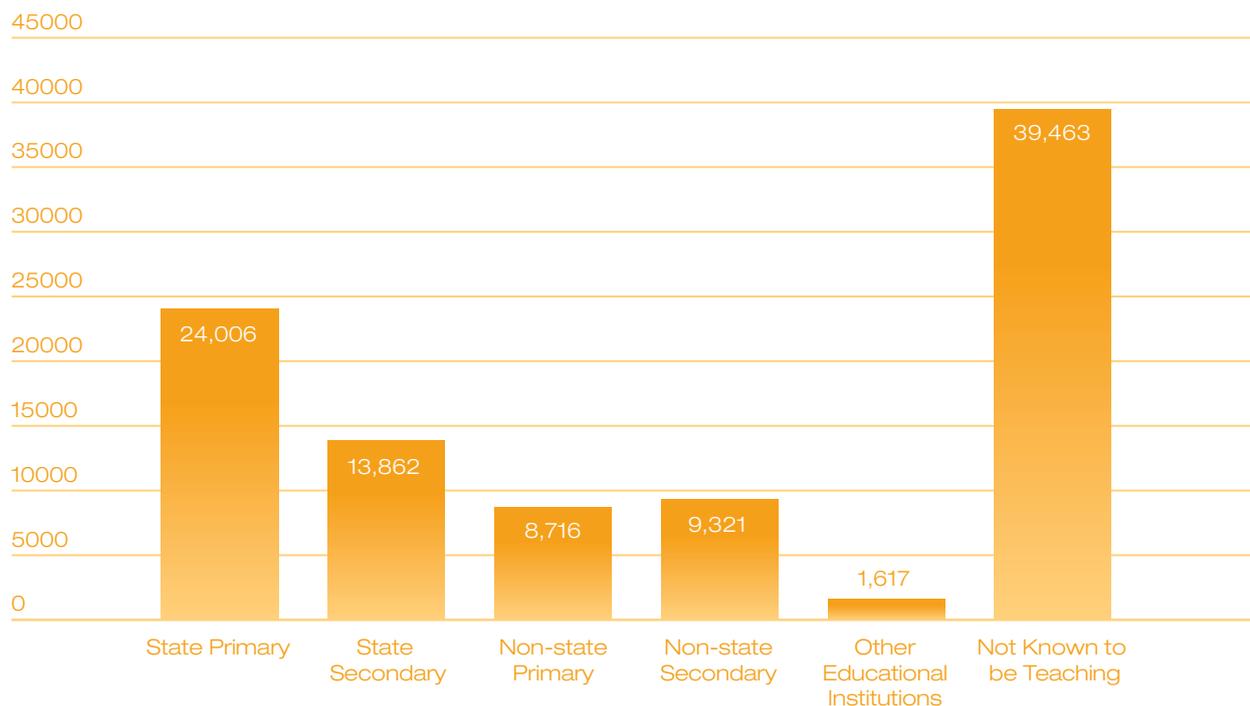


Table 3 shows the average age of applicants and registered teachers as at 31 December 2008, as compared with the previous year. The average age of applicants is 33 years and the average age of teachers on the register is 44 years.

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.

The great majority of registered teachers (82 per cent) have at least four years of teacher education (i.e. four years of higher education including at least one year of professional teaching studies). Figures 6 and 7 indicate the qualifications of registered teachers overall and by age group.

Table 3: Average age (in years) of applicants and approved teachers—2006, 2007 and 2008

Average Age of	2006	2007	2008
All Applicants	32.5	33.8	33.4
Male Applicants	34.1	35.4	34.8
Female Applicants	31.9	33.1	33.0
Approved Teachers on the Register	43.7	44.3	44.4

Figure 4: Age profile of approved teachers



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

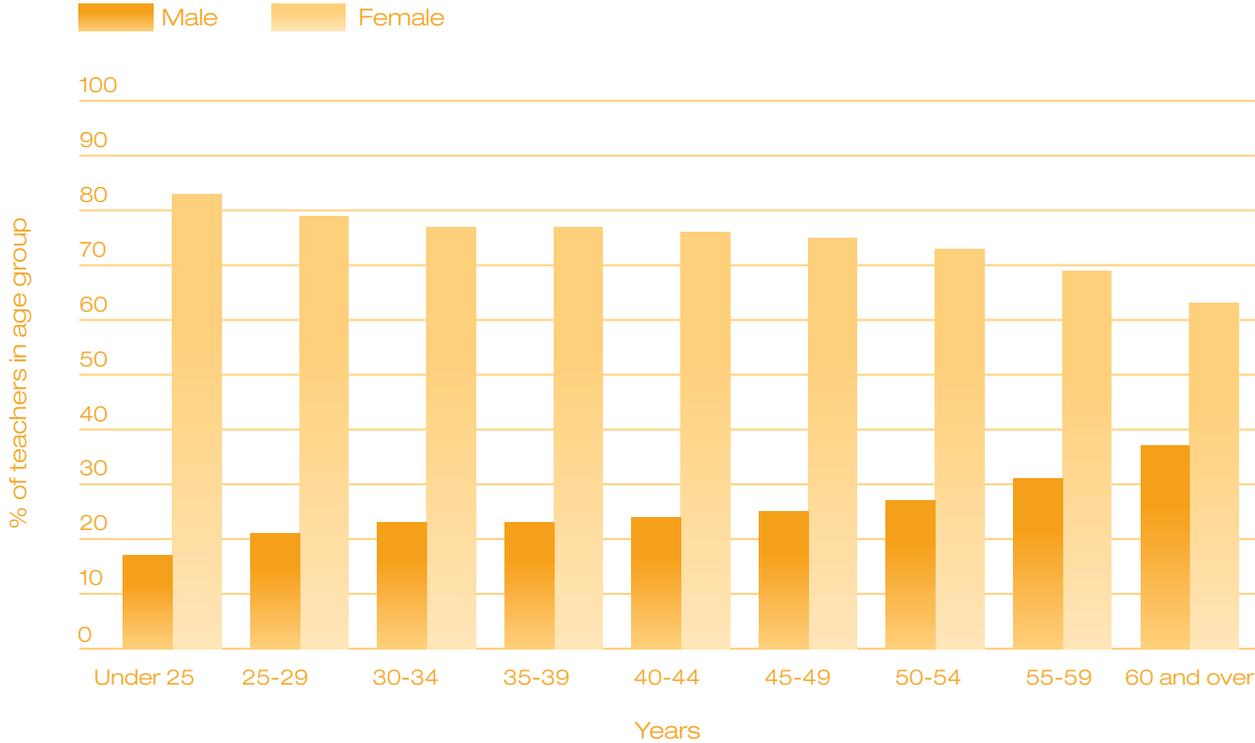


Figure 6: Proportion of approved teachers with four-year, three-year and other initial teacher education qualifications

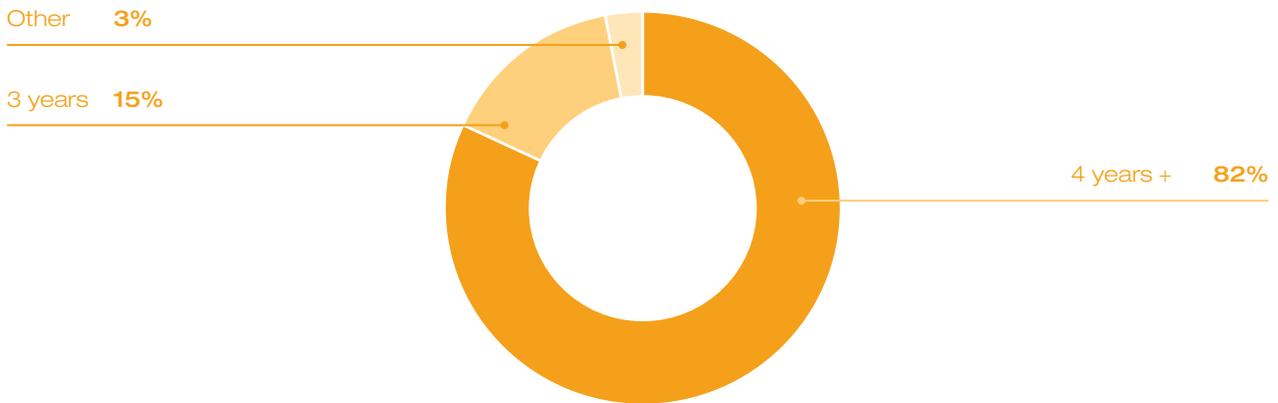
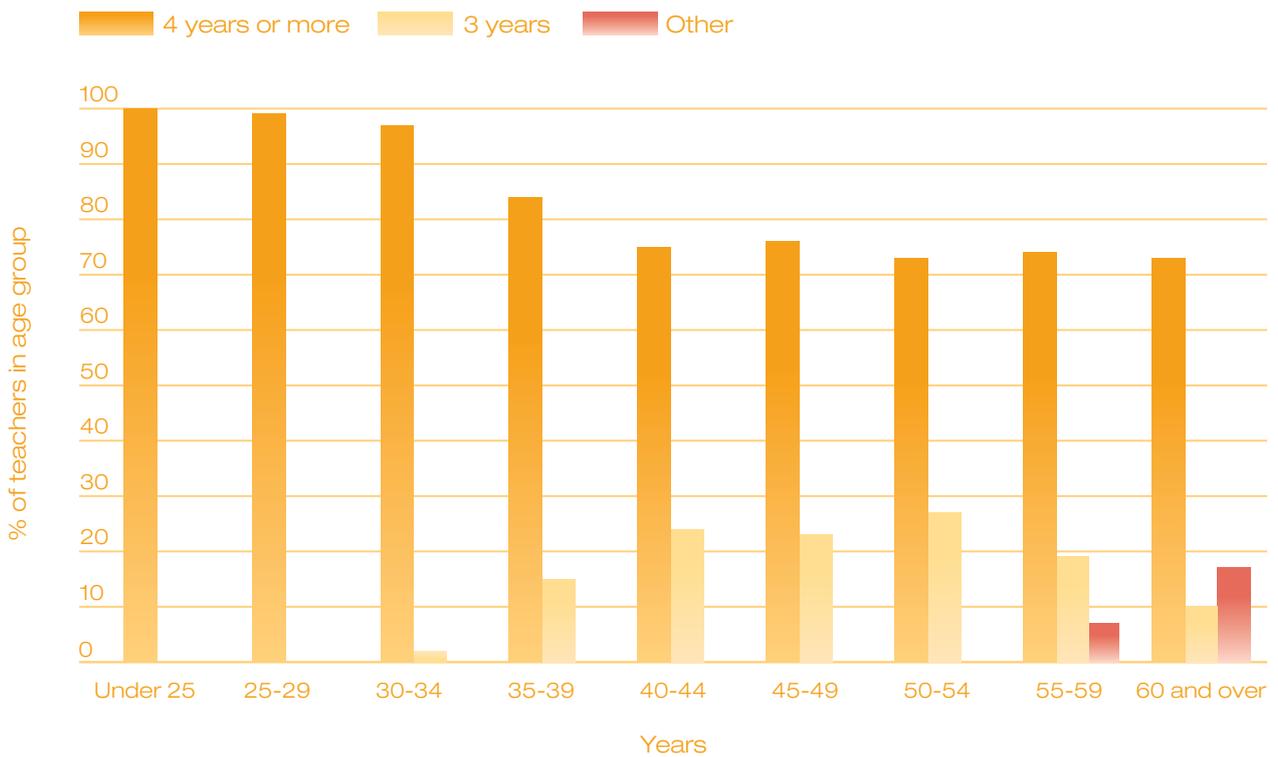


Figure 7: Qualifications of registered teachers by age group (percentage of age group)



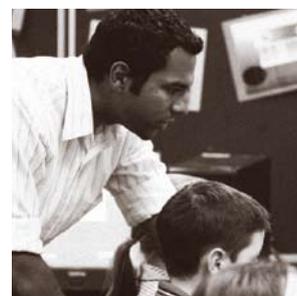
## Mutual recognition

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 2008 is as follows:

Origin	Number
New Zealand	194
Victoria	176
Western Australia	72
South Australia	71
Northern Territory	56
Tasmania	27
<b>TOTAL</b>	<b>596</b>

The total represents a slight decrease on the figure for the previous year. This marks a change from the pattern in recent years: the total figure had been increasing by over 20 per cent a year, reflecting 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 2008, the QCT received a total of 740 applications from teachers whose initial teacher education was undertaken outside Australia (a decrease of about 50 from the previous year). The number of applications received from overseas teachers represented 10.9% of the total applications received in 2008 (down from 12.7% in 2007).

The majority of such applications received by the QCT were from teachers whose initial preparation had been undertaken in the United Kingdom, New Zealand and South Africa. There were also large numbers of applicants from 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 2008, 536 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 alternative 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 has 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. In 2008, 17 such applications were assessed. Of these, 12 were granted provisional registration (five with a study condition and two on the condition they first satisfy the QCT as to their English language proficiency).

## 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 –

- 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;
- has knowledge, qualifications, skills or training reasonably considered by the QCT to be relevant to the position the person has been offered;
- is suitable to teach; and
- 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 2008, 69 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 area most often involved was Manual Arts. Other subject areas with significant numbers were Mathematics/Science and Home Economics/Hospitality.

Forty-two per cent of the permissions to teach granted were for rural or remote areas, 32 per cent for provincial areas and 26 per cent for metropolitan areas. Most applications were granted for a period of less than six months.

# The Rewards of Registration



Therese Rourke

With a teaching career spanning more than three decades and schools throughout Queensland, Therese Rourke is passionate about the profession she believes she was “meant to do”.

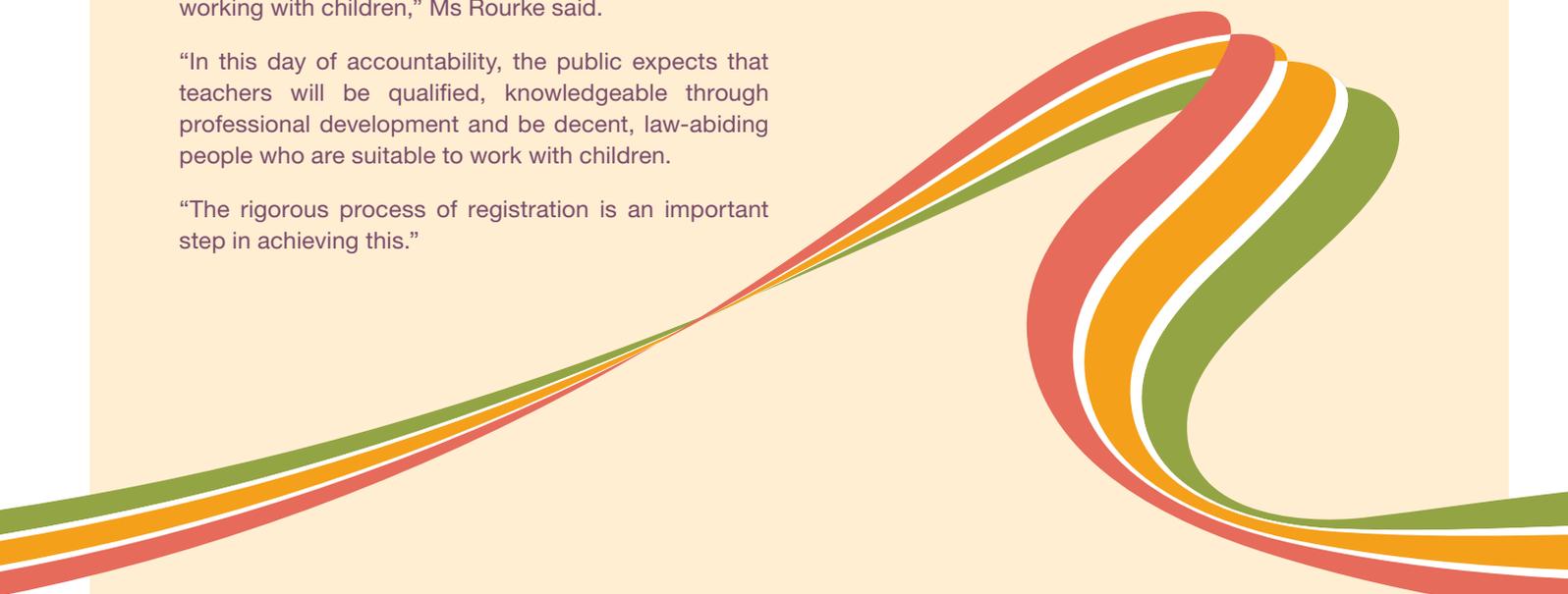
Now teaching Year 6 and 7 at Eatons Hill State School in Brisbane, she has also seen it from the other side, having served for 11 years on the Boards of the Queensland College of Teachers and former Board of Teacher Registration.

But it was through her position on the College’s Professional Practice and Conduct Committee that Therese’s respect for teacher registration was truly affirmed.

“Queensland teachers can be confident that the College is doing its best to maintain the integrity of our profession and ensure that only appropriate people are working with children,” Ms Rourke said.

“In this day of accountability, the public expects that teachers will be qualified, knowledgeable through professional development and be decent, law-abiding people who are suitable to work with children.

“The rigorous process of registration is an important step in achieving this.”



# Strengthening Our Profession

## Engaging the Profession

The Queensland College of Teachers has an important role in ensuring that the teaching profession in Queensland possesses and applies a high standard of professional competence. As in previous years, the QCT has taken an active role in engaging with teachers and providing professional development opportunities to support teachers in understanding registration requirements and the *Professional Standards for Queensland Teachers* (PSQT) and their use across their career continuum.

This interaction begins at university with the QCT providing workshop sessions to preservice education students designed to step them into the profession. During 2008, the QCT visited a variety of university campuses including regional areas to provide focused sessions on understanding the PSQT as a central reflective framework and modelling their use to reflect on, plan and develop their teaching knowledge and practice across their careers. Fourteen sessions were provided across eight campuses, involving more than 1200 undergraduate and postgraduate students.

The QCT sees the period of provisional registration as a supported introduction to the teaching profession. Provisionally registered teachers and their in-school supporters were offered professional development sessions focused on the process of moving to full registration, underpinned by the PSQT. In addition to the state-wide sessions initiated by the QCT, presentations were provided to support beginning teacher induction programs and conferences in some districts upon request. Approximately 31 sessions for provisionally registered teachers were provided across the state, ranging from Cairns and Mount Isa to Roma and the Gold Coast.

Further requests to the QCT during 2008 saw the opportunity to engage with the profession in specialised programs for particularly identified cohorts of teachers. This included sessions focussing on issues for school leadership teams and professional development sessions targeting supply teachers.

A particularly well received example included a professional development program initiated by Education Queensland teachers and school leaders in the Townsville district to focus on supporting teachers as they support the development of preservice teachers. (This example is highlighted elsewhere within this report.)

In addition, full advantage was taken of the state-wide consultation process regarding the renewal of registration and the draft Continuing Professional Development Framework as an opportunity to communicate and clarify information where fully registered teachers were engaged in open forums, focus groups, interviews and intensive workshop sessions, facilitated by the QCT. (Further details are provided elsewhere in this report.)

During 2009, the QCT will continue to engage with the profession about the renewal of registration and the Continuing Professional Development Framework through a range of modes including regional information sessions. This program is planned to align with the ongoing provision of workshops and presentations available to preservice, provisionally registered and fully registered teachers.

## On the Ground



Lee-Ann Drovandi-Milne



Anne-Marie Day

The Professional Standards for Queensland Teachers framework is helping those already working in schools to offer support while assessing their future colleagues.

In Townsville, 10 schools shared ideas at a professional development session in October 2008, and educators across the region are embracing the standards.

Year 3 teacher Lee-Ann Drovandi-Milne recalls her own school training relying on basic guidance from her supervising teacher, without any documented direction.

Now, the 22-year teaching veteran oversees university students, and finds using specific professional standards expected of preservice teachers is mutually beneficial.

“We work through the standards, how they will be reported, how it relates to teaching and how they can put them into practice,” she said.

“We can talk to them from their point-of-view, as well as how the standards ultimately relate to us in the workforce.”

Ooonoonba State School principal Anne-Marie Day, whose school last year hosted 12 pre-service teachers, believes the whole process helps ease the transition between university and schools.

“We are all talking the same language, either when students are studying or they are at a school, and it is equally useful for our teachers to develop their own learning,” Ms Day said.

## Approval of Continuing Professional Development Framework

On 12 December 2008, the Board of the College endorsed the *Continuing Professional Development (CPD) Framework* to recognise the importance of teachers' engagement in continued professional development and requirements for renewal of registration. The framework had been developed by the representative Professional Standards Committee and the Board over an eighteen month period, in response to the legislative changes made in the *Education (Queensland College of Teachers) Act 2005*. A highlight of the development process involved state-wide consultation on the draft CPD Framework with teachers and other relevant stakeholders in July and August 2008.

The consultation process involved face-to-face events and an online survey as the two key modes for stakeholder feedback that contributed to the refinement of the final endorsed CPD Framework. The range of stakeholders consulted with included teachers, teacher employing authorities, teacher unions, teacher educators, principal associations, parent organisations, professional associations and curriculum authorities.

Face-to-face opportunities involved a series of open forums for teachers in Brisbane, Ipswich, Warwick, Mackay, Maryborough and Thursday Island as well as intensive workshops in Brisbane, Sunshine Coast, St George and Cairns. Additionally, the consultation involved numerous key stakeholder interviews and employer focus group meetings held in Brisbane, Gold Coast, Ipswich, Toowoomba, Mackay, Rockhampton, Cairns, Townsville (Mt Isa via teleconference), Bundaberg and the Sunshine Coast.

The consultation process acknowledged widespread acceptance and support among teachers for the concept of required professional development linked to ongoing renewal of registration. It also provides the opportunity to publicly highlight teachers' engagement in ongoing professional development as an integral feature of contemporary teacher professionalism. There was strong accord with the acknowledgement of the complex role of the teacher in schools today and the need to maintain and update skills and knowledge.

The great majority of teachers recognised the need for CPD to have regard to the *Professional Standards for Queensland Teachers* and be balanced across areas and types of activities, as well as requiring the completion of at least the minimum required amount of hours. There was a strong shared perception among participants in all face-to-face consultations that the range of the identified CPD activities recognises the importance of site-based professional development that takes place in school teams, including those conducted on pupil free days. General debate in the face-to-face consultations focussed on the need for rigour and credibility in the range of activities presented.

Findings from both the online survey and face-to-face events during the consultation process contributed widely to the final *Continuing Professional Development Framework* endorsed by the Board in December. The Board also established the implementation timeline to allow further communication with teachers, schools and systems about the Framework and renewal processes during 2009. In 2010, the CPD Framework will be introduced and teachers will be required to meet all requirements including maintaining records of their professional development.

# Making it Work



Roland Kowitz



Tricia Underwood

With teachers preparing for changes that will see registrations formally renewed every five years—along with a record of their professional development—educators are helping shape how it will work.

Stakeholders from state and non-state schools provided feedback into the continuing professional development framework through consultations in August 2008, including Year 3 teacher Roland Kowitz from St Peter's Primary School at Rochedale in Brisbane.

He was initially concerned about having to report on the amount of professional development teachers were undertaking—but since attending the forum, he believes many teachers can record work they are already doing.

“As a teacher, you have to keep working to maintain skills and be professional,” Mr Kowitz said. “This process is the next logical step.”

In central Queensland, Mount Morgan State High School principal Tricia Underwood says the process will acknowledge and emphasise the need to access professional development to hone skills and provides a structure and process to support teachers.

“It is in everyone's best interest, from the school administrators and teachers to the public, who need to know that we are taking ourselves seriously and keeping our skills current,” Ms Underwood said.

“Technology is a great example of teachers keeping their knowledge up-to-date, and we have seen mutual respect grow among educators and students as teachers put themselves in the position of learner.”

## Teacher education program consultation and approval

The QCT's *Program Approval Guidelines* underpin the approval of preservice teacher education programs for Queensland higher education institutions. The *Guidelines* provide a framework to inform the development of programs that meet the expectations and requirements of the QCT, the profession and other education stakeholders in Queensland. Graduates who successfully complete a program as approved are eligible for provisional teacher registration, subject to meeting suitability requirements.

The *Program Approval Guidelines* include a guide to the application of the *Professional Standards for Queensland Teachers*, 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 program requirements 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 graduates will achieve the *Professional Standards for Queensland Teachers*, at the level of a graduate teacher, and that the program guidelines are met. Program documentation must provide explicit information about how the intended outcomes, content, teaching approaches and assessment of the program enables preservice teachers to meet the Standards and produce evidence that demonstrates their achievement.

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

Phase Two of the approval process involves a review of programs when they have been in operation for a certain period of time. This process involves teachers, employers and principals in providing feedback to the QCT 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 beginning of their involvement in the teaching profession, preservice teachers engage with the *Professional Standards for Queensland Teachers* as a framework to guide their development. The Standards are 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 leads to eligibility for graduation and provisional registration.

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

## Programs approved

During 2008, programs from Australian Catholic University, Bond University, Central Queensland University, Griffith University, James Cook University, Queensland University of Technology, the University of Queensland, the University of the Sunshine Coast, the University of Southern Queensland and Southern Cross University were considered by the QCT.

The QCT granted Phase One approval to five undergraduate preservice teacher education programs and eleven postgraduate preservice teacher education programs. Two universities were granted Phase One approval for undergraduate degrees combined with a preservice teacher education program. An additional pathway to a previously approved preservice teacher program offered by one university was also endorsed.

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, Christian Heritage College, Griffith University and University of Southern Queensland.

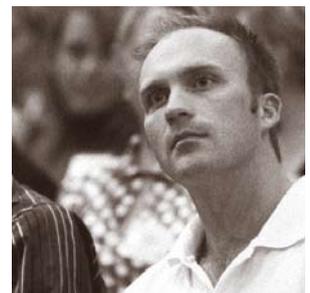
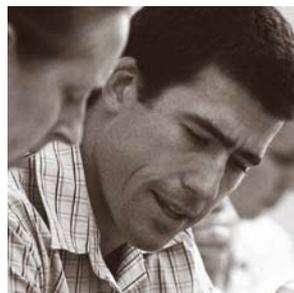
The relevant program panels visited university campuses as required. In 2008, visits for purposes of program approval were made to Central Queensland University, Rockhampton and Bundaberg campuses; Griffith University, Mt Gravatt campus and James Cook University, Townsville campus. The visits included 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 2007 were considered by program panels during 2008.

A list of Queensland preservice teacher education programs currently accepted for teacher registration purposes can be found on the QCT website and in Appendix 7.

## 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. In 2008 a total of 1120 final year students undertook teaching internships under authorisation. The participating Queensland 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. In addition internship authorisations were issued for one student from each of the University of Tasmania and Murdoch University, Western Australia, to complete their Internship in a Queensland school.



# Program Passes Teachers' Test



Michelle Moore

As a student at Queensland University of Technology's Kelvin Grove campus, Michelle Moore reaped the rewards of the thorough, behind-the-scenes program approvals that shaped her Bachelor of Education studies in secondary home economics and health education.

After representing the university as a student ambassador, she worked in special needs units before joining the hospitality teaching team at Forest Lake College in 2006.

Michelle believes her university experiences were invaluable preparation for life in the classroom.

"University is obviously very different to when you have students of your own, but I had lecturers who taught what I needed to know," Ms Moore said.

"When you come out with a degree, you don't have a lot of practical experience behind you, so getting the initial preparation right is very important."

Having graduated high school when the internet was in its infancy, Michelle found university provided crucial preparation for using information and communication technologies—and she is still building on her knowledge.

"I have been very lucky at Forest Lake to find other teachers who are great mentors, which is important because it is a profession where you always need to expand your skills."

## Research

The QCT's research involvement in 2008 focused on the following three projects:

1. Implementation of the *Professional Standards for Queensland Teachers* and associated policies:
  - renewal of registration—this involved online and face-to-face consultation through state-wide focus groups, forums and workshops for teachers and other stakeholders to develop understanding of the requirements for renewal of full registration including recency of practice provisions, returning to teaching condition and the *Continuing Professional Development Framework*.
  - moving from provisional to full registration—this involved 31 workshops and ongoing liaison with provisionally registered teachers and principals from schools in all sectors and at centres across the state.
2. Study of the impact on student learning achieved through teacher professional development in the areas of Science, Technology, Engineering and Mathematics (STEM). During 2008, a literature review was undertaken and data were collected through a survey and focus groups and case studies were developed. The final report is due for completion in early 2009.
3. Project to determine how to prepare teachers with the skills required for teaching students when English is not their first language; particularly Indigenous students, in relation to preservice teacher education and teacher professional development. The project undertook case studies to inform recommendations for good practice; develop a participatory action research heuristic and compile draft resources for teachers working with students whose first language is not English attending schools across the state; the final report is due for submission in early 2009.

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

### Participation in ATRA

The QCT is an active member of the Australasian Teacher Regulatory Authorities (ATRA). Membership of ATRA, an incorporated organisation, consists of the teacher registration and accreditation authorities in all Australian states and territories. New Zealand is also an associate member of ATRA.

During 2008 the major work of ATRA consisted of developing, in consultation with the Australian Council of Deans of Education, a set of National Teaching Standards for graduates of preservice teacher education courses and a set of program standards that will apply to higher education institutions providing teacher education courses.

These standards were accepted by the National Preservice Teacher Accreditation (NaPSTA) Working Group. This working group was established by the Australian Education Systems Officials Committee (AESOC). An officer from the QCT represented ATRA on the NaPSTA Working Group. This work will now become part of the National Partnership focussing on teacher quality.

### 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.

QCT officers participated in a range of state and national education meetings relevant to their roles. Officers chaired the ATRA legal officers' network and participated in the ATRA 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 2008, 35 applications were considered by the PP&C Committee; four of these 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 initially adopted the *'Ethical Standards for Teachers'* of the former Board of Teacher Registration to provide guidance to approved teachers about appropriate professional conduct.

A new draft *Code of Ethics for Teachers in Queensland* was subsequently developed by the College. During 2008 the QCT consulted stakeholders (eg employers, unions, parent groups, tertiary institutions) about the draft Code and used an online survey to obtain feedback from registered teachers, other interested persons and organisations. The survey was available through the QCT website for a six week period from May to June. Feedback on the Code was extremely positive.

In October the Board endorsed the final version of the *Code of Ethics for Teachers in Queensland* and the Code was subsequently approved by the Minister as a code of practice to guide teachers' professional conduct.

The Code is a one-page, aspirational document which describes the following six high level professional values: integrity; dignity; responsibility; respect; justice; and care. 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 Code will not replace current employer Codes of Conduct/Ethics but it will complement these Codes and provide the profession with further reinforcement of the high standards of conduct and practice required and expected of teachers.

A communication strategy about the Code will be implemented in 2009.





Kevin Twomey



Jim Ferster

## The Big Picture

As the Brisbane Catholic Education Office’s Director of Employee Services and a member of the Queensland College of Teachers’ Board, Kevin Twomey knows that teaching is a busy job—which is why he believes the QCT’s new Code of Ethics is more important than ever.

“It is easy to get lost in the day-to-day demands of it all and lose sight of the big picture, so it helps to remind teachers of the values they are committing to when they take up this important duty,” Mr Twomey said.

“The document strives to provide direction regarding the way teachers approach their work and conduct themselves while interacting with students.”

Mr Twomey said the document, which replaces an outdated version from the previous Board of Teacher Registration, was developed in consultation with a range of stakeholders and sits at a “vision and values” level.

“It is an aspirational guide to the work of teachers,” he said. “Having a Code of Ethics is important in a range of professions such as solicitors, barristers and doctors, and we are very upfront in identifying the standards we are setting for ourselves as educators.

“It therefore becomes a framework that other things can flow from.”

## At the Forefront

Jim Ferster’s teaching career began in the chilly Alberta classrooms of northern Canada, where “schools would close if it got to fifty degrees below or the furnaces broke down.”

Now, after 35 years in Australia teaching biology, mathematics and chemistry, he is one of more than 100 teachers overseeing 1300 students at St Joseph’s Nudgee College at Boondall, north of Brisbane.

He says the Queensland College of Teachers’ Code of Ethics helps educators who are working on the ground.

“It reflects practices that competent and caring teachers already operate with, while formalising and affirming the professional standing of their role,” Mr Ferster said.

“I don’t know if most people in the community would be aware of the added responsibility that teachers take on, so as a public document it goes a long way in advertising the value of teaching and the complexities of our jobs.”

Mr Ferster believes most teachers are already practising what the code covers: “It is good to know that it is there and in many ways, teachers would be familiar with these important qualities through their training and professional memberships.”

## 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 2008 the QCT received 24 notifications from teachers of changes to their criminal history. Of these, the QCT decided that no further action was required on ten notifications, to refer one matter to the PP&C Committee, to suspend one teachers' registration as a result of their being charged with a disqualifying offence and (as of year's end) the remaining notifications still await the outcome of court proceedings or assessment by the QCT.

The QCT also received one notification from a teacher disclosing a change to their teaching status in another state. The QCT decided to authorise an investigation into the matter and suspended the teacher's registration on the belief that they posed an imminent risk to of harm to children.

### 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 2008, 39 notifications were received from the Commissioner of Police. These resulted in the suspension of eleven teachers' registration as a result of their being charged with a disqualifying offence. Disqualifying 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, two teachers' registration were suspended on the belief that they posed an imminent risk to of harm to children, three notifications were referred to the PP&C Committee, the QCT determined to take no further action in relation to ten notifications and (as of year's end) thirteen notifications still await the outcome of court proceedings or assessment by the QCT.

### 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 2008, 124 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 five investigations as well as the referral of three notifications to the Teachers Disciplinary Committee and determined no further action was required on ten 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 2008 the QCT received 5 complaints against approved teachers. The QCT refused to deal with 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 2008 eighteen new disciplinary matters were referred to the PP&C Committee. Of the matters referred the Committee determined that grounds for disciplinary action did not exist in two matters; to take no further action against four teachers; to warn four teachers; and refer six matters to the Teachers Disciplinary Committee. The remaining two matters were yet to be decided by the Committee.

### The Teachers Disciplinary Committee

In 2008 the QCT referred thirty-three new matters to the Teachers Disciplinary Committee compared to thirteen in 2007 and fifteen in 2006. The Committee reviewed the suspension of twelve 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 or prohibit from reapplying for registration for a period of five years, five teachers' registration. The remaining sixteen matters are yet to be decided by the Committee.

## 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 2008 the Committee received 3 applications for review. The Board confirmed the decision that one teacher was not suitable to teach and substituted a decision deciding that one teacher was suitable to teach. The Board was yet to decide whether an applicant for internal review will be granted an extension of time to make an application.

## 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 2008 there was one notice of appeal made to the District Court by a person who did not meet the professional practice requirements for registration. The appeal is to be heard by the Court early in 2009.

## 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.

As part of its compliance monitoring program, the QCT undertook an audit of the employment records of a random selection of Queensland schools in October – November 2008. The audit indicated that the overall level of compliance with the Act is very high in Queensland schools. The QCT reminded school principals of the need to have a process in place in each school to check current teacher registration for all teachers employed during the year.

The Employer Services facility on the QCT website helps ensure compliance with the Act by assisting principals to ensure that all teachers employed at their school have current registration or Permission to Teach.

## Compliance with requirement to hold registration to supervise student teachers

An audit of university staff who supervise student teachers in schools was conducted during the period July – September 2008. The purpose of the audit was to check universities' level of compliance with Section 83(2) of the *Education (Queensland College of Teachers) Act 2005* (the Act) which states a person who is not a registered teacher must not supervise or assess the work of a student teacher in a prescribed school. The overall level of compliance was found to be high but within some universities the level of compliance needs to improve. The QCT has suggested to Vice Chancellors that they ensure their universities have an annual process to check the registration status of their student teacher supervisors.

# 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 in 2007 to provide input and feedback on the QCT's strategies to promote the profession. The Group met twice during 2008 and provided valuable constructive comment and suggestions regarding proposed activities.

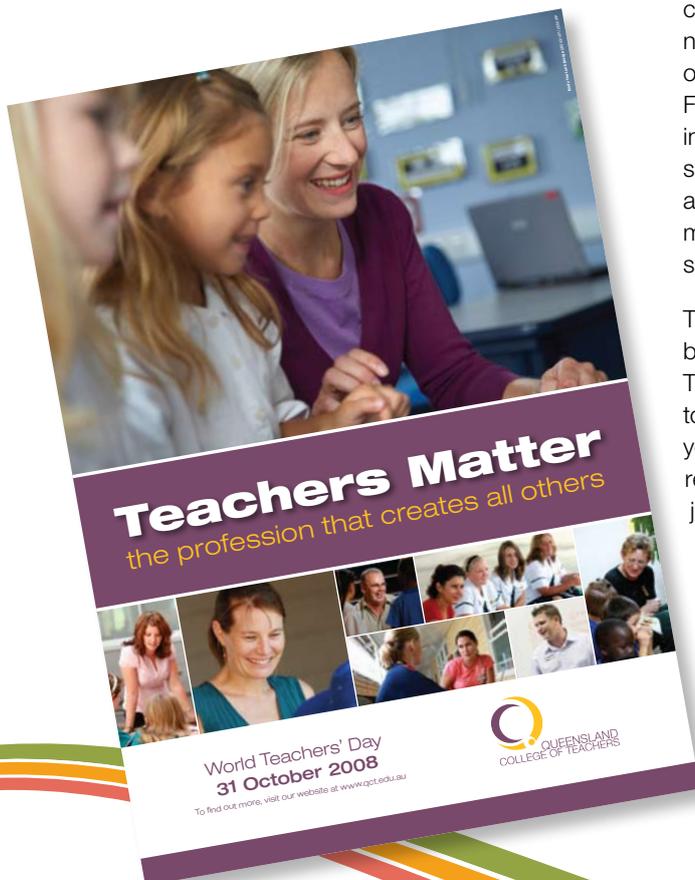
## World Teachers' Day

World Teachers' Day on Friday 31 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 2008 focussed on the production and distribution of a World Teachers' Day poster featuring the theme 'Teachers Matter'. Media releases were sent to all relevant Queensland media outlets. A page regarding World Teachers Day is permanently available on the QCT's website.

## Website

After a major website redevelopment project, the QCT launched its new-look site early in 2008 (<http://www.qct.edu.au>). The new website provides improved functionality, revised content, and updated design. Enhancements to the site include a fresh, new design reflecting the QCT's corporate identity, a restructuring of the site with better navigational aids, many hyperlinks within the site and to other sites with related information, and an 'Information For' menu providing tailored links to pages of particular interest to groups such as applicants, registered teachers, schools, and community members. The website includes a content management system facilitating ongoing maintenance of the site by staff members in various sections of the Office.

The College also launched a new website specifically for beginning teachers (<http://beginningtoteach.qct.edu.au>). The site went live in September and features handy, easy-to-access material for teachers working in their first three years on the job. Among the highlights are a new teacher's reflections on how she copes with her job and why she joined the profession, support for undertaking country service, and a series of videos with tips on building relationships, managing your professional life and legal advice on some common issues that face teachers, such as being invited to a student's party.



ABOVE: World Teachers' Day Poster

## Newsletter

Two editions of the QCT's revamped periodical publication, *QCT Connection*, were produced during the year (April and September). The aim of *QCT Connection* is to provide teachers with practical articles about teaching and professional learning, information about professional development opportunities and the latest research, and news about the QCT, changes to teacher registration, QCT policy issues and teachers' obligations under the Act. The publication is also designed to provide opportunities to promote the profession and celebrate the achievements of teachers, both individually and as a profession. Contributions from teachers are invited.

Both editions in 2008 consisted of twelve A4 pages in full colour. Each edition was mailed individually to all teachers on the register.

## Research Digest

Two issues of the *QCT Research Digest* were published, in March and October. The Digest is produced by the Australian Council for Educational Research (ACER) for the QCT and appears once each semester. Each edition focuses on a single topical issue, and provides a review of the major messages from research on the issue. A key feature of the Digest is an emphasis on what the research means for teachers and teaching.

The two issues in 2008 dealt with managing student behaviour in the classroom, and using data in schools to improve student learning.

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](http://www.qct.edu.au)).



ABOVE LEFT: QCT Connection Newsletters.  
ABOVE RIGHT: Two editions of the QCT Research Digest.

## 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.

## Annual Lecture



As the first in a planned annual series of such events, in June the QCT hosted an invited presentation for teachers on a topical area of particular relevance to the teaching profession. The inaugural QCT Annual Lecture was given by Dr Toni Noble, an expert in personal resilience and positive psychology. The lecture was on Teacher Wellbeing and focussed on the four

pillars of positive psychology. The presentation, to a small invited audience of teachers in Brisbane, was filmed and subsequently published as a DVD and audio-CD which was distributed to all Queensland schools.

## Teacher Research Grants

Under the QCT's inaugural teacher grants program, funding was provided to three Queensland educators to enable them to share their research at major education conferences. Applications closed in April and were assessed by a panel of judges from the QCT Board, who awarded more than \$4000 worth of grants to teachers who had undertaken research related to their teaching practice.

The teachers and the conferences they presented papers at were: Alberto Bellocchi, senior science teacher, Pimlico State High School—Australasian Science Education Research Association (ASERA) Conference in July; Patricia Carmichael, teacher-librarian, Concordia Lutheran College, Toowoomba—School Library Association of Queensland (SLAQ) Conference in September; and Sarah Long, senior English teacher, All Saints Anglican School, Merrimac—Australian Association for Research in Education (AARE) Annual International Conference in November.



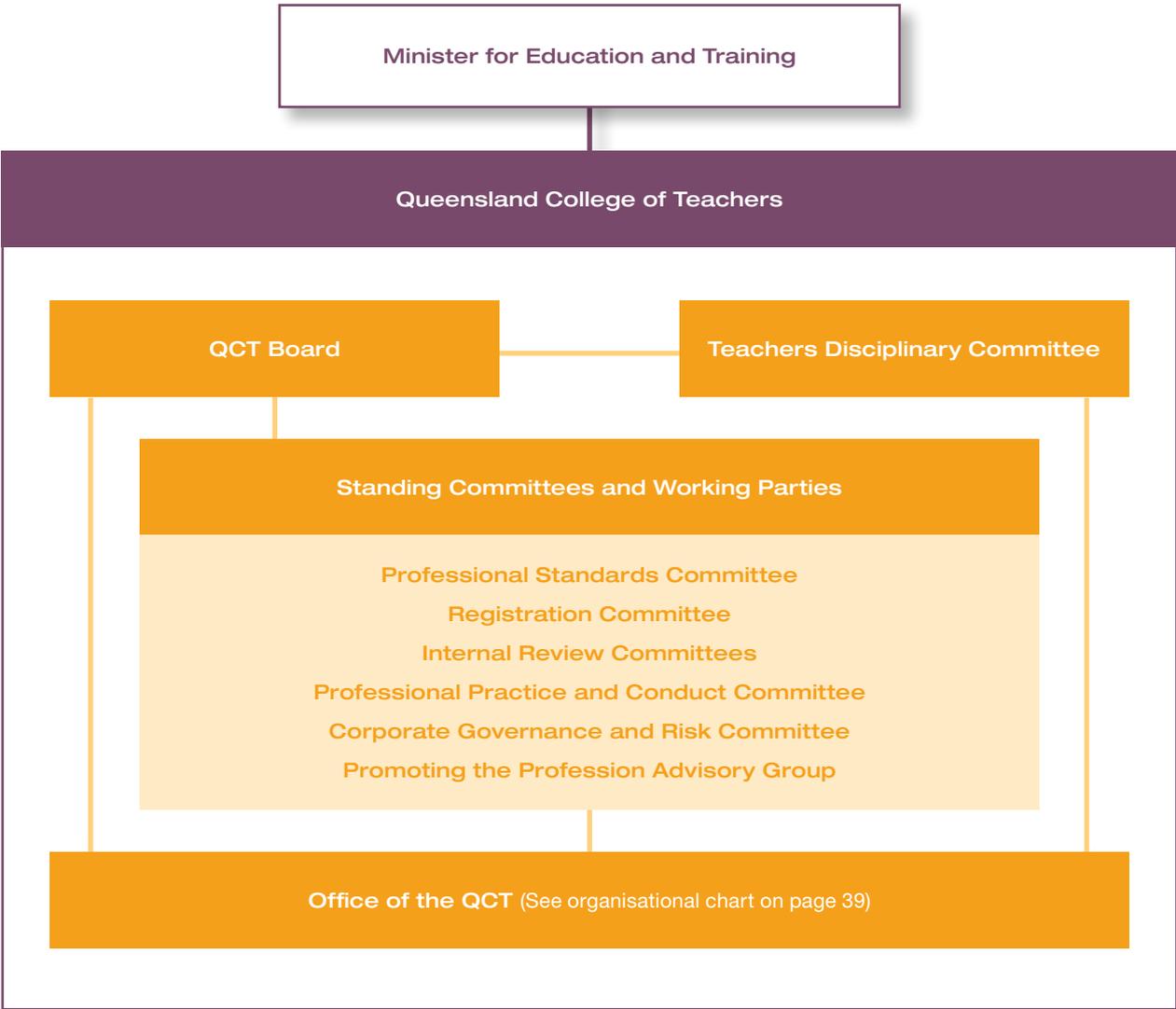
ABOVE: Teacher Wellbeing DVD case, DVD and Audio CD

# 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



## Role and achievements of the QCT Board

The Board is the governing body of the QCT. Under the *Education (Queensland College of Teachers) Act 2005*, the Board decides the policies of the College, controls its affairs, carries out its functions and exercises its powers. Anything done by the Board is taken to have been done by the College. The functions and achievements reported throughout this Annual Report are therefore essentially those of the Board.

## Members of the QCT Board

Board members are appointed by the Governor in Council, on the recommendation of the Minister for Education and Training, 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.

2008 was the third year of the Board's first term.

In 2008, Board members were as follows (an asterisk denotes the member was a registered teacher in 2008):

### Professor John DEWAR

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

### \*Professor Nola ALLOWAY

Dean and Head of School of Education, James Cook University

*Nominee of the Higher Education Forum who is a practising teacher educator (from July)*

### \*Mr Perry ANDERSON

Guidance Officer, Department of Education, Training and the Arts

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

*(Deputy chair from April)*

### \*Ms Dianne AYLWARD

Head of Department, 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*

### 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) (to June)*

**\*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 Greg DONALDSON**

Parent nominee of Qld Council for Parents and Citizens Associations (QCPCA)  
*(from April)*

**\*Ms Susan LUND**

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

**\*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  
(to March)*

**\*Ms Therese ROURKE**

Teacher, state primary school  
*Elected State School Practising Teacher  
(Deputy chair to March)*

**\*Mr Ashley SMITH**

Teacher, non-state school  
Practising teacher representing non-state schools, jointly nominated by the QCEC and AISQ  
*(from September)*

**\*Mr Kevin TWOMEY**

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

The Board met 13 times in 2008, including monthly meetings from February to December and two extraordinary meetings, one in July and one in November.

## Ministerial Directions

No Ministerial requests, directions or notices were received during 2008.

## 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.

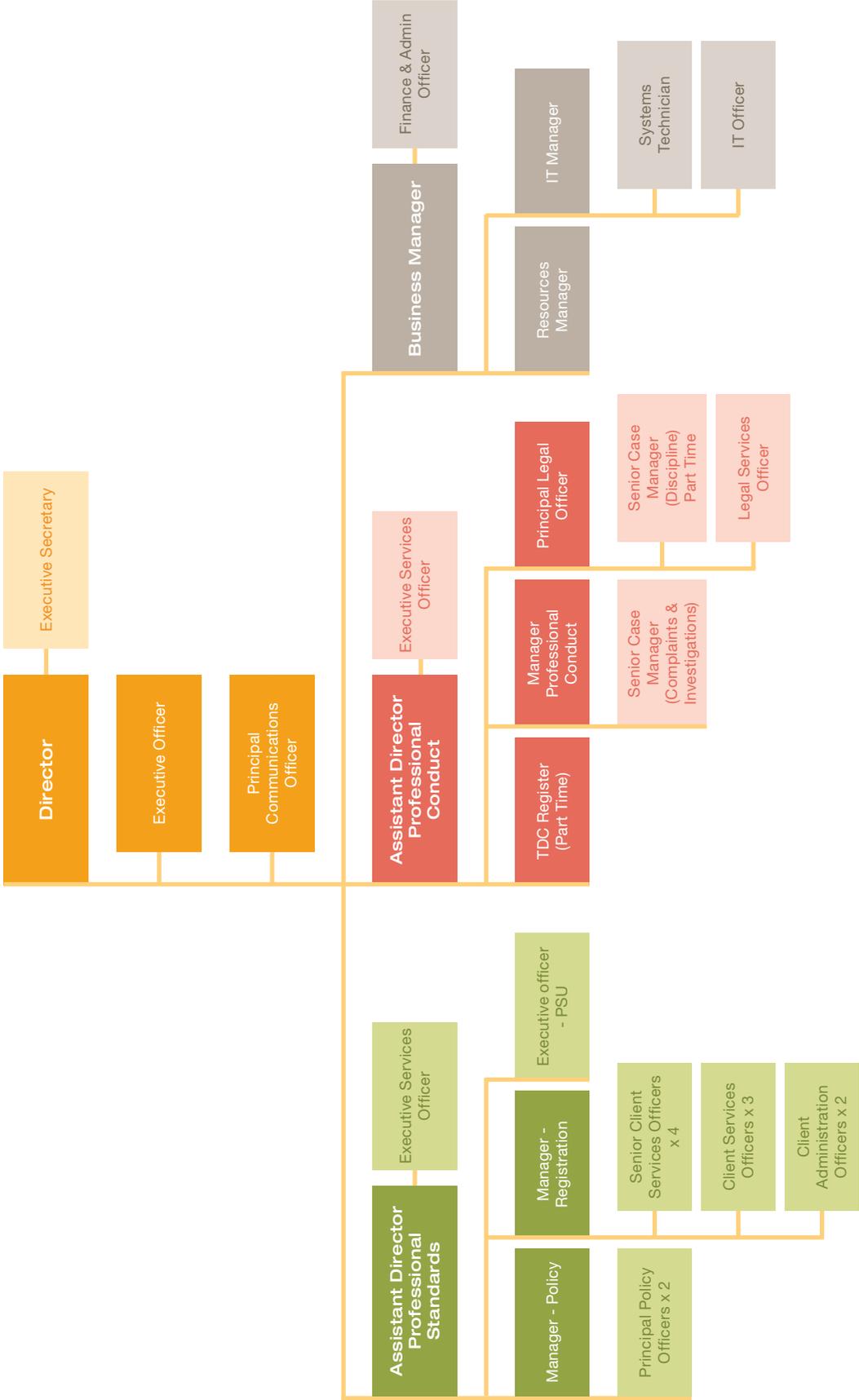
## The Office of the Queensland College of Teachers

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 with monthly reports and forecasts being provided to management and the Board.

The QCT remains in a sound financial position as reflected in the financial statements which follow later in this Report.

The College's longer-term Criminal History Check obligations are now funded and backed by a cash investment of \$ 3.36 million, after three years of operation. This provides the one-and-a-half times cover as required in terms of the QCT's investment policy.

## Corporate Governance and Risk Committee (CGRC)

The Corporate Governance and Risk Committee (formerly the Corporate Services and Resources Committee) monitors compliance with relevant legislation and government policy, ensuring compliance with the College's statutory responsibilities; oversees the internal and external audit relationships; monitors the QCT's investment policy; and provides advice to the Board across a range of financial, compliance, risk and governance issues. The CGRC includes three Board members, one of whom chairs the Committee. Full membership and terms of reference for the CGRC are given in Appendix 2. The CGRC observed its terms of reference and had due regard to Queensland Treasury's audit committee guidelines.

Internal audits will be conducted in 2009 of identified risks as circumstances permit.

The independent audit report on the QCT's financial report for the year ending 31 December 2008 did not identify any 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

The core information system currently used to record the QCT's approved teachers is approximately nineteen years old and cannot adequately support many of the QCT's functions. The QCT will implement a replacement system during 2009; full details of this are included under Information Technology below.

### Funding Adequacy

The QCT could incur a cost of approximately \$1.823 million in checking the criminal histories of teachers in the initial round of renewal of registration in 2010. This cost, in addition to the capital expenditure costs of replacing the present legacy information system, will place pressure on the financial viability of the QCT.

To mitigate this risk the QCT has established an investment fund to optimise the use of teachers' fees to ensure it can meet its financial responsibilities as referred to earlier. In addition the QCT Board agreed to increase 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

The QCT continues to ensure that 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 in some cases has used labour hire firms to assist in securing professional staff. The staffing establishment of the QCT is under constant review as the College implements the functions specified in 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 the Corporate Administration Agency (“CAA”), a shared service provider<sup>1</sup> to smaller entities and statutory bodies, to develop and implement both a Disaster Recovery Plan and a Business Continuity Plan. Both these plans were finalised in early 2008. Their ongoing effectiveness will be monitored throughout 2009.

## 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.



<sup>1</sup> The Shared Service Initiative is a whole-of-Government approach to corporate service delivery. The vision is partnering in corporate services to support and connect Government. Shared services are underpinned by standardising business processes, consolidating technology and pooling resources and expertise. Under the shared service model, government agencies joined together to share corporate services and resources through shared service providers (SSPs). The SSPs service their existing customer agencies through operating level agreements.

## Staffing Establishment

Recruiting action continued during 2008 to fully staff the revised organisational structure approved by the Board. At year-end this process had been substantially completed.

## Financial Services

With effect from April 2008 certain aspects of the QCT's accounting systems and some IT functions were transferred to CAA. 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 more 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 to prepare a business case on this topic for consideration by the QCT Board in 2008. The recommendation contained in the business case considered by the Board was to acquire suitable premises for the QCT to hold in its own right. The QCT will continue to pursue suitable opportunities during 2009 for formal consideration and approval by its Board and ratification by the Minister.

## Information Technology

A major focus of 2008 was on the replacement of the QCT's core registration database system. The QCT undertook a two-phase acquisition process in order to procure a replacement.

The first phase involved an Expression of Interest (EOI) process to ascertain the extent of the market to supply a replacement as well as an indicative cost. The second phase centred on a formal tender process to shortlisted candidates identified during the EOI process. Out of this procurement exercise the QCT has selected a Brisbane-based supplier to deliver a replacement registration system, which will be known as the Approved Teacher Information System (ATIS). It is anticipated that ATIS will be commissioned during August 2009.

As mentioned elsewhere in this report, the QCT launched a new website in April 2008.

## Records Management

Work continued through 2008 to develop a business classification scheme and institute processes around retention, archiving and disposal of documents in compliance with the relevant information standards. These are necessary precursors to the implementation of an Electronic Document and Records Management System (eDRMS).

A fundamental premise of the solution developed for ATIS is the existence of an eDRMS. Consequently an eDRMS has been selected and will be implemented as part of the ATIS implementation project referred to above.

## Human Resources

A Professional Performance and Review plan continued to be implemented in 2008. 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 2008.

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 40.2 (full-time equivalent) staff members; in addition a number of casual staff were employed.

	Female	Male	Total
Permanent	23.1	8	31.1
Fixed Term	3.1	2	5.1
Casual	3.0	1	4.0
<b>Total</b>	<b>29.2</b>	<b>11</b>	<b>40.2</b>

## Social responsibility and environmental sustainability

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

The QCT's newsletter for teachers is produced using paper and technology designed to reduce impact on the environment. Paper-recycling bins are provided in the QCT office and staff are encouraged to use these for all recyclable paper waste. The implementation of the eDRMS (as mentioned above) and the associated move towards electronic filing of office records is expected to reduce paper use in the office. Used toner cartridges and surplus computers are disposed of in an environmentally-friendly manner; and recyclable food and drink containers are recycled through use of a dedicated bin in the staffroom.

The QCT is investigating a possible future facility for electronic submission of application forms for teacher registration.

## Codes of Conduct

The QCT's Code of Conduct for members of the Board and members of its committees and working parties is provided to all Board members and discussed during their induction. The Staff Code of Conduct is given to all staff members during induction and is discussed periodically in staff meetings; the Code is available to staff at all times via the Office's document management system. The Codes are based on the ethics principles of the *Public Sector Ethics Act 1994* and provide guidance on acceptable conduct and ethical behaviour for officers of public sector bodies.

## Strategic Plan and Annual Report

Preparation of the Board's Strategic Plan for 2009-2013 was begun late in 2008, but finalisation was held over to early in the new year given that a new Board would be in place from the start of 2009.

The QCT's Annual Report for the 2007 calendar year was submitted to the Minister before the 30 April due date.

## Public interest disclosures

No disclosures were received during the 2008 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 and Training policy and guidelines.

## Freedom of Information

During 2008 three requests for information were received by the QCT under the *Freedom of Information Act 1992*. All three were finalised during 2008, as was a request received late in 2007.



# FINANCIAL REPORT

for the financial year ended 31 December 2008



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### 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](http://www.qct.edu.au).

# Income Statement

for the year ended 31 December 2008

	Notes	2008 \$	2007 \$
<b>Income</b>			
Revenue			
Fees	2	6,356,888	6,047,102
Interest		552,660	394,026
Criminal History Checks		159,137	144,633
Other revenue	3	9,527	92,904
<b>Total Income</b>		<b>7,078,212</b>	<b>6,678,665</b>
<b>Expenses</b>			
Employee expenses	4	3,583,953	2,961,244
Supplies and services	5	2,179,777	1,854,615
Depreciation	6	52,678	36,996
Criminal History Checks		162,555	147,540
<b>Total expenses</b>		<b>5,978,963</b>	<b>5,000,395</b>
<b>Operating Surplus</b>		<b>1,099,249</b>	<b>1,678,270</b>

*The accompanying notes form part of these financial statements.*



# Balance Sheet

for the year ended 31 December 2008

	Notes	2008 \$	2007 \$
<b>Current assets</b>			
Cash and cash equivalents	7	9,765,343	8,258,701
Receivables	8	72,969	95,043
Other	9	41,752	66,830
Total current assets		9,880,064	8,420,574
<b>Non-current assets</b>			
Plant and equipment	10	124,760	177,438
Total non-current assets		124,760	177,438
<b>Total Assets</b>		<b>10,004,824</b>	<b>8,598,012</b>
<b>Current liabilities</b>			
Payables	11	281,763	190,886
Accrued Employee Benefits	12	339,882	329,257
Other Current Liabilities	13	5,112,317	4,919,797
Total current liabilities		5,733,962	5,439,940
<b>Net Assets</b>		<b>4,270,862</b>	<b>3,158,072</b>
<b>Equity</b>			
Retained Surplus	18	4,270,862	3,158,072
<b>Total Equity</b>		<b>4,270,862</b>	<b>3,158,072</b>

*The accompanying notes form part of these financial statements.*



# Statement of Changes in Equity

for the year ended 31 December 2008

	Note	Retained Surplus 2008 \$	2007 \$
Balance 1 January		3,158,072	1,487,193
Operating Surplus for the year		1,099,249	1,678,270
Transactions with Owners as Owners:			
Net leave liabilities transferred to/(from) other public sector entities		13,541	(7,391)
<b>Balance 31 December</b>	<b>18</b>	<b>4,270,862</b>	<b>3,158,072</b>

*The accompanying notes form part of these financial statements.*



# Cash Flow Statement

for the year ended 31 December 2008

	Notes	2008 \$	2007 \$
<b>Cash Flows from operating activities</b>			
Inflows:			
Receipts from customers		6,717,423	7,360,096
Interest		552,660	394,026
GST input tax credits		226,062	190,001
GST collected from customers		472	8,258
Outflows:			
Employee expenses		(3,519,847)	(2,988,407)
Supplies and services		(2,256,152)	(2,004,392)
GST paid to suppliers		(210,561)	(207,945)
GST remitted to the ATO		(3,415)	(12,549)
<b>Net cash provided by operating activities</b>	<b>14</b>	<b>1,506,642</b>	<b>2,739,088</b>
<b>Cash Flows from investing activities</b>			
Inflows:			
Sales of plant and equipment		-	1,364
Outflows:			
Payments for plant and equipment		-	(77,459)
<b>Net cash used in investing activities</b>		<b>-</b>	<b>(76,095)</b>
Net increase in cash held		1,506,642	2,662,993
Cash at beginning of financial year		8,258,701	5,595,708
<b>Cash at end of financial year</b>	<b>7</b>	<b>9,765,343</b>	<b>8,258,701</b>

*The accompanying notes form part of these financial statements.*



# Notes To and Forming Part of the Financial Statements

for the year ended 31 December 2008

## 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.

### (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 2008

## 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 2008

## (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 2008

## (l) Financial Instruments

### Recognition

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

### Classification

Financial instruments are classified and measured as follows:

- Cash and cash equivalents—held at fair value through profit and loss
- Receivables—held at amortised cost
- Held to maturity investment—held at amortised cost
- Payables—held at amortised cost

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

All disclosures relating to the measurement basis and financial risk management of other financial instruments held by the College are included in Note 15.

## (m) 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*.



# Notes To and Forming Part of the Financial Statements

for the year ended 31 December 2008

## (m) Employee Benefits (continued)

### 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*.

### 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.



# Notes To and Forming Part of the Financial Statements

for the year ended 31 December 2008

## (m) Employee Benefits (continued)

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.

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

## (n) 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.

## (o) 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.

## (p) 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.

## (q) Issuance of Financial Statements

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

## (r) 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.



# Notes To and Forming Part of the Financial Statements

for the year ended 31 December 2008

## (s) 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.

## (t) New and Revised Accounting Standards

No Australian accounting standards and interpretations issued or amended and applicable for the first time in the 2008 financial year have an effect on the College. Also, the College has not voluntarily changed any of its accounting policies.

The College is not permitted to early adopt a new accounting standard ahead of the specified commencement date unless approval is obtained from the Treasury Department. Consequently, the College has not applied any Australian accounting standards and interpretations that have been issued but are not yet effective. The College will apply these standards and interpretations in accordance with their respective commencement dates.

At the date of authorisation of the financial report, a number of new or amended Australian accounting standards with future commencement dates will have a significant impact on the college. Details of such impacts are set out below.

AASB 1004 *Contributions* has been revised, and will affect the College as from 2009. One implication arising from this revised standard is that—to the extent that no cash consideration is provided/received—transfers of accrued employee benefits between the College and other Queensland Government agencies will need to be recognised as either income or expense in the College's Income Statement, instead of being adjusted directly against Contributed Equity (refer to the Statement of Changes in Equity). If the revised AASB 1004 applied to the College during 2008, the 2008 operating surplus would have increased approximately \$ 13,542, comprising an additional \$ 16,145 income due to accrued employee benefits for employees leaving the College, offset by an additional \$ 2,603 in expenses due to accrued employee benefits for employees transferred into the College.

AASB 101 *Presentation of Financial Statements* has been revised, but such revisions will not impact on the College until 2009. This revised standard does not have measurement or recognition implications. Instead, there will be significant changes to the presentation of the College's overall financial performance and position, particularly the content of the Statement of Changes in Equity, and preparation of a new Statement of Comprehensive Income (which will include certain items currently disclosed in the Statement of Changes in Equity, in line with the definition of 'comprehensive income' in the revised AASB 101).

All other Australian accounting standards and interpretations with future commencement dates are either not applicable to the College, or have no material impact on the College.



# Notes To and Forming Part of the Financial Statements

for the year ended 31 December 2008

	2008 \$	2007 \$
<b>2 Fees</b>		
Teacher Registration and Application fees	6,159,586	5,882,267
Late Payment fees	196,211	164,089
Other fees	1,091	746
<b>Total</b>	<b>6,356,888</b>	<b>6,047,102</b>

<b>3 Other Revenue</b>		
Advertising	8,182	35,273
Contracting Fees	-	43,061
Copyright Fees	648	10,584
Reimbursement	402	3,542
Sundry	295	444
<b>Total</b>	<b>9,527</b>	<b>92,904</b>

## 4 Employee expenses/Number of employees/Executive Remuneration

### Employee benefits:

Wages salaries and annual leave	2,963,346	2,444,440
Employee superannuation contributions *	350,028	284,423
Long service leave levy *	48,996	39,092

### Employee related expenses

Workers compensation premium *	4,422	2,029
Payroll tax *	150,861	104,691
Other salary related expenses	66,300	86,569

<b>Total</b>	<b>3,583,953</b>	<b>2,961,244</b>
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\* 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 2008	As at 31 December 2007
Number of Employees	36.7	38.8
Executive Remuneration:	2008	2007

The following is remuneration paid/payable to senior executives:

\$160,000 to \$179,999	1	1
Total	1	1
Aggregate amount of total remuneration of executive shown above **	\$ 166,637	\$ 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 2008

	2008 \$	2007 \$
<b>5 Supplies and services</b>		
Administration and finance *	1,076,273	957,491
Asset operating costs	48,379	120,561
Board Election Costs	108,248	
Consulting, contracting and bureau fees	455,299	389,443
Professional Conduct and Disciplinary costs	68,588	66,264
Property costs & maintenance	422,990	320,856
<b>Total</b>	<b>2,179,777</b>	<b>1,854,615</b>

\*Total external audit fees relating to the 2008 financial year are estimated to be \$16,500 (2007: \$15,000). There are no non – audit services included in this amount.

## 6 Depreciation

Plant and equipment	52,678	36,996
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## 7 Cash and cash equivalents

Cash on hand	600	600
Cash at bank	1,153,658	872,698
Deposits at call	8,611,085	7,385,403
<b>Total</b>	<b>9,765,343</b>	<b>8,258,701</b>

Cash deposited with the Queensland Treasury Corporation earned interest at rates between 8.14% and 5.23% (2007: 7.49% and 6.55%).

Funds totalling \$3.36 million (2007: \$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	64,161	79,416
GST Payable	-	(2,697)
	<b>64,161</b>	<b>76,719</b>
Long service leave reimbursements	8,160	18,324
Other receivables	648	-
<b>Total</b>	<b>72,969</b>	<b>95,043</b>

## 9 Other current assets

Prepayments	18,652	13,955
Salaries prepaid	23,100	52,875
<b>Total</b>	<b>41,752</b>	<b>66,830</b>



# Notes To and Forming Part of the Financial Statements

for the year ended 31 December 2008

	2008 \$	2007 \$
<b>10 Plant and equipment</b>		
Plant and equipment		
At cost	315,812	315,812
Less accumulated depreciation	(191,052)	(138,374)
<b>Total</b>	<b>124,760</b>	<b>177,438</b>

The College has plant and equipment with an original cost of \$ 95,074 (2007: \$ 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 2008 \$	Acquisitions \$	Disposals \$	Depreciation \$	Carrying amount at 31 December 2008 \$
Plant and equipment	177,438	-	-	52,678	124,760

	2008 \$	2007 \$
<b>11 Payables</b>		
Trade creditors	152,340	86,221
Other creditors	129,423	104,665
<b>Total</b>	<b>281,763</b>	<b>190,886</b>

## 12 Accrued Employee Benefits

Recreation leave	300,017	298,122
Salaries on costs payable	39,865	31,135
<b>Total</b>	<b>339,882</b>	<b>329,257</b>

## 13 Other Current Liabilities

Unearned application fees	175,919	241,351
Renewal fees received in advance	4,936,398	4,678,446
<b>Total</b>	<b>5,112,317</b>	<b>4,919,797</b>



# Notes To and Forming Part of the Financial Statements



for the year ended 31 December 2008

	2008 \$	2007 \$
<b>14 Reconciliation of Operating Surplus to Net Cash Provided by (Used In) Operating activities</b>		
Operating surplus	1,099,249	1,678,270
Depreciation	52,678	36,996
Loss on disposal of non-current assets	-	9,208
Change in assets and liabilities		
(Increase)/Decrease in other receivables	(648)	16,265
Decrease/(Increase) in GST receivables	15,500	(17,944)
Decrease/(Increase) in LSL reimbursement	10,164	(9,015)
Decrease in prepayments	25,079	13,661
Increase/(Decrease) in payables	90,877	(36,279)
Increase/(Decrease) in accrued employee benefits	24,167	(6,975)
Increase in unearned revenue	192,519	1,059,192
(Decrease)/Increase in GST payable	(2,943)	(4,291)
<b>Net cash provided by operating activities</b>	<b>1,506,642</b>	<b>2,739,088</b>

## 15 Financial Instruments

### (a) Categorisation of Financial Instruments

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

Category	Notes	2008 \$	2007 \$
<b>Financial assets</b>			
Cash	7	9,765,343	8,258,701
Receivables	8	72,969	95,043
<b>Total</b>		<b>9,838,312</b>	<b>8,353,744</b>
<b>Financial liabilities</b>			
Financial liabilities measured at amortised cost:			
Payables	11	281,763	190,886
<b>Total</b>		<b>281,763</b>	<b>190,886</b>

### (b) 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.

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

Category	Notes	2008 \$	2007 \$
<b>Financial assets</b>			
Cash	7	9,765,343	8,258,701
Receivables	8	72,969	95,043
<b>Total</b>		<b>9,838,312</b>	<b>8,353,744</b>

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

The College does not extend credit in the normal course of business and reduces its exposure to credit default by ensuring that it invests in secure capital guaranteed assets, predominantly with the Queensland Treasury Corporation, monitoring all funds owed on a timely basis.

No financial assets and financial liabilities have been offset and presented net in the Balance Sheet.

# Notes To and Forming Part of the Financial Statements

for the year ended 31 December 2008



## 15 Financial Instruments (continued)

There is no recognised impairment loss for the current year.

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

### (c) 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.

The following table sets out the liquidity risk of financial liabilities held by the College. It represents the contractual maturity of financial liabilities, calculated based on cash flows relating to the repayment of the principal amount outstanding at balance date.

		2008 Payable in			
	Note	< 1 year \$	1 – 5 year \$	> 5 years \$	Total \$
Financial liabilities					
Payables	11	281,763	-	-	281,763
<b>Total</b>		<b>281,763</b>	<b>-</b>	<b>-</b>	<b>281,763</b>

		2007 Payable in			
	Note	< 1 year \$	1 – 5 year \$	> 5 years \$	Total \$
Financial liabilities					
Payables	11	190,886	-	-	190,886
<b>Total</b>		<b>190,886</b>	<b>-</b>	<b>-</b>	<b>190,886</b>

### (d) 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.

#### Interest Rate Sensitivity Analysis

The following interest rate sensitivity analysis is based on the outcome to profit and loss if interest rates would change by +/- 1% from the year end rates applicable to the College's financial assets and liabilities. With all other variables held constant, the College would have a surplus and equity increase/(decrease) of \$ 97,000 (2007: \$ 83,000). This is attributable to the college's exposure to variable interest rates on its cash invested in fixed term deposits.

		2008 Interest Rate Risk			
		-1%		+1%	
Financial Instruments	Carrying Amount	Profit	Equity	Profit	Equity
Financial liabilities					
Cash	9,765,343	(97)	(97)	97	97
<b>Overall effect on profit and equity</b>		<b>(97)</b>	<b>(97)</b>	<b>97</b>	<b>97</b>

# Notes To and Forming Part of the Financial Statements

for the year ended 31 December 2008

## 15 Financial Instruments (continued)

Financial Instruments	Carrying Amount	2007 Interest Rate Risk			
		-1% Profit	-1% Equity	+1% Profit	+1% Equity
Financial liabilities					
Cash	8,258,701	(83)	(83)	83	83
<b>Overall effect on profit and equity</b>		<b>(83)</b>	<b>(83)</b>	<b>83</b>	<b>83</b>

### Fair value

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

- the carrying amounts of cash, cash equivalents, receivables and payables approximate their fair value and are not disclosed separately.
- Held-to-maturity financial assets are measured at cost, and approximate their fair value.

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

## 16 Segment Information

The Queensland College of Teachers' 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

	2008 \$	2007 \$
Outstanding lease commitments are due for payment as follows:		
not later than one year	405,464	411,542
later than one year and not later than five years	369,244	771,101
	<b>774,708</b>	<b>1,182,643</b>



# Notes To and Forming Part of the Financial Statements

for the year ended 31 December 2008

## 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 during the next reporting period whilst a replacement system is developed and implemented.

An alternative to the present system has been selected and a formal agreement for its implementation will be signed in early 2009. Management has estimated that the cost of implementing the total solution, which will include a records management component, will be approximately \$ 764,000. Consideration should be given to this development 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 \$ 2.24 million (2007—\$2.19 million).

As such, the College has earmarked \$ 3.36 million (2007—\$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.

## 19 Contingencies

There were no known contingent assets or liabilities of a significant nature as at 31 December 2008 (2007: 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.



# Notes To and Forming Part of the Financial Statements

for the year ended 31 December 2008

## 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 \$ 27,882 (2007: \$ 34,252).

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

	\$		2008 No.	2007 No.
0	-	5,000	6	4
5,001	-	10,000	1	1
10,001	-	15,000	-	-
15,001	-	20,000	-	1

The College's Board comprises the following members as at 31 December 2008:

- Professor J Dewar (*Chairperson*)
- Professor N Alloway
- P Anderson
- D Aylward
- R Barnett
- G Barnes
- J Beaton
- A Connellan
- G Donaldson
- N Grayson
- M Hollands
- Dr R Hunter
- S Lund
- R Nichols
- T Rourke
- A Smith
- 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 2008 and of the financial position of the College at the end of that year.



J. Ryan  
*Director*

20 February 2009



Professor J. Dewar  
*Chairperson*

20 February 2009



# Independent Auditor's Report

To the Board of the Queensland College of Teachers

## Report on the Financial Report

I have audited the accompanying financial report of Queensland College of Teachers which comprises the balance sheet as at 31 December 2008, and the income statement, statement of changes in equity and cash flow statement for the year ended on that date, a summary of significant accounting policies, other explanatory notes and certificates given by the Chairperson and the Director.

### The Board's Responsibility for the Financial Report

The Board is responsible for the preparation and fair presentation of the financial report in accordance with prescribed accounting requirements identified in the *Financial Administration and Audit Act 1977* and the *Financial Management Standard 1997*, including compliance with applicable Australian Accounting Standards (including the Australian Accounting Interpretations). This responsibility includes establishing and maintaining internal controls relevant to the preparation and fair presentation of the financial report that is free from material misstatement, whether due to fraud or error; selecting and applying appropriate accounting policies; and making accounting estimates that are reasonable in the circumstances.

### Auditor's Responsibility

My responsibility is to express an opinion on the financial report based on the audit. The audit was conducted in accordance with *Auditor-General of Queensland Auditing Standards*, which incorporate the *Australian Auditing Standards*. These Auditing Standards require compliance with relevant ethical requirements relating to audit engagements and that the audit is planned and performed to obtain reasonable assurance whether the financial report is free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial report. The procedures selected depend on the auditor's judgement, including the assessment of risks of material misstatement in the financial report, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial report in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control, other than in expressing an opinion on compliance with prescribed requirements. An audit also includes evaluating the appropriateness of accounting policies and the reasonableness of accounting estimates made by the Board, as well as evaluating the overall presentation of the financial report including any mandatory financial reporting requirements as approved by the Treasurer for application in Queensland.

I believe that the audit evidence obtained is sufficient and appropriate to provide a basis for my audit opinion.

## 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 Queensland 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.

## Auditor's 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 2008 to 31 December 2008 and of the financial position as at the end of that year.



A. GEISE CPA  
Engagement Leader  
as Delegate of the Auditor-General of Queensland

Queensland Audit Office  
Brisbane

# Appendices

## Appendix 1: Constitution, functions and powers

The Queensland College of Teachers (QCT) is a statutory body established on 1 January 2006 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 Governance and Risk Committee (formerly known as Corporate Services and Resources Committee)

Terms of Reference:

- To review the College's compliance with relevant legislation and government policy, including financial reporting, accounting policies and disclosures, ensuring compliance with its statutory responsibilities;
- To oversee the College's internal and external audit relationships, including the charter, authority and effectiveness of the internal audit function;
- To monitor the College's investment policy and performance of fund investments;
- To provide advice to the Board of the College on:
  - The College's Annual Budget;
  - The College's Annual Financial Statements prior to their submission to the Board for approval;
  - The development of the College's Strategic Plan;
  - Compliance matters, including regulatory and statutory compliance procedures, codes of conduct, policies and ethical matters as they relate to the Board;
  - Risk management, including maintenance of a risk register, understanding key risk areas, and progress of outstanding issues on the register;
  - Corporate Governance including systems of internal control, internal audit activities and any reports issued by internal and external auditors;
  - ICT issues;
  - Reviewing significant transactions which are not part of the College's normal business;
  - Initiating and supervising special investigations;
  - Other matters referred to the Committee by the Board.

Membership:

- Three Board members, with specific skills or interest in Governance and Risk. One member will act as the Chair and another as deputy Chair;
- The Director of the Office of the College (or nominee);
- An external representative with high-level financial or audit expertise;
- An external representative with high-level ICT expertise; and
- An external representative with high-level corporate governance expertise.

The Committee may request any officer or employee of the College or the College's legal counsel, investment advisor or auditor to attend a meeting of the Committee or to meet with any members of, or consultants to, the Committee.

The Committee Chair is one of the three Board members and is selected by the College Board. All Committee members will be financially literate or become financially literate within a reasonable period of appointment.

## 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 Training, 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 Training;
- 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 \$
Effective Governance	Development of 2009 -2013 Strategic Plan	Management Consulting	28,050

## 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
R Kitto – <i>Assistant Director, Professional Conduct</i>	New Zealand	7/10 – 12/10/08	ANZELA Conference	1728.26	NIL
K Mercer – <i>Principal Legal Officer</i>	New Zealand	7/10 – 12/10/08	ANZELA Conference	1886.81	NIL
P Anderson – <i>Board Member</i>	New Zealand	7/10 – 12/10/08	ANZELA Conference	805.69	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 2008 to 31 December 2008 was \$56,100.

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 2008 was \$27,989.

## Appendix 6: Voluntary Early Redundancy

During the 2008 financial year, one Voluntary Early Redundancy package was offered and accepted by a College employee on the basis that their duties or functions were no longer required, and that their skills and abilities were unable to be reasonably used in other vacancies within the College. The total monetary value of the severance benefit was \$27,009.

## Appendix 7: Approved preservice teacher education programs

### Australian Catholic University

Bachelor of Education (Early Childhood & Primary)  
 Bachelor of Education (Primary) Indigenous Education  
 Master of Teaching (Primary and Secondary)  
 Graduate Diploma in Education (Secondary)

#### Double degrees

Bachelor of Teaching/Bachelor of Arts

### Bond University

Master of Educational Practice  
 Post Graduate Diploma in Education

### Central Queensland University

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

### 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 Education - Special Education  
 Bachelor of Adult and Vocational Education (teacher registration pathway only)  
 Master of Teaching (Primary and Secondary) (for overseas students)  
 Graduate Diploma of Education (Secondary)  
 Graduate Diploma of Education (Primary)  
 Graduate Diploma of Education (Middle Years)  
 Graduate Diploma of Adult and Vocational Education (from 2008)

#### 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 Human Services/ Bachelor of Education (Primary)

## James Cook University

Bachelor of Education (Primary, Secondary, Middle Schooling, Early Childhood, Primary Human Movement, Secondary Human Movement, Primary RATEP, Primary Special Needs, Secondary VET)

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

### Double degrees

Bachelor of Education (Secondary)/Bachelor of Science;

Bachelor of Education (Primary and Secondary)/Bachelor of Arts;

Bachelor of Sports & Exercise Science/ Bachelor of Education (Secondary);

Bachelor of Education (Primary and Secondary)/Bachelor of Languages

Bachelor of Education (Primary)/Bachelor of Psychology

## Queensland University of Technology

Bachelor of Education (Early Childhood, Primary, Secondary)

Bachelor of Education (Preservice Early Childhood)

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

### Double degrees

Bachelor of Arts/ Bachelor of Education (Secondary)

Bachelor of Arts (LOTE)/ Bachelor of Education (Secondary)

Bachelor of Applied Science/ Bachelor of Education (Secondary)

Bachelor of Applied Science (Human Movement Studies)/ 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)

Bachelor of Arts/ Bachelor of Education (EC) - LOTE

## University of Queensland

### School of Education

Bachelor of Education (Primary, Middle Years of Schooling) from 2009

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

### Double degrees

Bachelor of Music/ Bachelor of Education (Secondary/Middle Years);

Bachelor of Science/ Bachelor of Education (Secondary/Middle Years);

Bachelor of Arts/ Bachelor of Education (Secondary/Middle Years);

Bachelor of Business Management/ Bachelor of Education (Secondary/Middle Years);

Bachelor of Commerce/ Bachelor of Education (Secondary/Middle Years);

Bachelor of Human Services/Bachelor of Education (Secondary/Middle Years)

### School of Human Movement Studies

Bachelor of Human Movement Studies (Education)

## University of Southern Queensland

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

Bachelor of Education (Early Childhood, Primary, Secondary, Special Education, Technical & Vocational 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) (from 2008)

### 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 (Early Childhood)/Bachelor of Human Services

## Appendix 8: Publications

Publications of the QCT in 2008 were as follows:

### Policy Documents

- *Code of Ethics for Teachers in Queensland*

### Annual Report

- *Annual Report of the Queensland College of Teachers for 2007*

### Strategic Plan

- *Strategic Plan 2008-2012*

### Periodicals

- *QCT Connection*, Issues 1 (April) and 2 (September)
- *QCT Research Digest*, Editions 2 (March) and 3 (October)

# Reader Feedback Form

The QCT is keen to obtain responses from readers of its *Annual Report for 2008* 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

- |                                |   |   |   |   |
|--------------------------------|---|---|---|---|
| Level of detail provided:      | 1 | 2 | 3 | 4 |
| Language and style of text:    | 1 | 2 | 3 | 4 |
| Design and general appearance: | 1 | 2 | 3 | 4 |
| Relevance:                     | 1 | 2 | 3 | 4 |

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

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

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

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

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## 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](mailto:enquiries@qct.edu.au)





