

Annual Report 2009

Queensland College of Teachers



Purpose of this report and how to access a copy

This report describes the way in which the Queensland College of Teachers (QCT) fulfilled its obligations under the *Education (Queensland College of Teachers) Act 2005* during the year ending 31 December 2009.

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

Copies of the report can be accessed through the QCT's website (via the following page: www.qct.edu.au/Publications/CorporatePub.html) or by contacting the Manager, Office of the Director, at the QCT Office (phone 07 3377 4736; fax 07 3870 5006; email officeofthedirector@qct.edu.au). General contact details for the QCT Office 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.

Interpreter Service Statement

The Queensland Government is committed to providing accessible services to Queenslanders from all culturally and linguistically diverse backgrounds. If you have difficulty in understanding the annual report, you can contact us on either (07) 3377 4777 or freecall 1300 720 944 and we will arrange an interpreter to effectively communicate the report to you.

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2009 Annual Report to the Minister

Letter of compliance

March 2010

The Honourable Geoff Wilson MP
Minister for Education and Training
Education House
Mary Street
BRISBANE QLD 4000

Dear Minister

I am pleased to present the Annual Report of the Queensland College of Teachers for the year ending 31 December 2009.

I certify that this Annual Report complies with:

- the prescribed requirements of the *Financial Accountability Act 2009* and the *Financial and Performance Management Standard 2009*, and
- the detailed requirements set out in the *Annual Report Guidelines for Queensland Government Agencies, January 2010*.

A checklist outlining the annual reporting requirements can be accessed at the Queensland College of Teachers' website: www.qct.edu.au.

Yours sincerely



JOHN RYAN

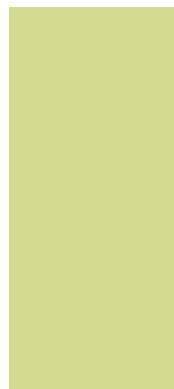
Director

Queensland College of Teachers
39 Sherwood Road
TOOWONG QLD 4066



Table of contents

Purpose of this report and how to access a copy	2
Letter of compliance	3
About the Queensland College of Teachers	7
Vision, purpose and values	7
From the Chair	8
From the Director	8
Our rich history	10
2009 in review	11
Outlook for 2010	13
Strategic Plan 2009–2013	14
Queensland's approved teachers	17
Strengthening the profession	23
Protecting the public and the profession	28
Communication with and promotion of the teaching profession	33
Corporate governance	36
Financial Statements	48
Appendices	
1. Constitution, functions and powers	72
2. Committees	74
3. Schedule of consultancies	78
4. Schedule of overseas travel	78
5. Remuneration paid to members of the Board and members of the Teachers Disciplinary Committee	78
6. Approved preservice teacher education programs	79
7. Publications	81
Glossary	82
Reader Feedback Form	84



About the Queensland College of Teachers

The Queensland College of Teachers (QCT) is a Queensland government statutory authority, established in January 2006. It 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.

The functions and powers of the QCT are detailed in Appendix 1.

Vision, purpose and values

Our vision

That the teaching profession in Queensland is esteemed for its high standards of professional competence and ethics.

Our purpose

The Queensland College of Teachers (QCT) seeks to ensure that teaching in Queensland schools is performed by appropriately qualified, competent and ethical people in the best interests of students, the profession and the public.

Our values and commitments

We believe teaching is the most important profession and we value the professionalism and work of Queensland teachers. At the same time, the welfare and best interests of school students are our primary consideration.

In our own work, we commit to operate in a transparent, accountable and ethical manner. We strive to be effective, efficient and capable, and to act in a consultative, responsive and collaborative way. We commit to exhibit authentic and independent leadership.



From the Chair



*Dr Joe
McCorley,
OAM, Chair*

I was delighted to be offered the opportunity to join the Board of the QCT as Chair in August 2009. As a member of the reference group on development of legislation setting up the QCT in 2005, it has been interesting to see how ideas underlying the QCT's establishment have been put into practice. I am most impressed with what the College has achieved in the first four years of its existence and acknowledge the strong foundation built by my predecessor in the role of Chair, Professor John Dewar.

The QCT exists for the benefit of teachers, school students and the community as a whole. In carrying out its role, it aims to work in partnership with the many groups making up the teaching profession. The QCT Director, John Ryan, and I have met regularly with major education interest groups and organisations and I have been pleased to note the collegial way the College

works and the respect with which it is viewed in the education community.

The Board's membership is diverse and I have been heartened by the way members work together, united by a shared commitment to the QCT's vision and purpose. I wish to thank my fellow Board members, and all the members of the QCT's various committees, for giving so generously of their time, expertise and wisdom to further the functions of the College. My deep appreciation goes also to John Ryan and all the staff of the QCT Office who work so hard to make the QCT's goals become a reality.

In looking forward, a major challenge facing the QCT in 2010 will be ensuring the QCT has policies and processes in place to efficiently and effectively deal with applications for renewal of registration from the 70,000 teachers due to renew their registration at the end of the year. Other challenges include implementing the Queensland Government's commitments to pre-registration testing of aspiring teachers in literacy, numeracy and science, and implementing an expected broadening of aspects of registration to include certain early childhood settings. I believe that the College is very well served by its Board and Committee members, and its Office, and that it is well placed to meet these challenges.

A handwritten signature in dark ink, reading 'Joe McCorley'.

Dr Joe McCorley, OAM, Chair



*John Ryan,
Director*

From the Director

The Queensland College of Teachers (QCT) was established in 2006 in order to:

- uphold the standards of the teaching profession;
- maintain public confidence in the teaching profession; and
- protect the public by ensuring education in schools is provided in a professional and competent way by approved teachers.

The QCT is governed by a Board that sets the strategic direction of the College and controls the affairs of the College. The seventeen members of the Board are elected or nominated members by a variety of groups with an interest in education and most have education/teaching backgrounds. The Chair of the Board is a nominee of the Minister.

The QCT unequivocally believes that teaching is the most important profession. The College seeks to ensure that teaching in Queensland schools is performed by appropriately qualified, competent and ethical people in the best interests of students, the profession and the public. The QCT wants the teaching profession in Queensland to be recognised for its high standards of professional competence and ethics. Despite some negative publicity throughout the year about the attainments of Queensland students on national assessment tasks and about a small number of teacher misconduct cases, it needs to be recognised that the overwhelming majority of teachers in Queensland are very proficient and have high standards of personal and professional ethics. However, the fact remains that one case of misconduct is one too many and the impact on students and their families is regrettable.

This year saw the commencement of the second term of the Board of the QCT. Professor John Dewar, who had led the Board in its first term, continued as Chair of the second Board. However, due to a change in work commitments, Professor Dewar had to resign as Chair in March. It would be remiss of me if I did not acknowledge the outstanding leadership he brought to the Board, guiding it to focus on strategic issues rather than operational issues. He also stamped the values of the QCT on the Board's decision-making by acknowledging and respecting the professionalism and work of Queensland teachers. This is evident in the policies of the QCT that are built on the trust, honour and integrity that the great majority of teachers continually display. The QCT was fortunate in having Dr Joe McCorley appointed as Chair in August 2009. Dr McCorley has a long and meritorious career in education and the QCT has benefitted from his experience and acumen in the short time he has been Chair. A full list of Board members in 2009 can be found later in this Report (see Corporate Governance).

The inaugural Board had set the foundations for the QCT to achieve its objectives by developing the *Professional Standards for Queensland Teachers* and a professional conduct framework which included the *Code of Ethics for Teachers in Queensland*.

During 2009 the Board has built on these foundations through the further development of policies and practices, especially in the area of renewal of registration. Renewal of registration will be undertaken in 2010 for the first time for Queensland teachers. The Board managed the implementation of new information systems to assist the QCT in being business ready for renewal of registration.

The Board directed the QCT to develop stronger processes for monitoring pre-service teacher education programs and the Queensland Government tasked the QCT with progressing recommendations one and two of the Queensland Education Performance Review. These recommendations involved the development of pre-registration tests in the areas of literacy, numeracy and science and the development of a professional development framework for teachers in the areas of literacy, numeracy, science and assessment of these areas. These two projects will enhance public confidence in Queensland education.

By far the most enjoyable and prestigious new activity undertaken by the Board in 2009 was the QCT Excellence in Teaching Awards. The large number of nominations of Queensland teachers for the Awards exemplified the exceptional work performed by teachers from all areas of our vast state.

Finally, I would like to express my appreciation to the Board for its support and its confidence in me, and my admiration for the staff of the QCT, without whom none of these achievements would be possible. I look forward to assisting the Board, the staff of the QCT, the public and most importantly, Queensland's dedicated teachers, in 2010 and beyond.



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.

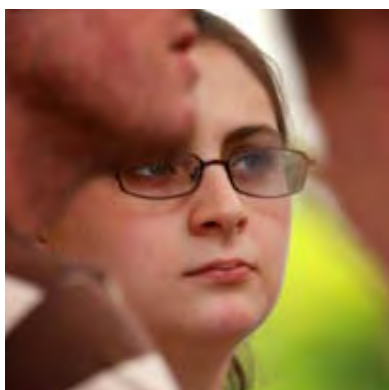
In February 1989 the Board of Teacher Registration replaced the Board of Teacher Education and continued to build on the extensive work undertaken to contribute to high standards of teaching in Queensland. Over the seventeen years of its existence, the Board of Teacher Registration contributed to the 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 present century, 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.

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



2009 in review

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

- Processed the applications of over 5,800 teachers, bringing the total number of teachers on the register to over 98,000;
- Granted Permission to Teach (restricted employment as teachers) to 46 unregistered persons in special cases where an employer was not able to obtain a registered teacher;
- Considered 12 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;
- Conducted information sessions with teachers and other stakeholders about the QCT Continuing Professional Development Framework;
- Developed vodcasts on provisional registration and on renewal of registration;
- Developed guidelines and a submission template for Returning to Teaching programs;
- Considered applications from nine universities for approval of or amendment to preservice teacher education programs for registration purposes;
- Managed two research projects related to QCT functions;
- Began work towards implementation of recommendations 1 and 2 of the Queensland Education Performance Review (Master's Report)
- 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*;
- Promulgated a new *Code of Ethics for Queensland Teachers*;
- Chaired the network for legal officers in Australian and New Zealand teacher registration authorities;
- Transitioned the QCT Teachers Disciplinary Committee function to the new Queensland Civil and Administrative Tribunal;
- Implemented changes to the Act associated with the transfer of disciplinary matters from the Teachers Disciplinary Committee to the Queensland Civil and Administrative Tribunal;
- Implemented a Regulatory Compliance Framework to maximise compliance with the Act by developing and implementing strategies for monitoring, enforcing and reporting on the compliance matters;
- Commenced participation in the national exchange of criminal history information for working with children checks;
- Audited the employment records of a sample of Queensland schools to ensure that only approved teachers were employed;
- Published two editions of the QCT newsletter, *QCT Connection*, and two issues of the *QCT Research Digest* for teachers;
- Produced a DVD on behaviour management for teachers based on an Annual Lecture;
- Provided a Research Grant to a teacher researcher;
- Helped to promote the teaching profession through participation in World Teachers' Day;

- Introduced QCT awards for excellence in teaching;
- Implemented a replacement (ATIS) for the previous legacy IT system that maintains the QCT's core functions and transitioned all registered teachers data across to ATIS;
- Implemented a new, archive-compliant, electronic document and record management system—TRIM—after development of a Business Classification System for all QCT activities ;
- Transitioned 112,000 Teacher Registration files from a physical to an electronic medium for eventual incorporation into TRIM;
- Implemented a budgeting system across the QCT which integrates directly with its outsourced general ledger package;
- 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 (ATRA).

Outlook for 2010

In 2010, 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 renewal of registration;
- Make available on the QCT website vodcasts on provisional registration and on renewal of registration;
- Continue to work with higher education institutions to ensure that all preservice programs meet the QCT's *Program Approval Guidelines*, ensuring the embedding of the *Professional Standards for Queensland Teachers* in all preservice programs;
- Commence approval of Returning to Teaching programs against QCT guidelines;
- Continue the QCT research function through commissioning and managing related projects;
- Ensure the QCT is 'business ready' for efficient and effective processing of applications for renewal of registration;
- 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*;
- Continue to establish information sharing arrangements with relevant agencies for the purpose of sharing or exchanging information held by the QCT or the relevant agency;
- Develop and implement a compliance management strategy incorporating an annual program of compliance auditing;
- Implement improved criminal history screening of teachers and participate in Queensland Government initiatives to reduce the duplication of screening associated with 'working with children' checks;
- Review the legislation governing the QCT in light of national initiatives and stakeholder needs;
- Continue to implement a program of activities to promote the profession, including a QCT annual lecture, QCT Excellence in Teaching awards, and QCT teacher research grants;
- Continue a culture of measurement and evaluation of our performance;
- Implement modules in ATIS and QCT's website to support the renewal of registration and a number of other processes;
- Transition the QCT's legacy records onto the archive-compliant, electronic document and record management system – TRIM;
- 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 work at the national level on teacher education and teacher registration issues, particularly through the mechanisms established by the Australian Institute for Teaching and School Leadership;
- Contribute to the Improving Teacher Quality National Partnership Agreement (Queensland).

Strategic Plan 2009 – 2013

The QCT Strategic Plan for 2009-13 identifies the Goals, Strategies and Performance Indicators shown below. The QCT was in only its fourth year of operation in 2009, 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 2009 against the performance indicators. Details are provided in later sections of this Report, in the pages indicated.

Late in 2009, the Board developed a Strategic Plan for 2010 - 2014. The goals and strategies identified in the Strategic Plan for 2009 - 2013 remain relevant and the goals identified in the Strategic Plan for the next financial year will be very similar.

The QCT's functions contribute to the Queensland's Government's ambition, stated in the document *Toward Q2: Tomorrow's Queensland*, to create a Queensland that is: 'Smart – Delivering world-class education and training'. The Government's plans for education, described in that document (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 emphases on early childhood education and on improving teacher quality) will affect the work of the QCT.

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 2009

Objectives	Performance indicators	Achievements In 2009	Pages
<i>Goal 1: Strengthening the profession through the development and application of standards and evidence-based research</i>			
Maintain and apply professional standards for Queensland teachers by: <ul style="list-style-type: none"> developing, implementing and reviewing policies to guide the profession in their practice; approving, monitoring and re-approving pre-service teacher education programs. 	Policy/program advice is timely, relevant and appropriate.	<p>Policy framework, with <i>Professional Standards for Queensland Teachers</i> embedded, progressively established and implemented:</p> <ul style="list-style-type: none"> progression from Provisional to Full registration assessment of non-standard applications development of CPD Framework development of Returning to Teaching Program Approval Guidelines. 	<p>23</p> <p>21</p> <p>23</p> <p>24</p>
	Approval (Phase 1 & 2), monitoring and auditing of pre-service teacher education programs is rigorous and sound.	All new Queensland preservice teacher education programs were approved and approval of all continuing programs was monitored.	24 - 25
Lead, shape and appropriately respond to State and national issues related to the QCT responsibilities.		Participated in various national forums, e.g. ATRA and National Standards Subgroup.	27
Undertake, commission and contribute research relevant to the work of the QCT.	Evidence from research projects informs QCT policy and practice.	Research undertaken and disseminated on identified priorities.	26
Engage the profession to extend understanding of registration processes and effective use of the <i>Professional Standards for Queensland Teachers</i> in these processes.	<p>A variety of means are used to engage the profession.</p> <p>Level of satisfaction among teachers with QCT will exceed 80% as measured by feedback/ surveys.</p>	<p>A range of workshops held to enhance teachers' understanding and use of the <i>Professional Standards for Queensland Teachers</i> and their embedding in policies including progression from provisional to full registration and renewal of full registration.</p> <p>Evaluations indicated participants' level of understanding exceeded 80% upon workshop completion.</p>	23 - 24

<i>Objectives</i>	<i>Performance indicators</i>	<i>Achievements In 2009</i>	<i>Pages</i>
<i>Goal 2: Protecting the profession and the public</i>			
Monitor compliance with QCT legislation and policy.	Compliance issues identified and remediated.	Intake of compliance enquiries and QCT audits managed as per the QCT's Regulatory Compliance Management Framework.	28 - 32
Implement rigorous processes for entry to and ongoing membership of the teaching profession in Queensland.	Reasons for rejection or cancellation of teachers' registration or applications are rigorous, sound and fair.	8 out of 27 reviewed decisions substituted through the internal review process.	22
Maintain fair practices in the complaints and discipline management processes.	Number of QCT decisions upheld by an external adjudicator.	One decision appealed to an external adjudicator who confirmed the QCT's original decision.	30
<i>Goal 3: Engaging and influencing stakeholders</i>			
Promote understanding of and support for the vision and goals of the QCT. Consult with and be accessible to stakeholder groups. Collaboratively work with the profession.	Level of satisfaction among stakeholders with QCT will exceed 80% as measured by surveys.	Regular meetings held with stakeholder groups.	8
<i>Goal 4: Enhancing organisational performance</i>			
Implement a suite of ICT initiatives to increase organisational performance.	At least 70% of ICT projects implemented on time and on budget.	ATIS (new registration database) implemented from the beginning of October 2009.	44
Provide efficient and effective customer service.	All legitimate complaints resolved within four weeks.	New eDRMS progressively implemented.	44
Establish and maintain a positive workplace culture.	At least 60% of QPASS results positive – others neutral.	QPASS conducted biennially (not conducted in 2009)	
Refine corporate governance.	Identified improvements are achieved in processes	Ongoing development of procedures and policies to ensure compliance with all applicable legislation and guidelines.	42
<i>Goal 5: Ensuring financial stability and sustainability to accomplish our current and future objectives</i>			
Build financial capacity.	Criminal History Check investment targets achieved.	CHC obligation covered in terms of policy.	42
Enhance corporate governance.	Unqualified audit report.	No qualification on audit report.	42
Ensure annual budgets are aligned to strategic priorities and projects.	QCT activities achieved within allocated budget.	Budget parameters met.	42

Queensland's 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 Permission to Teach (see below for explanation of 'Permission to Teach').

The following table (Table 2) illustrates the state of the Register on 31 December 2009, as compared with the previous three years. At the end of 2009 the Register contained the names of 98,429 approved teachers.

Table 2: Register of teachers in Queensland 2006 – 2009

	2006	2007	2008	2009
Number of approved teachers as at 31 December (only registered teachers are included in 2006 figures)	93,193	94,818	96, 985	98,429
Number of new applications for registration	6,045	6,189	6,819	6,651
Applications still being processed as at 31 Dec*	1,657	1,288	1,158	1,660
Applications refused	74	84	119	73
Applications withdrawn	28	51	160	32
Applications approved (including Permission to Teach)	n/a	n/a	n/a	5,770

**Includes applications from graduates received at the end of 2009 but awaiting confirmation of course results early in 2010.*

The QCT received a total of 6651 new applications for registration, including 1082 from teachers whose initial teaching qualification was completed interstate and 965 from teachers whose initial qualification was from overseas.

During 2009, 5259 provisionally registered teachers gained full registration. Of the total number of registered teachers as at 31 December, approximately 16.6 per cent had provisional registration and the remaining 83.4 per cent had full registration. In comparison to 2008 there has been an increase of about 2.9 per cent in the total number of registered teachers with full registration and a corresponding decrease in those registered provisionally.

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 2009, approximately 58 per cent of registered teachers were known to be in permanent teaching positions in Queensland schools. Just over two per cent of registered teachers were employed in other educational institutions (e.g. TAFE, universities, kindergartens). Those not in permanent teaching positions include relief and short-term contract teachers; teachers on extended leave; teachers who are no longer employed in a school but

are employed in education-related positions (eg curriculum development, system administration, education programs in cultural institutions); teachers teaching interstate or overseas; as well as retired teachers and those in other fields of employment who maintain teacher registration for a variety of reasons.

Of the registered teachers who had advised the QCT that they had a permanent teaching position in a Queensland school, 67 per cent were in State schools and 33 per cent were in non-State schools. Table 3 shows the distribution of teachers across employment sectors.

Table 3: Percentages of registered teachers recorded on register as teaching in each employment sector (as a percentage of teachers recorded as permanently employed in a Queensland school or other educational institution)

<i>Employment sector</i>	<i>Percent</i>
Teaching in a State primary school	40.9%
Teaching in a State secondary school	24.1%
Teaching in a non-State primary school	14.7%
Teaching in a non-State secondary school	16.8%
Teaching in an 'other' educational institution in Qld	3.5%
Total	100%

Of those teaching in schools, about 94 per cent, an increase of approximately 5 per cent from 2008, held full registration and 6 per cent, a decrease of approximately 5 percent from 2008, held provisional registration.

Table 4 shows the average age of applicants and approved teachers compared with the previous years. The average age of applicants is 33 years and the average age of teachers on the register is 43.6 years.

Table 4: Average age (in years) of applicants and approved teachers – 2006 – 2009

<i>Average age of:</i>	<i>2006</i>	<i>2007</i>	<i>2008</i>	<i>2009</i>
All applicants	32.5	33.8	33.4	33
Male applicants	34.1	35.4	34.8	34.7
Female applicants	31.9	33.1	33.0	32.5
Approved teachers on the register	43.7	44.3	44.4	43.6

Table 5 shows the age profile of approved teachers and Table 6 shows the gender breakdown by age group. Overall, almost three-quarters (74 per cent) of teachers on the database are female.

Table 5: Age profile of approved teachers

<i>Age group</i>	<i>Percent</i>
0-24	4%
25-29	12%
30-34	11%
35-39	12%
40-44	13%
45-49	12%
50-54	14%
55-59	12%
Over 60	10%
Total	100%

Table 6: Proportion of male and female approved teachers in each age group

Age group	Gender	Percentage
0-24	Female	82.5%
0-24	Male	17.5%
25-29	Female	79%
25-29	Male	21%
30-34	Female	76%
30-34	Male	24%
35-39	Female	77%
35-39	Male	23%
40-44	Female	76%
40-44	Male	24%
45-49	Female	75%
45-49	Male	25%
50-54	Female	73%
50-54	Male	27%
55-59	Female	69%
55-59	Male	31%
Over 60	Female	63%
Over 60	Male	37%

The great majority of registered teachers (83 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). Tables 7 and 8 indicate the qualifications of registered teachers overall and by age group.

Table 7: Proportion of approved teachers by initial and total qualifications

Qualification	Initial teaching qualification	Total qualifications
4 years +	32%	83%
3 years	34%	14%
Other	34%	3%

Table 8: Qualifications of approved teachers by age group, as percentage of age group (percentage figures rounded to nearest whole number)

Age group	% with less than 3 years	% with 3 years	% with 4 or more years
0-24	-	-	100
25-29	-	-	100
30-34	-	2	98
35-39	1	14	85
40-44	1	23	76
45-49	-	23	77
50-54	1	26	73
55-59	6	19	75
Over 60	17	9	74

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 2009 is shown in Table 9.

Table 9: Numbers of teachers granted registration under mutual recognition

Origin	Number
New Zealand	240
Victoria	184
Western Australia	99
South Australia	69
Northern Territory	74
Tasmania	32
TOTAL	698

The total represents a 17 percent increase on the figure for the previous year. In 2008 it was reported that there had been a slight decrease in mutual recognition and that this was a change from the pattern in recent years where the total figure had been increasing by over 20 per cent a year. The number of people granted registration through mutual recognition in 2009 indicated a return to migration trends experienced prior to 2008.

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 2009, the QCT received a total of 965 applications from teachers whose initial teacher education was undertaken outside Australia (an increase of 225 from the previous year). The number of applications received from overseas teachers represented 14.5% of the total applications received in 2009 (an increase from 10.9% in 2008).

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 2009, 831 overseas-trained teachers were admitted to the register on the basis of their qualifications, English proficiency, and, in some cases, teaching experience.

Assessing complex applications

The QCT has a number of mechanisms in place for the assessment of complex and non-standard applications. Applicants who have not obtained the qualifications currently prescribed under the *Education (Queensland College of Teachers) Regulations 2005* (Regulations) may have their application assessed under alternative provisions of the Act.

Applicants applying under these provisions need to satisfy the QCT that their 'education, abilities, experience and contribution to education' ('education, demonstrated abilities, experience, knowledge and skills' from 1 December 2009) establish that they meet the eligibility requirements of professional practice. The QCT has developed guidelines and a proforma submission to assist such applicants.

In 2009 12 such applications were assessed, resulting in seven applications being approved for provisional registration and five applications being refused.

The Registration Committee is a committee of the QCT Board established to consider complex matters referred to it by the QCT Director. The Registration Committee considered 22 matters in 2009. In 12 cases, the application or request was granted and in the other 10 cases the application or request was not granted. Of the 10 not granted, six were cases where a teacher had sought cancellation of a condition on their registration, one related to a request to waive the English proficiency requirement, two related to moving from provisional to full registration and one concerned refusal of an application for registration.

Permission to Teach

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

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

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

During 2009, 46 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 Home Economics/Hospitality, English/SOSE and Maths/Science.

Approximately 37 per cent of the permissions to teach granted were for rural or remote areas, 30 per cent for provincial areas and 33 per cent for metropolitan areas. Most applications were granted for a period of less than six months.

Internal review of decisions

A person dissatisfied with a decision by the QCT can make an application within 28 days, after the decision is given to the person, for a review of the decision. The Internal Review Committee (IRC), after reviewing the decision, must make a recommendation to the QCT Board about whether to confirm the original decision, amend the original decision or substitute another decision for the original decision.

Twenty-four decisions about persons' registration were considered by the IRC in 2009. There were seven cases where the IRC recommended substituting another decision for the original decision; all were accepted by the QCT Board. There was one additional case where the Board's decision was different from that of the IRC recommendation and different from the original decision.

Renewal of registration

On the introduction of the *Education (Queensland College of Teachers) Act 2005* (the Act) on 1 January 2006 all fully registered teachers were transferred from the Board of Teacher Registration to the QCT and given a registration end date of 31 December 2010.

Under section 26 of the Act teachers with full registration who wish to remain registered at the end of their five-year period of registration must apply to renew their registration.

At the end of 2010 approximately 71,000 registered teachers will need to renew their teacher registration by submitting an application for renewal to the QCT and paying their annual fee.

The application process for renewing teachers will be streamlined to minimize the intrusion on teachers' time and to also reduce the workload impact for the QCT.

The QCT business processes will rely on electronic tools including smart forms, on-line application forms and automation of processes and procedures using the new Approved Teacher Information System (ATIS).

The QCT Board has decided that for renewal of applications in 2010 to 2013 teachers will only need to meet the *Continuing Professional Development (CPD) Framework* from 2010 and that for the 2010 cohort of teachers the QCT will not apply sanctions if a teacher is unable to meet the CPD required.

Strengthening the 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 2009, the QCT visited a variety of university campuses, including those in 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. Twelve sessions were provided across nine campuses, involving more than 1450 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. Nineteen 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 2009 saw the opportunity to engage with the profession in specialised programs for particularly identified cohorts of teachers. This included sessions for school systems and professional associations.

During 2009, the QCT implemented a program, as outlined in the next section, 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.

Communication about Continuing Professional Development Framework

In 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 a range of other stakeholders.

The Framework provides the opportunity to publicly highlight teachers' engagement in ongoing professional development as an integral feature of contemporary teacher professionalism. It acknowledges the complex role of the teacher in schools today and the need to maintain and update skills and knowledge.

Under the Framework, teachers must complete a minimum number of hours of CPD a year and the CPD must have regard to the *Professional Standards for Queensland Teachers* and be balanced across areas and types of activities. 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.

The implementation timeline established by the Board provided for further communication with teachers, schools and systems about the Framework and renewal processes during 2009, with requirements being introduced from 2010. The communication strategy included the development of a Renewal of Registration Fact Sheet, which was mailed to every fully registered teacher, email communication to schools, presentations to specific groups such as principals and school administrators.

Twenty presentations for fully registered teachers were held at centres across the state. These focused on the requirements for renewal of registration, explanation of terms such as 'teacher' and 'recency of practice' and an in-depth exploration of the CPD Framework. The QCT's online tool for recording CPD was introduced.

'Returning to teaching' programs

At the end of their five-year period of teacher registration, all fully registered teachers apply to renew their teacher registration. Teachers who do not have 'recency of practice', defined as one year or 200 days of teaching experience, will have their full registration renewed with a 'returning to teaching' condition. This condition requires the teacher to complete a returning to teaching program acceptable to the QCT if they wish to return to teaching in a school. The program may be completed in the year immediately before returning, or within one year after returning to teaching. During 2009 the QCT engaged in consultation with relevant interest groups to develop guidelines for potential providers of returning to teaching programs. These guidelines and the associated submission template will be used by providers during 2010 as they develop returning to teaching programs and submit them to QCT for approval.

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 the Professional Standards Committee, teachers, employers, unions, universities and the QCT.

Phase Two of the approval process involves a review of programs following completion of the first full program cycle. 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'.

During 2009, programs from Australian Catholic University, Bond University, Christian Heritage College, Central Queensland University, Griffith University, Queensland University of Technology, the University of Queensland, the University of the Sunshine Coast and the University of Southern Queensland were considered by the QCT.

The QCT granted Phase One approval to two undergraduate preservice teacher education programs and five postgraduate preservice teacher education programs. 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 2009, visits for purposes of program approval were made to Griffith University, Mt Gravatt and Gold Coast campuses, Bond University and the University of the Sunshine Coast. 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 statements on the operation of their teacher education programs during the year. The statements on the operation of programs in 2008 were considered by program panels during 2009.

During 2009, the QCT's Professional Standards Committee developed guidelines and a template for the submission of annual statements to strengthen requirements and promote consistency across universities.

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



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 2009 a total of 1694 final year students undertook teaching internships under authorisation. The participating Queensland higher education institutions were Australian Catholic University, 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, University of Melbourne and Macquarie University to complete their Internship in a Queensland school.

Research

The QCT's research involvement in 2009 focused on the following two projects:

1. Study of the impact on student learning achieved through teacher professional development in the areas of Science, Technology, Engineering and Mathematics (STEM). During 2008-09, a literature review was undertaken and data were collected through a survey and focus groups and case studies were developed. The final report was submitted in mid-2009. The literature review and case studies will be published on the QCT website early in 2010.
2. 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 was submitted in July 2009. The report was published on the QCT website in December 2009 and print copies will be distributed to universities and key stakeholder groups in early 2010.

Queensland Education Performance Review

In December 2008, the Queensland Government commissioned Professor Geoff Masters, Chief Executive Officer of the Australian Council for Educational Research, to review primary school education in Queensland with a focus on literacy, numeracy and science. His report, *A Shared Challenge: Improving Literacy, Numeracy and Science Learning in Queensland Primary Schools*, was delivered on 1 May 2009. It made five recommendations to improve the performance of Queensland primary schools in literacy, numeracy and science.

In June 2009, the Queensland Government released its response to Professor Masters' review, taking public consultation into account. The response committed the Queensland Government to nine key actions designed to enhance teaching and learning in literacy, numeracy and science.

The QCT was tasked with progressing the following two of the nine key actions:

- Building confidence in teaching standards - introducing pre-registration tests in literacy, numeracy and science for all aspiring primary teachers; and
- Endorsement of rigorous professional development - developing a professional development framework for programs improving literacy, numeracy, science and assessment capability for teachers and school leaders.

A small project team was established to address the QCT's tasks.

By the completion of 2009 the project team had completed the research that will underpin the literacy, numeracy and science tests. The QCT has also encouraged all Queensland universities to administer diagnostic tests to their students in the areas of literacy, numeracy and science knowledge and skills on entry to their pre-service teacher education programs. This should allow time for aspiring teachers to develop their knowledge and skills before they have to complete their pre-registration tests.

The framework for the endorsement of professional development programs has been completed but it is yet to be approved by stakeholders. Work will continue throughout 2010 on this project.

The national context

The QCT has continued to play a significant role in the area of national reform related to teacher quality.

The QCT is a member of the Australasian Teacher Regulatory Authorities (ATRA) as are all other Australian and New Zealand teacher registration/accreditation bodies. The work of this group in 2010 focussed on the national agenda of achieving national consistency of registration requirements.

An officer from the QCT represented ATRA on the National Standards Subgroup of the Teacher Quality Steering Committee established by the Australian Education, Early Childhood Development and Youth Affairs Senior Officials Committee (AEEYSOC).

The National Standards Subgroup progressed work in the following areas:

- National standards for teachers and program standards for the approval of preservice teacher education programs;
- School Centres of Teaching Excellence; and
- Accreditation of teachers.

The work of this group will significantly shape a set of national standards and accreditation processes that will be used throughout Australia in the approval of pre-service teacher education programs and the accreditation of teachers. This will assist in building public confidence that the quality of teachers is similar throughout Australia.

An officer from the QCT was also the nominee of the Director-General of the Queensland Department of Education and Training on a national taskforce exploring the issue of nationally consistent teacher registration. The aim of this taskforce is, where possible, to ensure that the major elements and processes of a high quality registration system are present in each state of Australia. This will assist in the mobility of teachers and in the development of teachers throughout their careers.

The QCT plays a major role in developing the strategic direction and policies of ATRA by being a member of its executive management team.

Other

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

QCT officers chaired the ATRA Professional Conduct and 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

To be eligible for registration or Permission to Teach, the QCT must be satisfied that the person is 'suitable to teach' and 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. In August the Board of the QCT created a separate Suitability to Teach Committee (STT Committee) in order to consider the criminal history and/or any disciplinary information of applicants for registration or Permission to Teach where there exists a question about the applicant's suitability. Previously these matters were referred to the Professional Practice and Conduct Committee (PP&C Committee).

In 2009, 38 applications were considered by the STT Committee or PP&C Committee; two of these were assessed as not suitable to teach and two are yet to be determined with the remaining 34 assessed as being suitable to teach.

Code of Practice about Professional Conduct

In the previous year the Board endorsed a new *Code of Ethics for Teachers in Queensland*. The Code 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 does not replace current employer Codes of Conduct/Ethics. It complements these Codes and provides the profession with further reinforcement of the high standards of conduct and practice required and expected of teachers.

Early in 2009 a poster outlining the six high-level professional values of integrity, dignity, responsibility, respect, justice and care was produced and sent to all schools.

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 (TDC), a disciplinary committee independent of the Board of the QCT, and from 1 December 2009 the Queensland Civil and Administrative Tribunal (QCAT).

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 2009 the QCT received 47 notifications from teachers of changes to their criminal history. Notifications received may be as a result of a teacher's understanding of and compliance with their legislative obligation to report a change, or a notification may be as a result of information received by the QCT from the Queensland Police Service (QPS). In either case, an assessment of all relevant information is undertaken prior to disciplinary action, if any, commencing.

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. Since 2007 the QCT has had a system in place to check on a daily basis whether there is any change to approved teachers' criminal histories.

In 2009, 70 notifications were received from the Commissioner of Police. These resulted in the suspension of eight teachers' registration as a result of their being charged with 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*.

The remaining notifications were referred to the PP&C Committee or still await either the provision of further material or the outcome of court proceedings or an 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 2009, 131 notifications were received from employing authorities. Arising from these, the QCT suspended the registration of three teachers believed to pose an imminent risk of harm to children, and authorised six disciplinary investigations.

Some of the remaining notifications were referred directly to the TDC. In other cases a determination was made that no further action was required. Some cases were awaiting further information or the outcome of subsequent court proceedings prior to the QCT determining what disciplinary action, if any, was required to be pursued.

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, or has been, more appropriately dealt with by another authority. Where the QCT does not refuse to deal with the complaint it must refer the matter to a disciplinary committee or authorise an investigation into the complaint.

In 2009 the QCT received 15 complaints against approved teachers. The QCT refused to deal with four of these complaints and one disciplinary investigation was authorised. At year's end the QCT was awaiting the receipt of further information on the remaining complaints.

Disciplinary Investigations

If the QCT reasonably believes on the basis of disciplinary information received by the QCT that a ground for disciplinary action against the teacher may exist, the QCT may authorise an investigation. Eleven disciplinary investigations were authorised in 2009 and nine investigations finalised. There were 14 open investigations at the end of 2009.

Disciplinary Committees

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

In 2009 26 new disciplinary matters were referred to the PP&C Committee. The PP&C Committee determined as follows on these matters: that grounds for disciplinary action did not exist in two matters; to take no further action against nine teachers; to warn five teachers; and refer eight matters to the TDC. The remaining two matters were still being considered by the PP&C Committee at the end of the year.

The Teachers Disciplinary Committee (TDC)

In 2009 the QCT referred 24 new matters to the TDC compared to 33 in 2008.

In 2009 the TDC reviewed the suspension of five 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 TDC determined to cancel, 26 teachers' registration or prohibit them from reapplying for registration for a period of up to five years.

There were 23 open matters listed before the TDC transferred to QCAT on 1 December 2009.

Queensland Civil and Administrative Tribunal (QCAT)

On 1 December 2009, the QCAT commenced operation. QCAT conducts disciplinary proceedings against teachers following a referral of a disciplinary matter by the QCT or by the PP&C Committee. QCAT also has jurisdiction to review decisions made by the QCT or the PP&C Committee.

In December, the QCT attended a review of the 23 open matters referred to QCAT from the TDC. A further three matters were referred by the QCT to QCAT for review of the suspension of three teachers' registration following their being charged for a disqualifying offence.

Reviews

The Internal Review Committee (IRC) reviews decisions of the PP&C Committee and the STT about applicants' suitability to teach and about disciplinary action to be taken against approved or former approved teachers. The IRC, after reviewing the decision, must recommend to the Board of the QCT whether it should confirm, amend or substitute the original decision of the PP&C Committee and STT. In 2009 the Committee received three applications for review of decisions made by the PP&C Committee. The Board confirmed the decision that two teachers were not suitable to teach and put aside the original decision of the remaining matter and determined to cancel the teacher's registration as a result of their failing to meet conditions on their registration.

Appeals

A person seeking to appeal against a review decision of the QCT or a decision of the TDC could (prior to 1 December 2009) lodge a notice of appeal to the District Court. The QCT could also appeal to the District Court against decisions of the TDC (up until 1 December 2009).

In 2009 there was one notice of appeal heard by the District Court in relation to a person who the QCT assessed as not meeting the professional practice requirements for registration. The applicant's appeal was unsuccessful and the original decision of the QCT was confirmed, i.e. that the applicant had failed to meet the professional practice requirements for registration.

Following the commencement of QCAT, from 1 December 2009 QCAT is able to review decisions of the QCT or PP&C Committee relating to registration, Permission to Teach, disciplinary action or preservice teacher education programs.

Preparations for transfer of TDC to QCAT

With the introduction of the QCAT the QCT undertook significant work to ensure a smooth transition of matters to the new Tribunal. The QCT and the TDC also sought to hear and decide as many matters as possible prior to the commencement of QCAT to ensure a smooth transition of any outstanding matters to QCAT. Also included in this transition planning was the early introduction of new registry staff of QCAT to the QCT, developing an open and strong communication strategy, and the provision of training in not only the relevant legislation but also the practices and procedures previously developed by the TDC. The QCT continues to provide support to the QCAT Registry staff upon request.

Exchange of Criminal History Information for People Working with Children

In August the QCT agreed to participate in the national Exchange of Criminal History for People Working with Children (ECHIPWC). The ECHIPWC is a Council of Australian Governments (COAG) initiative in order to allow jurisdictions to access more extensive interstate criminal history information in considering whether a person is suitable to work in a child-related field.

To participate in the ECHIPWC, screening units must meet a number of participation requirements. In order to meet these requirements amendment to the QCT's governing Act was required, particularly in respect to section 12, to ensure that the QCT had an appropriate legislative base to consider the expanded range of interstate criminal history. The QCT commenced participation in the ECHIPWC from 30 November 2009.

Regulatory Compliance Framework

The QCT is responsible for monitoring and enforcing compliance with the Act and associated policies. The Act prescribes offences and penalties that can be applied and enforced by a Court where an offence is proved. Individual QCT policies also outline how provisions of the Act apply and the requirements and consequences for non-compliance.

In October 2009 the QCT Board approved the *Regulatory Compliance Framework*. The primary elements in the framework centre around QCT policies, strategies and actions to inform and educate, persuade and engage and where necessary monitor and enforce compliance with the Act. The framework aims to improve the QCT's regulatory efficiency by reducing the potential for any unnecessary enforcement and compliance costs and providing for the most appropriate action to be taken given a particular situation.

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 November 2009. 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 Management Strategy

In 2010 a *Compliance Management Strategy* will be developed to ensure that all the regulatory compliance obligations of the Act are monitored and managed. The strategy will include an annual audit program and compliance activities associated with requirements for CPD and Returning to Teaching conditions.

Relevant Personal Information

The QCT has significant powers under the Act to receive, use and disclose personal information. Section 284 of the Act requires the QCT to make guidelines about dealing with relevant personal information (RPI).

RPI is defined under section 282 of the Act to be information relating to criminal history (both from Australia and overseas), information concerning police investigations into serious offences and information about teaching status and employment as a teacher in Queensland, another State or overseas.

Guidelines for Dealing with Relevant Personal Information were endorsed by the QCT Board in November 2009. The guidelines assist the QCT to perform its functions under the Act including making well informed, fair and consistent decisions relating to the registration of applicants or teachers and disciplining of teachers in Queensland. Staff members, Board members and members of committees will regularly have access to, and must consider, that information.

The purpose of these guidelines is to ensure each of the following:

- Natural justice is observed in relation to a person to whom the relevant personal information relates;
- Only relevant information is used for deciding whether a person is suitable to teach; and
- Decisions made under the Act about whether a person is suitable to teach, based on the information, are made consistently.

A copy of these guidelines must be given on request to an applicant for the granting, renewal or restoration of registration or Permission to Teach.

Communication with and promotion of the teaching profession

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

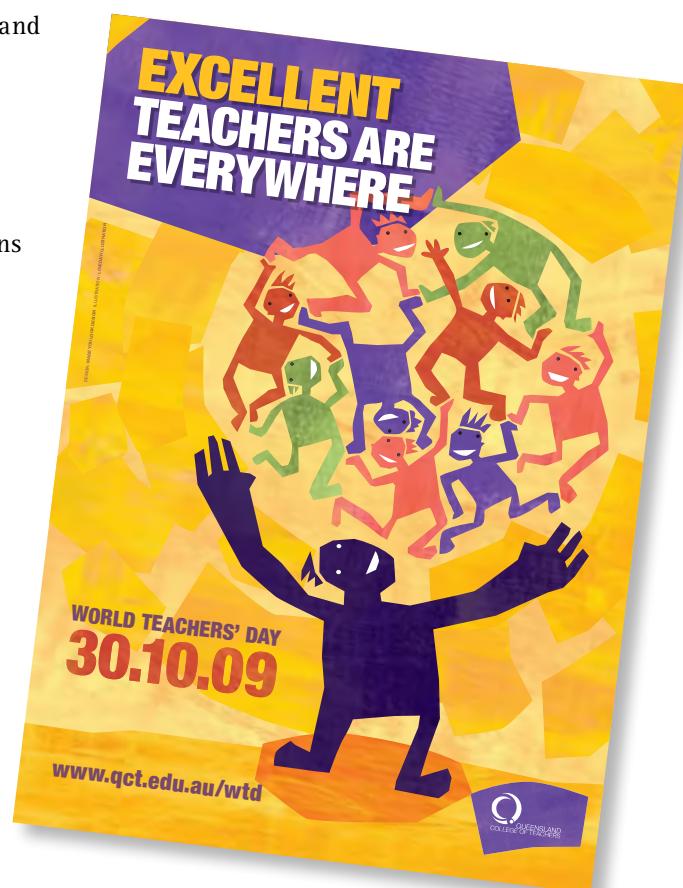
The QCT has decided that the focus of such promotion should include:

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

World Teachers' Day

World Teachers' Day is celebrated in more than 100 countries and was began in 1994 by the United Nations Education, Scientific and Cultural Organisation (UNESCO) to recognise the importance of competent, qualified and motivated teachers.

World Teachers' Day on Friday 30 October 2009 saw teachers across the state being acknowledged by their colleagues, students and communities for their commitment, professionalism and contribution to our communities. The QCT developed a special website focussed on World Teachers' Day and the Excellence in Teaching Awards (see below). The World Teachers' Day pages provided information about the Day's origin, suggestions for celebrating the Day, links to other relevant sites and a downloadable poster featuring the theme 'Excellent Teachers are Everywhere'. Media releases were sent to all relevant Queensland media outlets.



Above: QCT
World Teachers' Day poster

Awards for Excellence in Teaching

2009 saw the inauguration of the QCT Excellence in Teaching Awards. Nominations opened in early April and closed at the end of term 2 in July. Teachers, principals and members of school communities were invited to nominate excellent teachers for the awards, in two categories – excellence in teaching and excellence in beginning to teach. The awards focussed on individual or school achievements, innovation and creativity leading to effective student learning outcomes, and professional relationships within the school community.

The awards were open to registered Queensland teachers from government, Catholic and independent schools and were judged by a panel of Board members and experienced teachers

across three simple criteria: demonstrated excellence in their field; significant contribution to the teaching profession; and being an inspirational role model for other teachers.

Sponsorship by the Queensland Teachers' Credit Union and Teachers Union Health made it possible to award \$5000 for professional development to the winner in each category and \$500 to finalists.

The awards were named in honour of two long-serving members of the Boards of the QCT and its predecessors, the Board of Teacher Registration and the Board of Teacher Education.



Top: Patricia Carmichael

Above: Sandra Quinn

The acting Governor of Queensland, the Honourable Chief Justice Paul De Jersey AC, presented the awards in a ceremony at Government House on World Teachers' Day.

The winners and finalists in the inaugural awards were as follows:

The Alan Druery OAM Excellence in Teaching Award

Winner:

Patricia Carmichael, Concordia Lutheran College (Toowoomba)

Finalists:

Rebekah Bidois, Innisfail State High School (Innisfail)
 Greg Bland, Brisbane Girls' Grammar School (Brisbane)
 Simon Clowes, Albert Park Flexible Learning Centre (Brisbane)
 Louise Lefel, Windaroo State School (Mount Warren Park)
 Ben Luinys, St Patrick's College (Townsville)
 Sophia McLean, Kepnock State High School (Bundaberg)
 Garry Molloy, Woodridge State School (Woodridge)
 Mathew Reece-Anderson, Sheldon College (Sheldon)
 Karen Wolski, Mitchell State School (Mitchell)

The Dr Roger Hunter Excellence in Beginning to Teach Award

Winner:

Sandra Quinn, Forest Lake State High School (Forest Lake)

Finalists:

Steve Baskerville, Kirwan State High School (near Townsville)
 Jennifer Bergstrum, St Aidan's Anglican Girls School (Corinda)
 Steven McNoulty, Mt Gravatt Special School (Mt Gravatt)
 Danielle Oke, All Saints Anglican School (Merrimac)

Below: Issues 3 and 4 of QCT Connection



Newsletter

Two editions of the QCT's periodical publication, *QCT Connection*, were produced during the year (April and October). The aim of *QCT Connection* was 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 was also designed to provide opportunities to promote the profession and celebrate the achievements of teachers, both individually and as a profession. Contributions from teachers were invited.

Both editions in 2009 consisted of sixteen A4 pages in full colour. Each edition was mailed individually to all teachers on the register.

From next year the *QCT Connection* will be replaced by a new national magazine to be produced by the Australian Council for Educational Research (ACER) and distributed electronically to teachers via the teacher regulatory authority in each state or territory (apart from the ACT where such an authority has not yet been established).

Research Digest

Two issues of the QCT Research Digest were published, in April and August. The Digest is produced by the 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 2009 dealt with digital learning and dialogue in the classroom.

The Digest is distributed electronically to all schools in Queensland where it is intended to serve as a resource, for example as a discussion starter at staff meetings. The Digest is 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).

Below: Cover pages of the QCT Research Digest (numbers 4 & 5).



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



Above: Behaviour Management DVD.

The QCT Annual lecture is an invited presentation for teachers on a topical area of particular relevance to the teaching profession. The inaugural QCT Annual Lecture in 2008 was on Teacher Wellbeing and focussed on the four pillars of positive psychology. The lecture was filmed and subsequently published as a DVD and audio-CD which was distributed to all Queensland schools.

The 2009 Lecturer was Dr Christine Richmond, who spoke on behaviour management for teachers. The presentation was given in October to a small, invited audience of teachers in Brisbane. A DVD recording of the presentation will be mailed to all schools early in 2010.

Teacher Research Grants

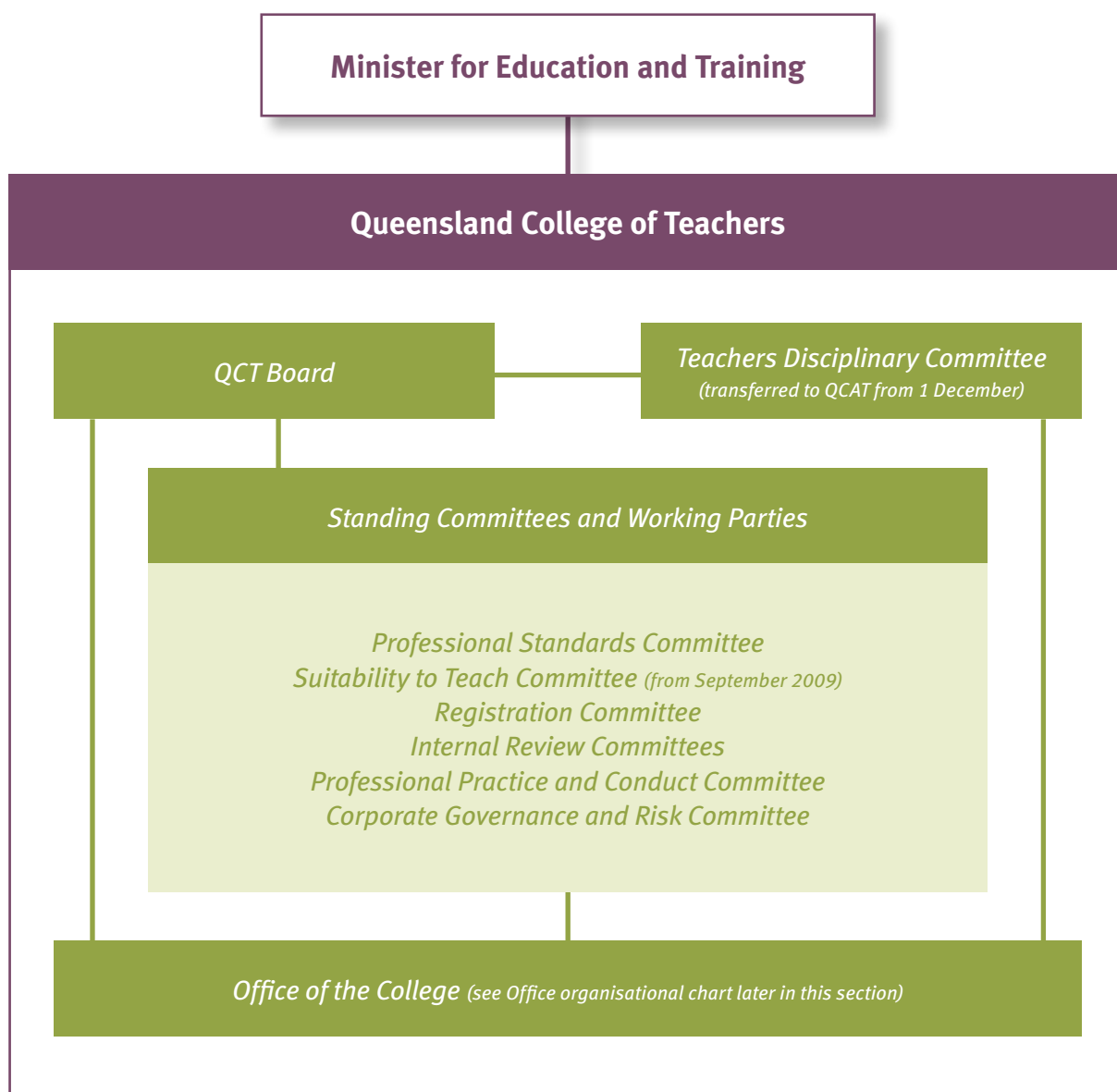
Under the QCT's Teacher Research Grants program, funding is provided to Queensland teachers who have undertaken research related to their teaching practice, to enable them to share their research at major education conferences in Australia. Applications for the 2009 program closed in April. A grant was awarded to Ms Louisa Thomas, formerly of Ryan Catholic College in Townsville, who presented a paper to the Australian Science Education Research Association conference held in July in Geelong, Victoria.

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.

2009 was the first year of the Board's second term.

In 2009, Board members were as follows (an asterisk denotes the member was a registered teacher in 2009):

Chair

Professor John Dewar

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

***Dr Joseph McCorley, OAM**

Coordinator of Faith Education,
Catholic Education Diocese, Rockhampton
*Nominee of the Minister
(from August)*

Members

***Mr Craig Allen**

Assistant Director-General, Human Resources, Department of Education and Training (DET)
*Nominee of the Director-General DET
(from August)*

***Professor Nola Alloway**

Pro-Vice-Chancellor, Faculty of Arts, Education and Social Sciences, James Cook University
Nominee of the Higher Education Forum who is a practising teacher educator

***Mr Perry Anderson**

Guidance Officer, Department of Education and Training
*Practising teacher nominated by the Queensland Teachers' Union
(Deputy chair from April)*

***Ms Roselynn Anderson**

Principal, special school
Elected practising teacher – state sector

Mr John Beaton

Chair, State Committee, Federation of Parents and Friends Associations of Catholic Schools
Joint Nominee of Federation of Parents and Friends Associations of Catholic Schools in Queensland and the Queensland Independent Schools Parents Council

***Ms Marcia Chock Man**

Deputy Principal, non-state school
Elected practising teacher – non-state sector

***Ms Aleisha Connellan**

Teacher, non-state school
Nominee of the Queensland Independent Education Union

Mr Greg Donaldson

Nominee of Queensland Council of Parents and Citizens' Associations

***Ms Susan Forsyth**

Director, Organisational Development, SkillsTech Australia
Nominee of the Queensland Public Sector Union

***Mr Neville Grayson AM**

Nominee of the Minister representing the interests of the community

***Mr Mark Hollands**

Teacher, school of distance education
Elected practising teacher – state sector

***Dr Roger Hunter**

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

***Miss Amy Lunney**

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

***Mrs Christine Roseneder**

Deputy Principal, state school
Practising teacher representing state schools, nominated by the chief executive (from May)

***Mr Ashley Smith**

Teacher, non-state school
Practising teacher representing non-state schools, jointly nominated by the Queensland Catholic Education Commission and the Association of Independent Schools of Queensland

***Mr Kevin Twomey**

Director, Employee Services, Brisbane Catholic Education
Nominee of the Queensland Catholic Education Commission

The Board met 10 times in 2009, holding ordinary meetings monthly from February to November excluding April and holding an additional, extraordinary meeting in August.

Board Member Profile — Marcia Chock Man

Marcia Chock Man has been teaching for more than 30 years but has learnt new lessons herself as the elected practising teacher for the non-state school sector on the Queensland College of Teachers' Board.

'I joined the Board to help raise the profile and status of teachers and our profession, because



*Marcia
Chock Man*

Queensland teachers do a wonderful job,' she said.

'Personally, it has been a great professional development experience during a significant time of progress for the College.'

As Deputy Principal at St Patrick's College in Townsville, Ms Chock Man says sitting on the Board since January 2009 has also allowed her to voice the opinions of regional Queensland educators on relevant issues.

'Our school was a member of the focus group which offered feedback for the online recording tool for the Continuing Professional Development Framework being implemented by the College in 2010,' she said.

'I have had the chance to experience informed and healthy debates around educational issues with people from a range of backgrounds, and my perception of the College has been strengthened through the professionalism of its staff, whose high level of competence and thoroughly researched presentations to the Board have been most impressive.'

Board Member Profile — Christine Roseneder

Before joining the Board of the Queensland College of Teachers in May 2009, Christine Roseneder's associations with the College simply meant paying her fees and completing reports on staff taking the step from provisional to full registration.

Now, she is relishing the chance to have her say



*Christine
Roseneder*

on decisions which influence her profession as the Board's representative of state school teachers.

'There are a lot of issues facing education in Queensland, such as the implementation of the Masters Review and the introduction of the Continuing Professional Development requirements in 2010,' said Ms Roseneder, deputy principal at Algester State School in Brisbane's south.

'It is an exciting time to be a member of the Board and it will be interesting as the changes come into effect.

'Talking with people from different education sectors on the Board has opened my eyes to the way things impact on different people as well as myself, and I can now appreciate how much quality assurance goes into the work of the College.

'Since joining the Board, I now know how much of a role they play in the big picture, and I enjoy sharing that with staff at my school.'

Ministerial directions

No Ministerial requests, directions or notices were received during 2009.

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 (as mentioned previously, the TDC transferred to the new Queensland Civil and Administrative Tribunal from 1 December 2009)
- a Professional Practice and Conduct Committee
- a committee to conduct internal reviews of decisions (known as the Internal Review Committee)

The Board may also establish committees for effectively and efficiently performing the Board's functions. The QCT Board has appointed four committees in addition to those specified in legislation: Professional Standards Committee, Registration Committee, Suitability to Teach Committee and Corporate Governance and Risk 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 Director has all of the functions and powers of a chief executive officer and is responsible for the efficient and effective administration and operation of the Office.

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

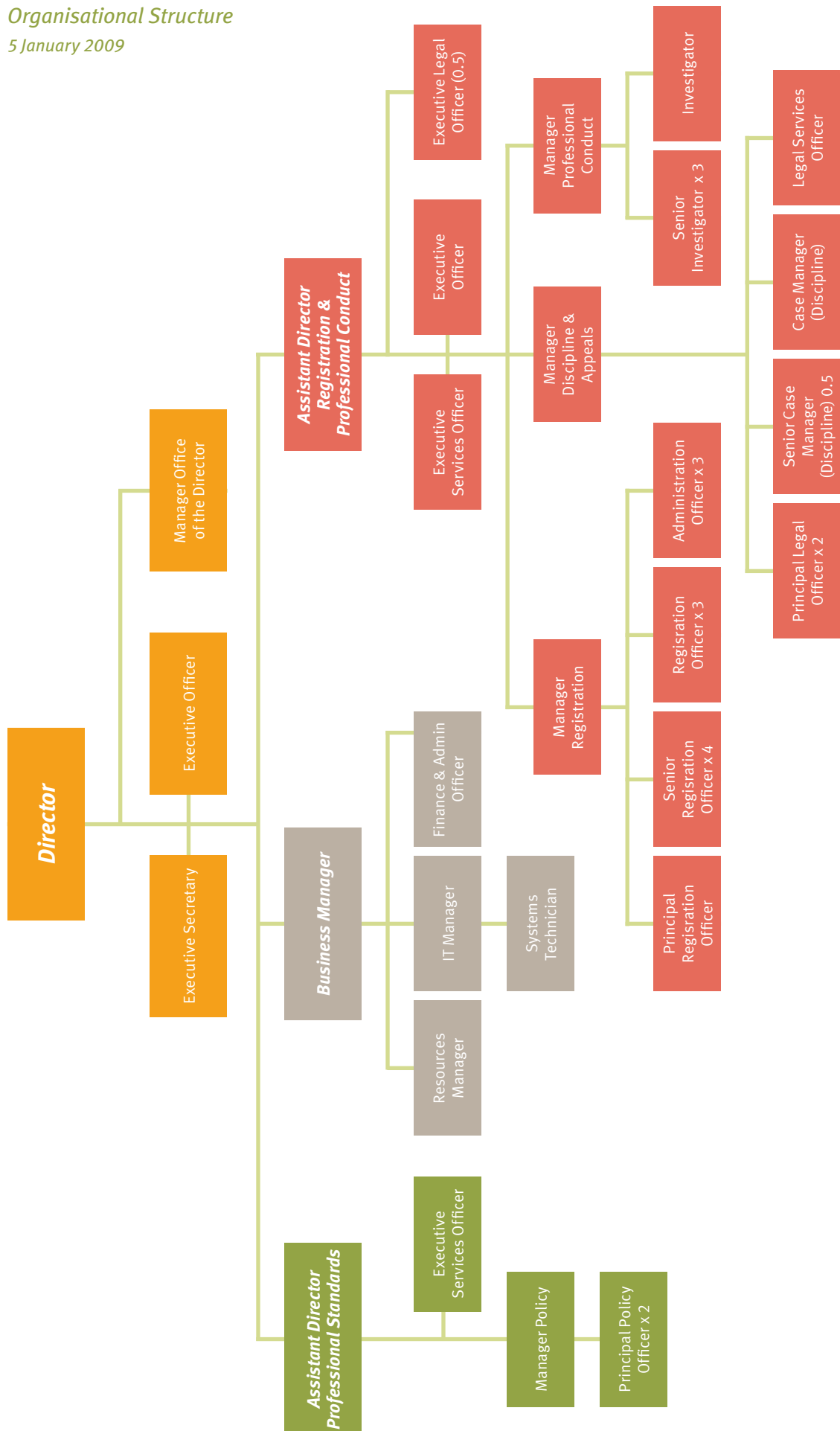
The structure of the Office is shown in the organisational chart below (Diagram 2).

Executive management

The executive team in the Office consists of the Director, Mr John Ryan DipT, BEd, MEd, Grad Dip Mgmt; the Assistant Director (Professional Standards), Ms Roslyn Bell DipT, BCom; the Assistant Director (Registration and Professional Conduct), Ms Rebekah Kitto BCom, MAppLaw; and the Business Manager, Mr Robert Beazley BCom, BAcc, CA(SA).

Organisational Structure

5 January 2009



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 funded and backed by a cash investment of \$ 3.43 million, after four 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 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 2010 of identified risks as circumstances permit.

The independent audit report on the QCT's financial report for the year ending 31 December 2009 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 previously used to record the QCT's approved teachers was approximately twenty years old and could not adequately support many of the QCT's functions. The QCT has implemented a replacement system during 2009; full details of which are included under Information Technology below.

Funding adequacy

The QCT could incur a cost of approximately \$1.571 million in checking the criminal histories of teachers in the initial round of renewal of registration which commences in 2010. This cost 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 increases 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 Director and the Chair of the Board meet 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 provider¹ to smaller entities and statutory bodies, to develop and implement a Disaster Recovery Plan, a Business Continuity Plan and associated business processes. Their ongoing effectiveness was 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 is provided for both staff and Board members of the QCT.

¹ 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 2009 to fully staff the revised organisational structure approved by the Board. At year-end this process had been substantially completed.

Financial services

Certain aspects of the QCT's accounting systems and some IT functions are undertaken by CAA. This focusses 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.

During 2009 a budget module was implemented in conjunction with CAA which is integrated into the general ledger package and will thereby assist in the smoother completion of the annual budget process.

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. The QCT Board in 2008 accepted in principle a recommendation contained in a business case to acquire suitable premises for the QCT to hold in its own right. The QCT continued 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 2009 was on the replacement of the QCT's core registration database system.

A procurement exercise in 2008 resulted in the QCT selecting a Brisbane-based supplier to deliver a replacement registration system, known as the Approved Teacher Information System (ATIS). ATIS was finally commissioned during October 2009 with the migration of all relevant teacher data from the previous legacy system.

The implementation of ATIS will facilitate greater synergies between the registration and compliance functions of the QCT as well as providing a sound platform upon which to improve the delivery of services to registered teachers.

Records management

Work continued in 2009 to refine a business classification scheme for the core business units of the QCT and to continue to institute processes around retention, archiving and disposal of documents in compliance with the relevant information standards.

The above were necessary precursors to the implementation of an Electronic Document and Records Management System (eDRMS) which was a fundamental premise of the solution developed for ATIS.

During the first half of 2009 the QCT implemented an eDRMS (TRIM) as part of the ATIS implementation project referred to above. TRIM is outsourced and supported by the QCT's shared service provider CAA.

The QCT is progressing with the application of whole-of-government information legislation, policies and standards, and is progressively implementing the principles of *Information Standard 40 IS40: Recordkeeping*.

As part of the process to improve efficiencies associated with the ATIS project and improve the utilisation of office space, the QCT undertook the scanning of some 112,000 teacher registration files into electronic images. These are currently being accessed by an outsourced solution but will be migrated into TRIM during 2010.

Human resources

A Professional Performance and Review plan continued to be implemented in 2009. 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 2009.

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

Table 10: Number of staff employed (full-time equivalent)

	Female	Male	Total
Permanent	25.1	9.5	34.6
Fixed Term	7.6	7	14.6
Casual	2.0	1	3.0
Total	34.7	17.5	52.2

The permanent retention rate for the period under review was 100 per cent and the permanent separation rate was zero. No Voluntary Early Retirement packages were taken in 2009 and no retrenchments were made.

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, Bandanna Day and the B105 Christmas Appeal.

The QCT's newsletter for teachers was 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.

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

The Board's Strategic Plan for 2010–2014 was prepared late in 2009.

The QCT's Annual Report for the 2008 calendar year was submitted to the Minister before the 30 April due date.

Public interest disclosures

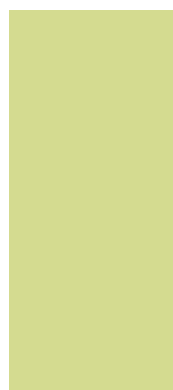
No disclosures were received during the 2009 year under the *Whistleblowers Protection Act 2001*. In the absence of its own policy in this area, the QCT will manage any disclosures or improper conduct in terms of current Department of Education and Training policy and guidelines.

Freedom of Information

During 2009 no requests for information were received by the QCT under the Freedom of Information Act 1992 or the *Right to Information Act 2009*.

Right to Information and Information Privacy

From 1 July 2009 new legislation replacing the *Freedom of Information Act 1992* was enacted. The *Right to Information Act 2009* (RTI) and the *Information Privacy Act 2009* (IP) provide for information to be released unless on balance, disclosure of the information would be contrary to the public interest. Reasons for non-disclosure are clearly set out in the RTI and IP Acts. In the latter part of the year, the QCT updated its website, policies and procedures in accordance with these new Acts and with government guidelines.



Financial Statements

for the financial year ended 31 December 2009

Financial Statements 2009

<i>Contents</i>	<i>Page</i>
Statement of Comprehensive Income	49
Statement of Financial Position	50
Statement of Changes in Equity	51
Statement of Cash Flows	52
Notes To and Forming Part of the Financial Statements	53
Management Certificate	69
Independent Audit Report	70

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.

Statement of Comprehensive Income

for the year ended 31 December 2009

	Notes	2009 \$	2008 \$
<i>Income from Continuing Operations</i>			
<i>Revenue</i>			
Fees	2	6,683,829	6,356,888
Interest		306,706	552,660
Criminal History Checks		140,910	159,137
Other revenue	3	45,181	9,527
Total Income from Continuing Operations		7,176,626	7,078,212
<i>Expenses from Continuing Operations</i>			
Employee expenses	4	4,254,230	3,583,953
Supplies and services	5	2,395,781	2,179,777
Depreciation and amortisation	6	72,857	52,678
Criminal History Checks		141,036	162,555
Total Expenses from Continuing Operations		6,863,904	5,978,963
Operating Result from Continuing Operations/Total Comprehensive Income		312,722	1,099,249

The accompanying notes form part of these financial statements.



Statement of Financial Position

as at 31 December 2009

	Notes	2009 \$	2008 \$
<i>Current assets</i>			
Cash and cash equivalents	7	9,369,609	9,765,343
Receivables	8	134,983	72,969
Other	9	151,583	41,752
Total current assets		9,656,175	9,880,064
<i>Non-current assets</i>			
Intangible assets	10	736,943	-
Plant and equipment	11	100,894	124,760
Total non-current assets		837,837	124,760
TOTAL ASSETS		10,494,012	10,004,824
<i>Current liabilities</i>			
Payables	12	345,720	281,763
Accrued Employee Benefits	13	407,775	339,882
Other Current Liabilities	14	5,156,933	5,112,317
Total current liabilities		5,910,428	5,733,962
NET ASSETS		4,583,584	4,270,862
<i>Equity</i>			
Accumulated Surpluses	19	4,583,584	4,270,862
TOTAL EQUITY		4,583,584	4,270,862

The accompanying notes form part of these financial statements.



Statement of Changes in Equity

for the year ended 31 December 2009

		Accumulated Surpluses	
	Note	2009 \$	2008 \$
Balance as at 1 January		4,270,862	3,158,072
Total Comprehensive Income		312,722	1,099,249
Transactions with Owners as Owners:			
Net leave liabilities transferred to/(from) other public sector entities		-	13,541
Balance as at 31 December	19	4,583,584	4,270,862

The accompanying notes form part of these financial statements.



Statement of Cash Flows

for the year ended 31 December 2009

	Notes	2009 \$	2008 \$
<i>Cash Flows from operating activities</i>			
<i>Inflows:</i>			
Receipts from customers		6,915,184	6,717,423
Interest		306,706	552,660
GST input tax credits		317,631	226,062
GST collected from customers		4,440	472
<i>Outflows:</i>			
Employee expenses		(4,217,217)	(3,519,847)
Supplies and services		(2,590,997)	(2,256,152)
GST paid to suppliers		(341,353)	(210,561)
GST remitted to the ATO		(4,194)	(3,415)
Net cash from operating activities	15	390,200	1,506,642
<i>Cash Flows from investing activities</i>			
<i>Outflows:</i>			
Payments for intangibles		(752,666)	-
Payments for plant and equipment		(33,268)	-
Net cash used in investing activities		(785,934)	-
Net (decrease)/ increase in cash held		(395,734)	1,506,642
Cash and cash equivalents at beginning of financial year		9,765,343	8,258,701
Cash and cash equivalents at end of financial year	7	9,369,609	9,765,343

The accompanying notes form part of these financial statements.



Notes To and Forming Part of the Financial Statements

for the year ended 31 December 2009

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 Compliance

The College has prepared these financial statements in compliance with Section 43 of the *Financial and Performance Management Standard 2009*.

These financial statements are general purpose financial statements, and have been prepared on an accrual basis in accordance with Australian Standards and interpretations. In addition, the financial statements comply with Treasury's Minimum Reporting Requirements, and other authoritative pronouncements.

With respect to compliance with Australian Accounting Standards and Interpretations, the College has applied those requirements applicable to not-for-profit entities as the College is a not-for-profit statutory body. Except where stated, the historical cost convention is used.

(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 received in advance of the registration period and are initially classified as renewal fees received in advance. The Revenue is recognised progressively over the period in which the services are provided to registered teachers. The College provides a range of membership services including professional development support, technical publications and other learning aids annually. 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 are charged to prospective teachers and recognised as revenue on initial registration. Criminal History Check fees are recognised at the time of application.

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.



Notes To and Forming Part of the Financial Statements

for the year ended 31 December 2009

(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.

(h) Intangibles

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

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



Notes To and Forming Part of the Financial Statements

for the year ended 31 December 2009

(h) Intangibles (continued)

Purchased Software

The purchase cost of this software has been capitalised and is being amortised on a straight-line basis over the period of the expected benefit to the College, namely 8 years.

(i) Amortisation and Depreciation of Intangibles and 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:

<i>Class</i>	<i>Depreciation / Amortisation Rate %</i>
Plant and equipment: Other equipment	10 – 25
Intangible assets: Software purchased	12.5

(j) 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.



Notes To and Forming Part of the Financial Statements

for the year ended 31 December 2009

(k) 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.

(l) 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.

(m) 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 College 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 16.

(n) Employee Benefits

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

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

Wages, Salaries, 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.

For unpaid entitlements expected to be paid within 12 months, the liabilities are recognised at their undiscounted values. Entitlements not expected to be paid within 12 months, are classified as non-current liabilities and recognised at their present value, calculated using yields on Fixed Rate Commonwealth Government bonds of similar maturity, after projecting the remuneration rates expected to apply at the time of likely settlement.



Notes To and Forming Part of the Financial Statements

for the year ended 31 December 2009

(n) Employee Benefits (continued)

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 AASB 1049 *Whole of Government and General Government Sector Financial Reporting*.

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 AASB 1049 *Whole of Government and General Government Sector Financial Reporting*.

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);
- 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;



Notes To and Forming Part of the Financial Statements

for the year ended 31 December 2009

(n) Employee Benefits (continued)

- allowances (which are included in remuneration agreements of executives, such as airfares or other travel costs paid to/for executives whose homes are situated in a location other than the location they work in); and
- fringe benefits tax included in remuneration agreements.

The disclosures apply to all senior executives appointed by under the Public Service Act 2008 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.

(o) 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.

(p) 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.

(q) 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.

(r) Issuance of Financial Statements

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

(s) 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 19.



Notes To and Forming Part of the Financial Statements

for the year ended 31 December 2009

(t) 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.

(u) New and Revised Accounting Standards

The College did not voluntarily change any of its accounting policies during 2009. Those new and amended Australian accounting standards that were applicable for the first time in the 2009 financial year and have had a significant impact on the College's financial statements are as follows.

The College complied with the revised AASB 101 *Presentation of Financial Statements* as from 2009. This revised standard does not have any measurement or recognition implications. Pursuant to the change of terminology used in the revised AASB101, the balance Sheet is now re-named to the Statement of Financial Position, and the Cash Flow Statement has now been re-named to Statement of Cash Flows. The former Income Statement has been replaced by a Statement of Comprehensive Income.

The College is not permitted to early adopt a new or amended 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 applies standards and interpretations in accordance with their respective commencement dates.

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 2009

	2009 \$	2008 \$
2 Fees		
Teacher Registration and Application fees*	6,466,380	6,159,586
Late Payment fees	214,281	196,211
Other fees	3,167	1,091
Total	6,683,829	6,356,888

3 Other Revenue		
Advertising	42,682	8,182
Copyright Fees	-	648
Reimbursement	2,353	402
Sundry	146	295
Total	45,181	9,527

4 Employee expenses/Number of employees/Executive Remuneration

Employee benefits:

Wages salaries and annual leave	3,506,235	2,963,346
Employee superannuation contributions *	408,547	350,028
Long service leave levy *	60,172	48,996

Employee related expenses

Workers compensation premium *	7,991	4,422
Payroll tax *	179,010	150,861
Other salary related expenses	92,275	66,300

Total	4,254,230	3,583,953
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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 2009	As at 31 December 2008
Number of Employees	49.2	36.7

Executive Remuneration: 2009 2008

The following is remuneration paid/payable to senior executives:

\$160,000 to \$179,999	-	1
\$180,000 to \$199,999	1	-

Total	1	1
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Aggregate amount of total remuneration of executive shown above **	\$ 189,111	\$ 166,637
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Notes To and Forming Part of the Financial Statements

for the year ended 31 December 2009

4 Employee expenses/Number of employees/Executive Remuneration (continued)

**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.

	2009 \$	2008 \$
5 Supplies and services		
Administration and finance *	1,096,815	1,076,273
Asset operating costs	104,532	48,379
Board Election Costs	-	108,248
Consulting, contracting and bureau fees	713,912	455,299
Professional Conduct and Disciplinary costs	80,302	68,588
Property costs & maintenance	400,220	422,990
Total	2,395,781	2,179,777

*Total external audit fees relating to the 2009 financial year are estimated to be \$17,215 (2008: \$16,500). There are no non – audit services included in this amount.

6 Depreciation and Amortisation

Depreciation and amortisation were incurred in respect of:

Plant and equipment	57,134	52,678
Software Purchased	15,723	-
Total	72,857	52,678

7 Cash and cash equivalents

Cash on hand	600	600
Cash at bank	1,114,700	1,153,658
Deposits at call	8,254,309	8,611,085
Total	9,369,609	9,765,343

Cash deposited with the Queensland Treasury Corporation earned interest at rates between 5.01% and 3.23% (2008: 8.14% and 5.23%).

Funds totalling \$3.43 million (2008: \$3.36 million) of the above Deposits held at call have been invested in a designated account to cater for the future commitment detailed in Note 19.

8 Receivables

GST Receivable	87,638	64,161
Long service leave reimbursements	47,345	8,160
Other receivables	-	648
Total	134,983	72,969

9 Other current assets

Prepayments	136,787	18,652
Salaries prepaid	14,796	23,100
Total	151,583	41,752



Notes To and Forming Part of the Financial Statements

for the year ended 31 December 2009

2009
\$

2008
\$

10 Intangible Asset

Software purchased

At cost	752,666	-
Less accumulated depreciation	(15,723)	-
Total	736,943	-

Intangibles reconciliation

	Carrying amount at 1 Jan 2009 \$	Acquisitions \$	Disposals \$	Amortisation \$	Carrying amount at 31 Dec 2009 \$
Software purchased	-	752,666	-	15,723	736,943

Amortisation of the intangible is included in the line item “Depreciation and Amortisation” in the Income Statement and in note 6.

The intangible asset of the College has a finite useful live and is amortised on a straight line basis. Refer to note 1 (h).

The intangible asset has not been classified as held for sale nor forms part of a disposal group held for sale.

2009
\$

2008
\$

11 Plant and equipment

Plant and equipment

At cost	337,953	315,812
Less accumulated depreciation	(237,059)	(191,052)
Total	100,894	124,760

The College has plant and equipment with an original cost of \$ 93,457 (2008: \$ 95,074) and a written down value of zero which is still being used in the provision of services.

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 Jan 2009 \$	Acquisitions \$	Disposals \$	Depreciation \$	Carrying amount at 31 Dec 2009 \$
2009	\$	\$	\$	\$	\$
Plant and equipment	124,760	33,268	-	57,134	100,894
2008					
Plant and equipment	177,438	-	-	52,678	124,760



Notes To and Forming Part of the Financial Statements

for the year ended 31 December 2009

	2009 \$	2008 \$
12 Payables		
Trade creditors	173,304	152,340
Other creditors and accruals	172,416	129,423
Total	345,720	281,763

13 Accrued Employee Benefits

Recreation leave	355,549	300,017
Salaries on costs payable	52,226	39,865
Total	407,775	339,882

14 Other Current Liabilities

Unearned application fees	421,167	175,919
Renewal fees received in advance	4,735,766	4,936,398
	5,156,933	5,112,317

15 Reconciliation of Operating Surplus to Net Cash from Operating activities

Operating surplus	312,722	1,099,249
Depreciation and amortisation	72,857	52,678
Change in assets and liabilities		
Decrease/(Increase) in other receivables	648	(648)
(Increase)/Decrease in GST receivables	(23,476)	15,500
(Increase)/Decrease in LSL reimbursement	(39,185)	10,164
(Increase)/Decrease in prepayments	(109,831)	25,079
Increase in payables	63,956	90,877
Increase in accrued employee benefits	67,893	24,167
Increase in unearned revenue	44,616	192,519
Decrease in GST payable	-	(2,943)
Net cash from operating activities	390,200	1,506,642

16 Financial Instruments

(a) Categorisation of Financial Instruments

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

Category	Note	2009 \$	2008 \$
FINANCIAL ASSETS			
Cash and cash equivalents	7	9,369,609	9,765,343
Receivables	8	134,983	72,969
Total		9,504,592	9,838,312
FINANCIAL LIABILITIES			
Financial liabilities measured at amortised cost:			
Payables	12	345,720	281,763
Total		345,720	281,763



Notes To and Forming Part of the Financial Statements

for the year ended 31 December 2009

16 Financial Instruments (continued)

(b) Financial Risk Management

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

(c) Credit Risk Exposure

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

The maximum exposure to credit risk at balance date in relation to each class of recognised financial asset is the gross carrying amount of those assets inclusive of any 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	2009 \$	2008 \$
Financial assets			
Cash	7	9,369,609	9,765,343
Receivables	8	134,983	72,969
Total		9,504,592	9,838,312

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 Statement of Financial Position.

There is no recognised impairment loss for the current year.

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

2009 Financial Assets Past Due But Not Impaired

	Overdue				
	Less than 30 Days \$	30 – 60 Days \$	61 – 90 Days \$	More that 90 Days \$	Total \$
Receivables	134,983	-	-	-	134,983
Total	134,983	-	-	-	134,983

2008 Financial Assets Past Due But Not Impaired

	Overdue				
	Less than 30 Days \$	30 – 60 Days \$	61 – 90 Days \$	More that 90 Days \$	Total \$
Receivables	72,969	-	-	-	72,969
Total	72,969	-	-	-	72,969

Notes To and Forming Part of the Financial Statements

for the year ended 31 December 2009

16 Financial Instruments (continued)

d) Liquidity Risk

Liquidity risk refers to the situation where the College may encounter difficulty in meeting obligations associated with financial liabilities that are settled by delivering cash or another asset.

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

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.

2009 Payable in				
Note	< 1 year \$	1 – 5 year \$	> 5 years \$	Total \$
Financial liabilities				
Payables	12	345,720		345,720
Total		345,720		345,720

2008 Payable in				
Note	< 1 year \$	1 – 5 year \$	> 5 years \$	Total \$
Financial liabilities				
Payables	12	281,763		281,763
Total		281,763		281,763

(e) Market Risk

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

(f) Interest Rate Sensitivity Analysis

The following interest rate sensitivity analysis is based on the outcome to profit and loss if interest rates would change 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 \$ 94,000 (2008: \$ 97,000). This is attributable to the college's exposure to variable interest rates on its cash invested in fixed term deposits.

2009 Interest Rate Risk					
Financial Instruments	Carrying Amount	-1% Profit	+1% Equity	+1% Profit	-1% Equity
Financial liabilities					
Cash	9,369,609	(94)	(94)	94	94
Overall effect on profit and equity		(94)	(94)	94	94

Notes To and Forming Part of the Financial Statements

for the year ended 31 December 2009

16 Financial Instruments (continued)

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

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.

17 Segment Information

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

18 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

	2009 \$	2008 \$
Outstanding lease commitments are due for payment as follows:		
not later than one year	382,790	405,464
later than one year and not later than five years	1,693	369,244
	384,483	774,708

19 Accumulated Surpluses

In considering the College's equity position, reference is made to, the College obligation 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 \$ 2.29 million (2008-\$2.24 million).

As such, the College has earmarked \$ 3.43 million (2008 - \$3.36 million) of the retained surplus to cater for the resultant anticipated cash flows as determined by its investment policy. A corresponding amount of the total Deposits at Call (Note 7) has been allocated and invested in a separate account to meet this future obligation.



Notes To and Forming Part of the Financial Statements

for the year ended 31 December 2009

20 Contingencies

There were no known contingent assets or liabilities of a significant nature as at 31 December 2009 (2008: Nil).

21 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 \$ 19,668 (2008: \$ 27,882).

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

			2009	2008
	\$		No.	No.
0	-	5,000	8	6
5,001	-	10,000	-	1
10,001	-	15,000	-	-
15,001	-	20,000	-	-

The College's Board comprises the following members as at 31 December 2009:

Dr J McCorley (Chairperson)
 C Allen
 Professor N Alloway
 P Anderson
 R Anderson
 J Beaton
 M Chock Man
 A Connellan
 G Donaldson
 S Forsyth
 N Grayson
 M Hollands
 Dr R Hunter
 A Lunney
 C Roseneder
 A Smith
 K Twomey



Notes To and Forming Part of the Financial Statements

for the year ended 31 December 2009

22 Events occurring after Balance Date

An Education Green paper for public consultation was issued by the Queensland Government on 2 February 2010. The paper recommends *inter alia* the establishment of an independent education standards authority through the amalgamation of three existing statutory entities, of which the College is one. As the consultation process has recently commenced and is due to last until mid 2010, it is not possible to accurately predict its impact. A clearer picture will emerge from the outcome of the consultation phase and hence any legislative and procedural impact involved.

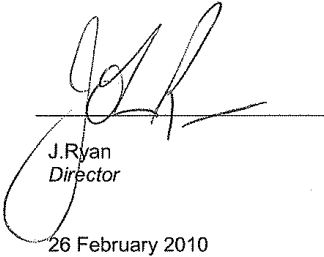
The *Queensland Education Performance Review* undertaken by Professor G Masters formulated a number of recommendations to improve literacy, numeracy and science learning in Queensland Primary Schools. The College has met the initial cost of the feasibility of the review totalling \$230,000 during 2009 from internal resources. In January 2010 discussions commenced between the College and the Department of Education and Training to determine the longer term funding arrangements to implement certain recommendations from this review. As these matters are still under deliberation, no allowance for any future costs associated with this project has been incorporated into these financial statements. It is estimated that implementing these recommendations will cost \$2.693 million over the next three financial years.



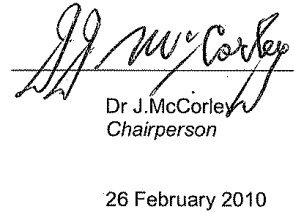
CERTIFICATE OF QUEENSLAND COLLEGE OF TEACHERS

These general purpose financial statements have been prepared pursuant to section 62(1) of the *Financial Accountability Act 2009* (the Act), and other prescribed requirements. In accordance with Section 62(1) (b) of the Act we certify that in our opinion:

- a) the prescribed requirements for establishing and keeping the accounts have been complied with in all material respects; and
- b) the statements have been drawn up to present a true and fair view, in accordance with prescribed accounting standards, of the transactions of the Queensland College of Teachers for the financial year ended 31 December 2009 and of the financial position of the College at the end of that year.



J. Ryan
Director
26 February 2010



Dr J. McCorley
Chairperson
26 February 2010

INDEPENDENT AUDITOR'S REPORT

To the Board of the Queensland College of Teachers

Matters Relating to the Electronic Presentation of the Audited Financial Report

The auditor's report relates to the financial report of Queensland College of Teachers for the financial year ended 31 December 2009 included on Queensland College of Teachers website. The Board is responsible for the integrity of the Queensland College of Teachers website. I have not been engaged to report on the integrity of the Queensland College of Teachers website. The auditor's report refers only to the statements named below. It does not provide an opinion on any other information which may have been hyperlinked to/from these statements. If users of the financial report are concerned with the inherent risks arising from electronic data communications they are advised to refer to the hard copy of the audited financial report, available from Queensland College of Teachers, to confirm the information included in the audited financial report presented on this website.

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

Report on the Financial Report

I have audited the accompanying financial report of Queensland College of Teachers which comprises the statement of financial position as at 31 December 2009, and the statement of comprehensive income, statement of changes in equity and statement of cash flows for the year ended on that date, a summary of significant accounting policies, other explanatory notes and certificates given by the Director and Chairperson.

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 Accountability Act 2009* and the *Financial and Performance Management Standard 2009*, 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 to express an opinion on the financial report based on the audit is prescribed in the *Auditor-General Act 2009*. This Act, including transitional provisions, came into operation on 1 July 2009 and replaces the previous requirements contained in the *Financial Administration and Audit Act 1977*.

The audit was conducted in accordance with the 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 *Auditor-General Act 2009* 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.

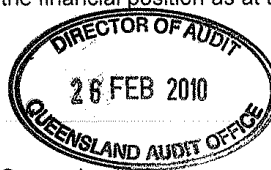
Auditor's Opinion

In accordance with s.40 of the *Auditor-General Act 2009* –

- (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 to 31 December 2009 and of the financial position as at the end of that year.



D J Olive CPA
(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

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.

Internal Review Committee

Terms of Reference:

- To deal with applications for internal review under section 210 of the Act;
- To conduct the reviews and make recommendations in accordance with the requirements of section 211 of the Act.

Membership:

- Two members of the QCT Board (as Chair and Deputy Chair);
- Ten non-Board members of whom:
 - Two are nominated by the major teacher employers (1 by DET and 1 jointly by QCEC and ISQ);
 - Two are nominated by the teacher unions (1 by QTU and 1 jointly by QIEU and QPSU);
 - Two are practising teachers;
 - Two are practising teacher educators nominated by the HEF;
 - One is a community representative nominated jointly by the parent groups represented 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.

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.

Registration Committee

Terms of Reference:

- (1) To make decisions about contentious matters referred by the Director of the Office of the College or matters in which the Director considers that s/he has a conflict of interest, concerning:
 - (a) eligibility for teacher registration of applicants where it is not clear that they meet the *professional practice requirements* for registration;
 - (b) eligibility for permission to teach;
 - (c) applications for full registration where a Principal's Report assesses that some or all of the Professional Standards have not been met and the applicant disagrees with that assessment;
 - (d) applications for renewal of full registration or permission to teach;
 - (e) applications from approved teachers for review of conditions imposed on registration or permission to teach;
 - (f) failure by a teacher holding provisional registration or a person holding permission to teach to comply with a condition imposed on their registration or permission to teach; and
 - (g) failure by a teacher holding full registration to comply with a returning to teaching condition.

- (2) To provide expert advice on the application and development of policy of the Board of the Queensland College of Teachers on issues relating to:
- (a) applications for full or provisional registration or permission to teach;
 - (b) applications for renewal, and issues related to, full registration or permission to teach;
 - (c) conditions on registration (apart from conditions concerning suitability to teach); and
 - (d) English language proficiency required for registration.

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.

Suitability to Teach Committee

The Suitability to Teach Committee (STT) has been delegated the authority by the Board of the QCT to determine an applicant's suitability to teach where a person applies for registration or permission to teach.

The STT Committee consists of 3 members of the Board.

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.

As mentioned previously, the TDC transferred to the new Queensland Civil and Administrative Tribunal from 1 December 2009.

Appendix 3: Schedule of consultancies

Name of Consultant	Service	Category of consultancy	Total cost to QCT \$
Nil	Nil	Nil	Nil

Appendix 4: Schedule of overseas travel

Name of Officer and	Destination	Dates of travel	Reason for travel	Total cost to QCT \$	Contribution from other agencies or sources
Nil	Nil	Nil	Nil	Nil	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 2009 to 31 December 2009 was \$66,440.

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 2009 was \$79,274.

Appendix 6: Approved preservice teacher education programs

Australian Catholic University

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

Double degrees

Bachelor of Teaching/Bachelor of Arts

Central Queensland University

Bachelor of Learning Management (EC, Primary, Middle School, 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 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 Early Childhood Education
Graduate Diploma of Adult and Vocational Education

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

Queensland University of Technology

Bachelor of Education (Early Childhood, Primary, Secondary)

Bachelor of Education (Preservice Early Childhood)

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

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)

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 (Primary, Middle Years, Secondary)

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

University of the Sunshine Coast

Bachelor of Education (Primary)

Graduate Diploma in Education (Early Phase, Middle Phase, Senior Phase, Primary (international students))

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 7: Publications

Publications of the QCT in 2009 were as follows:

Annual Report

- *Annual Report of the Queensland College of Teachers for 2008*

Strategic Plan

- *Strategic Plan 2009-2013*

Periodicals

- *QCT Connection*, Issues 3 (April) and 4 (October)
- *QCT Research Digest*, Editions 4 (April) and 5 (August)

Glossary

ACER	Australian Council for Educational Research
AEYSOC	Australian Education, Early Childhood Development and Youth Affairs Senior Officials Committee
AEI-NOOSR	Australian Education International – National Office of Overseas Skills Recognition
AIQ	Association of Independent Schools of Queensland (now known as ISQ)
ATIS	Approved Teacher Information System
ATRA	Australasian Teacher Regulatory Authorities
CAA	Corporate Administration Agency
CGRC	Corporate Governance and Risk Committee
CHC	Christian Heritage College
COAG	Council of Australian Governments
CPD	Continuing Professional Development
DET	Department of Education and Training
ECHIPWC	Exchange of Criminal History for People Working with Children
eDRMS	Electronic Document And Record Management System
ICT	Information and Communication Technology
IRC	Internal Review Committee
ISQ	Independent Schools Queensland
NOOSR	National Office of Overseas Skills Recognition
PP&C	Professional Practice and Conduct [Committee]
PSQT	Professional Standards for Queensland Teachers
QCAT	Queensland Civil and Administrative Tribunal
QCEC	Queensland Catholic Education Commission
QCPCA	Queensland Council of Parents and Citizens' Associations
QCT	Queensland College of Teachers
QIEU	Queensland Independent Education Union
QPASS	Queensland Public Agency Staff Survey
QPS	Queensland Police Service
QPSU	Queensland Public Sector Union
QTU	Queensland Teachers' Union
RATEP	Remote Area Teacher Education Program
RPI	Relevant Personal Information

RTI	Right to Information
SOSE	Studies of Society and Environment
STEM	Science, Technology, Engineering and Mathematics
STTC	Suitability to Teach Committee
TDC	Teachers Disciplinary Committee
TRIM	Total Records and Information Management System
UNESCO	United Nations Education, Scientific and Cultural Organisation

Reader feedback form

The QCT is keen to obtain responses from readers of its *Annual Report for 2009* 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 4)

Very well	<input type="checkbox"/>
Satisfactorily	<input type="checkbox"/>
Poorly	<input type="checkbox"/>
Not at all	<input type="checkbox"/>

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:

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

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

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

7. Do you identify with any of these groups?

Registered teacher employed in a school	<input type="checkbox"/>
Registered teacher employed elsewhere	<input type="checkbox"/>
Retired registered teacher	<input type="checkbox"/>
Preservice student teacher	<input type="checkbox"/>
School principal	<input type="checkbox"/>
Education authority	<input type="checkbox"/>
University-based teacher educator	<input type="checkbox"/>
Union	<input type="checkbox"/>
Queensland government	<input type="checkbox"/>
Community member	<input type="checkbox"/>
Other	<input type="checkbox"/>

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



Queensland College of Teachers

