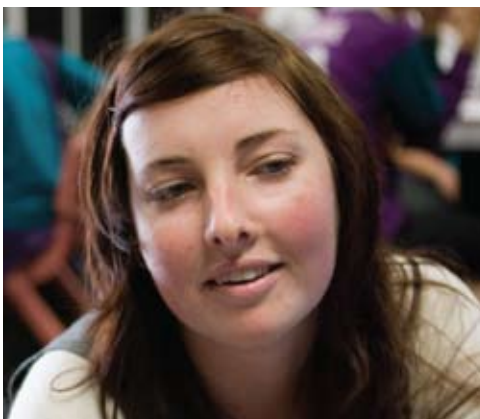


Annual Report 2010

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 2010.

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 Principal Executive Officer, 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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2010 Annual Report to the Minister

Letter of compliance

March 2011

The Honourable Cameron Dick MP
Minister for Education and Industrial Relations
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 2010.

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 Requirements for Queensland Government Agencies, June 2010*.

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

Yours sincerely



Joe McCorley, OAM

Chairman of the Board

Queensland College of Teachers
39 Sherwood Road
TOOWONG QLD 4066



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About the Queensland College of Teachers

The Queensland College of Teachers (QCT) is a Queensland government statutory body, established in January 2006. It is responsible to the Minister for Education and Industrial Relations 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

The Queensland College of Teachers (QCT) has now been in existence for five years and in that time has achieved all the major tasks set for it in the *Education (Queensland College of Teachers) Act 2005* ('the Act'), including:

- the development of professional standards for teachers and implementation of these in the various policies and processes associated with registration of teachers - including initial registration, movement from provisional to full registration, and renewal of full registration - and with approval of pre-service teacher education programs;
- the development of a Continuing Professional Development (CPD) framework for use in the renewal of registration;
- the approval of Returning to Teaching programs according to specific guidelines;
- the development and promulgation of a Code of Ethics for Queensland teachers;
- protection of the welfare and best interests of children through the operation of the disciplinary framework established under the Act.

The Queensland Government is implementing a number of initiatives as part of a National Partnership agreement with the Australian Government. The State Government has also in the past few years commissioned two major reviews in relation to improving the quality of teaching. These reviews were:

- *A Shared Challenge: Improving Literacy, Numeracy and Science Learning in Queensland Primary Schools* (2009), and
- *A Review of Teacher Education and School Induction: First Report* (June 2010).

In addition to the functions established for it in the Act, the QCT has been tasked with progressing a number of the key recommendations associated with the National Partnership and the two reviews mentioned above. This work will be pivotal to improving the quality of teaching and ensures the QCT continues to play a significant educational leadership role in Queensland.

The Act establishing the QCT introduced term registration, ie teacher registration is now for a fixed period (five years), rather than being indefinite as under previous legislation. To renew their registration, fully registered teachers who

have actively taught in a Queensland school for at least one year in the five years prior to renewal need to have completed a prescribed amount of professional development to have their registration renewed without a condition. This requirement has been introduced because teacher quality is linked to professional development. Research on the factors in schools that influence student outcomes has repeatedly identified teacher quality as the single greatest influence on student outcomes.

As the end of 2010 marked five years since the first registrations under the QCT, this year was the first time the new provision was implemented. A major focus of the Board in 2010 was therefore preparation for this inaugural implementation.

Those fully registered teachers who have not taught in Queensland schools for at least a year in the past five years will have their registration renewed but with a 'Returning to Teaching' condition. This means they will have to complete a short professional development program within twelve months before or after returning to teaching in a Queensland school. Queensland is the first state in Australia to introduce such a Returning to Teaching program.

National partnerships between the Commonwealth and State Governments will be the catalyst for significant change over the next few years in the education environment. Quality teachers are the key to improving student outcomes in these partnerships. The processes associated with registration of teachers will be critical in developing and maintaining a high quality teacher workforce. Movement towards nationally consistent registration and national accreditation of pre-service teacher education programs will begin to affect the policies and processes of the QCT in 2011.

In closing I pay tribute to my fellow Board members, and to members of all QCT committees, for their generous contribution of time and expertise to governance of the QCT and assisting with the performance of its functions. On behalf of the Board I acknowledge the commitment and professionalism of the QCT's senior management team, particularly Director, John Ryan, and all QCT staff members.



Dr Joe McCorley, OAM, Chair



*Dr Joe
McCorley,
OAM, Chair*



*John Ryan,
Director*

From the Director

The past year drew together several significant threads of the QCT's work from the previous five years, culminating in the renewal of registration of approximately seventy thousand Queensland teachers who held full registration. It involved the integration of frameworks, policies, communication strategies and business processes supported by technology. This historic event was another public acknowledgement of the professionalism of Queensland teachers.

Having to renew one's registration is common in most professions. One of the hallmarks of a profession is the distinctive knowledge and skills shared by the members of that profession. Implicit in this definition is that professionals will keep abreast of contemporary knowledge and practices related to their work. Professional development is one strategy that teachers can use to keep up-to-date with their knowledge and practice.

Many teachers have been attending and applying their learning from professional development activities for many years and renewal of registration formalises this process. The formalisation of this process helps build public confidence in the teaching profession. Renewal of registration will now become embedded in the life cycle of a teacher just as it has been for several years in other professions such as law, medicine, engineering and accounting.

The QCT's Excellence Awards on World Teachers' Day allowed the public an insight into the brilliance and dedication of a small number of teachers who made the final in each category. These awards received significant media coverage and illustrated the outstanding and innovative work of the teachers who were finalists.

There are thousands of teachers who everyday demonstrate their own expertise, innovation and dedication to students and their communities. Queensland is fortunate to have a very skilled and committed teaching workforce to assist with the development of the state's students.

Another significant event that occurred in 2010 that has had and will continue to have considerable impact on the work of the QCT was the establishment of the Australian Institute for Teaching and School Leadership (AITSL). This organisation has been tasked with several major projects such as nationally consistent registration, developing national professional standards for teachers and the development of a national system for the accreditation of initial teacher education programs. These projects affect many of the core functions of the QCT.

The QCT, like its predecessor, the Board of Teacher Registration, has been recognized for several years as being a leader in Australia in the development and implementation of professional standards for teachers and the accreditation of initial teacher education programs. The Queensland registration system is also the most contemporary and sophisticated in Australia. Officers from the QCT have provided significant guidance and advice to AITSL in the development of national documentation and processes in relation to their projects.

The QCT will continue to support the work of AITSL in 2011 to ensure that national policies and processes are at least equivalent to the quality and sophisticated systems that have operated in Queensland in recent years. It will also develop transition plans for the adoption of the national frameworks, policies and practices to replace our current state-based frameworks, policies and practices.

I would like to express my admiration for and gratitude to the staff of the QCT, for without their professionalism none of the achievements in this annual report would be possible. Finally, I would like to thank the Chairperson of the Board, Dr Joe McCorley, and the Board members for their leadership and guidance of the QCT.

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 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 passed legislation in 2010 to introduce teacher registration in 2011.

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.



2010 in review

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

- Processed the applications for registration of over 7,440 teachers, bringing the total number of teachers on the register to over 97,000;
- Developed and implemented the application process for five-yearly renewal of teacher registration;
- Processed 38,800 applications for renewal of registration;
- Granted Permission to Teach (restricted employment as teachers), in special cases where an employer was not able to obtain a registered teacher, to 43 persons who were not eligible for registration;
- Conducted the 2010 census of teachers in schools through email and electronic submission resulting in over 93% compliance;
- Developed and implemented a Customer Service Strategy to improve our customer service, including the installation of a new telephone system, website enhancements and staff training;
- 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;
- Conducted information sessions with teachers and other stakeholders about the QCT Continuing Professional Development Framework;
- Enhanced its website to provide additional information and resources for teachers, including: vodcasts on provisional registration and on renewal of registration, and pages specifically for supply teachers;
- Implemented guidelines and approval processes for Returning to Teaching programs, approving four programs for offering in 2010-11;
- Developed an application form and business processes for applications for review of Returning to Teaching conditions;
- Considered applications from nine higher education institutions for approval of or amendment to pre-service teacher education programs for registration purposes;
- Managed two research projects related to QCT functions;
- Progressed the development of the pre-registration test for aspiring primary teachers along with related assessment services and alignment to registration processes (Recommendation 1 of the Queensland Education Performance Review (Masters Report));
- Developed and distributed the *Framework for Advanced Professional Development* modules and implemented endorsement processes for modules to offer teachers a menu of advanced professional development to address identified learning needs (Recommendation 2 of the Queensland Education Performance Review (Masters 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*;
- Implemented provisions for improved criminal history screening of teachers and for reduced duplication in screening of persons for working with children;
- Conducted information sessions for employing authorities about contemporary issues in managing the conduct of teachers;

- Commenced participation in the national exchange of criminal history information for working with children checks;
- Developed a draft compliance management strategy incorporating an annual program of compliance auditing;
- Audited the employment records of a sample of Queensland schools to ensure that only approved teachers were employed;
- Responded to the Queensland Government's consultation on its education green paper, *A Flying Start*, which (inter alia) proposed the amalgamation of the QCT with other statutory authorities;
- Undertook a survey of teachers to ascertain their level of awareness of registration renewal requirements;
- Developed and implemented a survey instrument to seek the views of recent graduates of Queensland pre-service teacher education programs, and their principals, on the effectiveness of these programs;
- Together with other Australian teacher regulatory authorities, published *Inside Teaching*, the new national professional magazine for teachers;
- Published two issues of the *QCT Research Digest* for teachers;
- Distributed a DVD on behaviour management for teachers, based on a QTC Annual Lecture, to all schools;
- Held an Annual Lecture on child protection for teachers;
- Awarded research grants to three teacher researchers from Queensland schools;
- Helped to promote the teaching profession through participation in World Teachers' Day;
- Conducted the QCT Awards For Excellence In Teaching;
- Undertook internal refurbishment of QCT premises to cater for increased casual staff associated with the Renewal of Registration and to refresh public areas frequented by visitors and the public;
- Commenced the process of outsourcing the QCT's mail opening functions to an outside party;
- Finalised the implementation phase in replacing the core IT system (ATIS);
- Implemented modules in our electronic information system and QCT's website to support the renewal of registration and a number of other processes;
- Migrated 112,000 scanned Teacher Registration files into our eDRMS;
- Reviewed the QCT risk management environment as part of the Renewal of Registration process;
- Participated in the development of national professional standards for teachers and nationally consistent registration processes;
- Participated as a member of the Australasian Teacher Regulatory Authorities (ATRA).

Outlook for 2011

In 2011, the QCT plans to:

- Undertake processes for the election and nomination of Board members for the next three-year term (2012-2014);
- Implement recommendations referred to the QCT from the Queensland Government's Review of Teacher Education and School Induction;
- Continue to implement professional standards for teachers in the range of QCT functions;
- Undertake further workshops to assist teachers and other stakeholders to understand and use professional standards for teachers and the Continuing Professional Development Framework;
- Provide ongoing advice to teachers regarding continuing professional development requirements for renewal of registration;
- Conduct field trialling and the first live testing for the *Pre-registration test for aspiring primary teachers*;
- Continue to work with potential providers of professional development and endorsement panels to expand the menu of advanced professional development modules available for teachers' consideration and planning;
- Continue to work with higher education institutions to ensure that all pre-service programs meet the QCT's *Program Approval Guidelines*, ensuring the embedding of professional standards for teachers in all pre-service programs;
- Continue approval of Returning to Teaching programs against QCT guidelines;
- Continue the QCT research function through commissioning and managing related projects;
- Establish business processes to effect the restoration of registration to persons who apply to restore within three months of their registration end date;
- Introduce new registration processes for aspiring primary school teachers who are required to undertake literacy, numeracy or science tests for full or provisional 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;
- Participate in the national review of provisions for improved criminal history screening of persons working with children;
- Review business processes to ensure efficient and effective service delivery, relying on electronic communications where practicable;
- Review relevant policies and processes in light of the proposed national professional standards for teachers, the proposed national system for the accreditation of initial teacher education programs and moves towards nationally consistent registration;
- Review the legislation governing the QCT in light of national initiatives and stakeholder needs;
- 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);
- Continue to implement a program of activities to promote the profession, including World Teachers' Day QCT Excellence in Teaching awards, and QCT teacher research grants;
- Continue a culture of measurement and evaluation of our performance;
- Implement modules in our electronic information system and on QCT's website to support the pre-registration testing of aspiring primary teachers;
- Continue the transition of the QCT's legacy records to the archive-compliant, electronic document and record management system – TRIM;
- Undertake ongoing review and maintenance of corporate governance arrangements and enhance risk management processes to ensure best practice is maintained;
- Improve the usability of the QCT's website;
- Continue to improve customer communication by making voice-recognition functionality available through the new telephone system;
- Refine the QCT's risk management framework, including disaster recovery processes;
- Continue to monitor indicators of organisational health in the QCT Office to ensure they remain positive;
- Develop a plan for the location of the QCT premises post-2012.

Strategic Plan 2010 – 2014

The QCT Strategic Plan for 2010-14 identifies the Goals, Strategies and Performance Indicators shown below. The following table (Table 1) summarises achievements in 2010 against the performance indicators. Details are provided in later sections of this Report, in the pages indicated.

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 QCT's work.

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.

Late in 2010 the Board developed a Strategic Plan for 2011–2014. The goals and strategies identified in the Strategic Plan for 2010–2014 remain relevant and the goals identified in the Strategic Plan for the next financial year will be very similar.



Table 1: Achievements against Strategic Plan in 2010

Objectives	Performance indicators	Achievements In 2010	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:	Returning to Teaching programs are approved and implemented.	Four RTT programs approved; one implemented and two piloted.	27 Appendix 7
<ul style="list-style-type: none"> developing, implementing and reviewing policies to guide the profession in their practice; 	The Continuing Professional Development Framework is reviewed in 2011.	(To be undertaken in 2011.)	-
<ul style="list-style-type: none"> approving, monitoring and re-approving pre-service teacher education programs. 	Further quality assurance tools and processes are developed to strengthen pre-service teacher education courses.	All new Queensland pre-service teacher education programs were approved and approval of all continuing programs was monitored.	27 – 28 Appendix 6
		New requirements implemented for annual reporting by HEIs.	28
		<i>Program Approval Guidelines</i> amended and updated.	27
Appropriately respond to Commonwealth and State issues related to the QCT's functions and responsibilities.	QCT policies, processes and procedures are adjusted to accord with the national agenda.	Participated in various national forums, e.g. ATRA and National Standards Subgroup.	31
	Timely and appropriate feedback is given on proposed national developments.	Led Qld consultation on national standards.	31
		Responded to proposed national standards and national system for initial teacher education program accreditation.	31
		Co-hosted forum on national accreditation.	31
		Responded to Queensland Government's education green paper <i>A Flying Start for Queensland Children</i> .	30
Undertake, commission and contribute to research relevant to the work of the QCT.	One major research project and one minor research/review project that contribute to the functions of the QCT are undertaken each year.	Research undertaken and disseminated on identified priorities.	29

<i>Objectives</i>	<i>Performance indicators</i>	<i>Achievements In 2010</i>	<i>Pages</i>
Engage the profession to extend understanding of registration processes and effective use of the approved professional standards for Queensland teachers in these processes.	90% of teachers surveyed understand the requirements for moving from provisional to full registration and for renewal of registration. Level of satisfaction of teachers who attend QCT workshops exceeds 80% as measured by feedback/surveys.	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.	26
		Evaluations indicated participants' level of understanding exceeded 80% upon workshop completion.	26
		A survey of teachers was undertaken to gauge their understanding of renewal requirements.	38
Progress recommendations 1 and 2 of the Queensland Education Performance Review.	Pre-registration tests for aspiring primary school teachers are developed and implemented according to proposed timelines.	Development of tests progressed, along with related assessment services and alignment to registration processes	30
	A framework to approve professional development in the areas of literacy, numeracy and science is developed and implemented.	<i>Framework for Advanced Professional Development</i> modules developed and distributed. Endorsement processes for modules implemented.	30
<i>Goal 2: Protecting the profession and the public</i>			
Monitor compliance with QCT legislation and policy.	Compliance issues identified and appropriate action taken. A variety of compliance audits are undertaken.	Intake of compliance enquiries and QCT audits managed as per the QCT's Regulatory Compliance Management Framework.	36
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, resulting in less than 10% of original decisions being overturned at internal appeal stage.	Of QCT decisions subjected to internal review, a new decision was substituted for the original decision in 5 out of 16 cases.	24
Maintain fair practices in the complaints and discipline management processes.	QCT decisions subjected to external review are upheld by an external adjudicator due to processes used by the QCT.	Two decisions appealed to QCAT. One decision was substituted and the other was confirmed	35

Objectives	Performance indicators	Achievements In 2010	Pages
<i>Goal 3: Engaging and influencing stakeholders</i>			
Promote an understanding and acceptance of the objectives of the QCT.	Level of satisfaction of major stakeholder organisations with QCT will exceed 80%.	Membership of PSC reviewed to ensure major stakeholders represented.	47
Consult with and be accessible to stakeholder groups.	Chair and Director meet with senior officers of major stakeholders at least twice a year.	Evaluations indicated stakeholders' level of satisfaction with involvement in PSC exceeded 80%.	47
Collaboratively work with the profession.	Major stakeholders are represented on the Professional Standards Committee (PSC).	World Teachers' Day promoted, research grants provided, teaching excellence awards made, annual lecture held.	38 - 40
Use various means to promote the profession	Stakeholders' satisfaction re involvement on PSC exceeds 80%.		
	Promote World Teachers' Day and engage in other activities such as teacher research grants, teaching excellence awards, and an annual lecture.		
<i>Goal 4: Enhancing organisational performance</i>			
Re-engineer systems and processes for renewal of registration.	85% of renewal of registration applications are processed within four weeks of receipt.	At year's end 65.5% of all teachers who had applied for renewal had had their registration renewed.	25
Provide efficient and effective customer service.	All legitimate complaints about QCT service are resolved within four weeks.	Enhanced recording processes under development.	47
Maintain a positive workplace culture.	Results on the majority of QPASS variables are positive – others neutral.	All outcomes on QPASS were positive or neutral.	49
<i>Goal 5: Ensuring financial stability and sustainability to accomplish our current and future objectives</i>			
Build financial capacity. Enhance corporate governance.	Criminal History Check investment targets are achieved.	CHC obligation covered in terms of policy.	46
Ensure annual budgets are aligned to strategic priorities and projects.	Projected four-year budgets are developed.	Deferred to 2011, to facilitate more accuracy in projections, in the light of post-renewal teacher registration data.	-
	Non-school-based registrants are surveyed.	Surveyed as part of market research for renewal of registration.	20
	Unqualified audit reports are received.	No qualification on audit report.	46
	QCT activities are achieved within allocated budget.	Budget parameters met.	46

Queensland's approved teachers

The state of the register

A legislated function of the Queensland College of Teachers (QCT) is to keep a register of 'approved teachers', i.e. persons who either are registered teachers or hold Permission to Teach (PTT) (see below for explanation of 'Permission to Teach').

The following table (Table 2) illustrates the state of the Register on 31 December 2010, as compared with the previous four years. At the end of 2010 the Register contained the names of 97,086 approved teachers.

Table 2: Register of teachers in Queensland 2006–2010

	2006	2007	2008	2009	2010
Number of approved teachers as at 31 December (only registered teachers are included in 2006 figures)	93,193	94,818	96, 985	98,429	97,086
Number of new applications for registration	6,045	6,189	6,819	6,651	7,440
Applications still being processed as at 31 Dec*	1,657	1,288	1,158	1,660	1,388
Applications refused	74	84	119	73	102
Applications withdrawn	28	51	160	32	265
Applications approved (including Permission to Teach)	#	#	#	5,770	6,790
Applications for renewal of registration (forms received)	n/a	n/a	n/a	n/a	59,079
Applications for renewal of registration (processed)	n/a	n/a	n/a	n/a	38,800

* Includes applications from graduates received at the end of 2010 but awaiting confirmation of course results early in 2011.

Figure not available. n/a Not applicable.

The QCT received a total of 7,440 new applications for registration, including 1,378 from teachers whose initial teaching qualification was completed interstate and 881 from teachers whose initial qualification was from overseas.

Under the *Education (Queensland College of Teachers) Act 2005* (the Act), the initial period of provisional registration is two years. Before the end of that period a person holding provisional registration can give notice to the QCT to extend their provisional registration period for a further two years. Only one extension of provisional registration is possible under the Act. At the end of 2009 a total of 5057 provisionally registered

teachers had their extended period of provisional registration come to an end; these teachers needed to re-apply for teacher registration if they wished to remain registered. Of this group 2615 had not re-applied for registration by February 2010 and their names were removed from the register of teachers in Queensland. The reduction in the total number of registered teachers in 2010 and the increase in applications received can be attributed to the ending of four-year periods of provisional registration, particularly the impact of the 2009 cohort, and applications received from people re-applying for registration as a result of their provisional registration period ending.

Registration status

During 2010, 3,899 provisionally registered teachers gained full registration. Of the total number of registered teachers as at 31 December, approximately 14.5 per cent had provisional registration and the remaining 85.5 per cent had full registration. In comparison to 2009 there has been a decrease of about 2.1 per cent in the proportion of registered teachers with provisional registration and a corresponding increase in the proportion with full registration.

Location and employment

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 2010, approximately 60.4% per cent of registered teachers were known to be employed in permanent or long-term temporary teaching positions in Queensland schools. Just under two per cent of registered teachers were employed in other educational institutions (e.g. TAFE, universities, kindergartens). Those not in permanent or long-term 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.

The QCT's survey of fully registered teachers due for renewal in 2010 found that of the 6,500 respondents, seven per cent indicated they were not currently employed as teachers in schools or non-school educational institutions in Queensland.

The breakdown of these by type of employment was as follows:

Not currently employed	24%
Employed in field outside education	23%
Employed in education-related role, not in educational institution	18%
Retired	12%
Educational Advisor	7%
Teacher on extended leave	4%
Teacher Aide	1%
Living overseas	1%
Other	11%

Of all registered teachers who had advised the QCT that they had a permanent or long-term temporary teaching position in a Queensland school, 67.6% per cent were in State schools and 32.4 % 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)

Employment sector	Percent
Teaching in a State primary school	43.0%
Teaching in a State secondary school	24.6%
Teaching in a non-State primary school	15.4%
Teaching in a non-State secondary school	17.0%
Total	100%

Of those teaching in schools, about 93 per cent, a decrease of approximately 1 per cent from 2009, held full registration and 7 per cent, an increase of approximately 1 per cent from 2009, held provisional registration.

Age profile and gender

Table 4 shows the average age of applicants and approved teachers compared with the previous years. The average age of applicants is 33.1 years and the average age of teachers on the register is 43.7 years.

Table 4: Average age (in years) of applicants and approved teachers – 2006–2010

<i>Average age of:</i>	<i>2006</i>	<i>2007</i>	<i>2008</i>	<i>2009</i>	<i>2010</i>
All applicants	32.5	33.8	33.4	33	33.1
Male applicants	34.1	35.4	34.8	34.7	35.1
Female applicants	31.9	33.1	33.0	32.5	32.5
Approved teachers on the register	43.7	44.3	44.4	43.6	43.7

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	5%
25-29	11%
30-34	11%
35-39	12%
40-44	13%
45-49	12%
50-54	13%
55-59	12%
Over 60	11%
Total	100%

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

<i>Age group</i>	<i>Gender</i>	<i>Percentage</i>
0-24	Female	82.9%
0-24	Male	17.1%
25-29	Female	79.0%
25-29	Male	21.0%
30-34	Female	76.5%
30-34	Male	23.5%
35-39	Female	76.8%
35-39	Male	23.2%
40-44	Female	76.3%
40-44	Male	23.7%
45-49	Female	75.7%
45-49	Male	24.3%
50-54	Female	73.0%
50-54	Male	27.0%
55-59	Female	69.9%
55-59	Male	30.1%
Over 60	Female	63.9%
Over 60	Male	36.1%

Qualifications

The great majority of registered teachers (84 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%	84%
3 years	34%	14%
Other	34%	2%

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	1	-	99
30-34	1	-	99
35-39	11	1	88
40-44	21	1	78
45-49	23	-	77
50-54	25	1	74
55-59	21	4	75
Over 60	10	16	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 jurisdictions who were granted registration in Queensland under mutual recognition provisions in 2010 is shown in Table 9.

Table 9: Numbers of teachers granted registration under mutual recognition

Origin	Number
Victoria	226
New Zealand	215
Western Australia	106
Northern Territory	92
South Australia	68
Tasmania	21
TOTAL	728

The total represents a slight increase of 4.3% percent on the figure for the previous year of teachers granted registration under mutual recognition.

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 2010, the QCT received a total of 881 applications from teachers whose initial teacher education was undertaken outside Australia (a decrease of 8.7 percent from the previous year). The number of applications received from overseas teachers represented 11.8 percent of the total applications received in 2010 (a decrease from 14.5 percent in 2009).

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 2010, 736 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) Regulation 2005* (the Regulation) may have their application assessed under alternative provisions of the Act.

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

In 2010 13 such applications were assessed, resulting in ten applications being approved for provisional registration and three 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 five matters in 2010. In two cases, the application or request was granted and in the other three cases the application or request was not granted. Of the three not granted, one related to a request to waive the English proficiency requirement, one 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 PTT. 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 PTT and the period of a PTT must not be longer than two years. Applicants must undergo a criminal history check.

During 2010, 43 applications for PTT were approved, compared with 46 in 2009 and 69 in 2008. Thirty-seven people approved for PTT in 2010 were enrolled in pre-service teacher education programs.

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 followed by Maths/Science.

Approximately 37 per cent of PTTs granted were for rural or remote areas, 30 per cent for provincial areas and the remainder for metropolitan areas. Sixty percent of 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.

Sixteen decisions about persons' registration were considered by the IRC in 2010. There were five cases where the IRC recommended substituting another decision for the original decision. There was one case where the Board's decision was different from the IRC recommendation to confirm the original decision.

Renewal of registration

On the introduction of the *Education (Queensland College of Teachers) Act* (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.

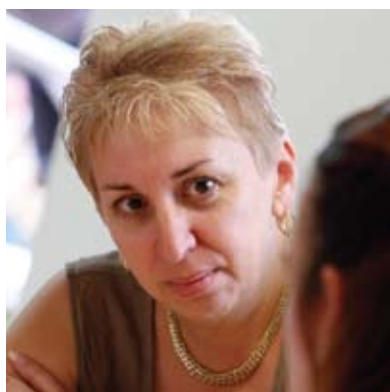
Under section 26 of the Act teachers with full registration who wish to remain registered at the end of their five-year period of registration must apply to renew their registration.

The application process for renewing teachers was streamlined to minimize the intrusion on teachers' time and to also reduce the workload impact for the QCT. This included the introduction of an online application process. An application kit was also included with the annual fee notice to these teachers.

To ensure the quick and efficient processing of a large volume of renewal applications the QCT business processes for renewal have been designed to rely on electronic tools including smart forms, on-line application forms and the automation of processes and procedures using the new Approved Teacher Information System (ATIS).

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

In September 2010 the QCT advised 70,425 fully registered teachers that their five-year period of registration was about to end and that they needed to renew their teacher registration by



submitting an application for renewal to the QCT and paying their annual fee by 31 December 2010. At the end of 2010 84% of these teachers had submitted a *Renewal or Restoration of Full Registration Form* and 65% of those who had applied had had their teacher registration renewed.

Those renewing teachers whose application remains in progress after their registration end date, awaiting a determination to be made, are assigned 'continued' registration status. These applications in progress include those awaiting criminal history check advice from the Queensland Police Service or Commission for Children and Young People and Child Guardian, awaiting a determination on suitability to teach, awaiting the processing of an annual fee payment and matching a renewal form to the teacher's payment history, or where further information is required from the renewing teacher in order to decide their application. Fully registered teachers with the registration status 'Full - Continued' are able to teach in Queensland while their application for renewal or restoration of full registration is being processed.

The Act provides for a minimum period of two months within which a person who has not applied for renewal of their teacher registration can apply for their registration to be restored. The QCT extended this restoration period to three months to ensure that these people are given adequate opportunity to submit their application.

'Returning to Teaching' conditions

When a fully registered teacher applies for renewal/restoration and the teacher does not meet the recency of practice requirements outlined in the Regulation, the Act mandates that the QCT can only renew the teacher's registration by imposing a returning to teaching condition (RTT condition) on their registration. 'Recency of practice' means teaching for a total of at least one year (defined by the QCT as 200 days or 1000 hours) in the five years immediately before the day a teacher's full registration ends.

Nearly 6000 (5951) renewing teachers had an RTT condition applied to their teacher registration in 2010. Should they wish to continue or return

to teaching in a Queensland school they will be required to complete an RTT professional development program within the 12 months before, or within the first 12 months after, returning to teaching, to ensure that their knowledge, skills and practice are up to date.

Review of the RTT condition

An approved teacher who is subject to an RTT condition may make a written application to the QCT asking for the condition to be reviewed and amended or cancelled. A condition may be amended for certain reasons including for example –

- To omit the condition, if doing so is not adverse to the teacher
- For clerical reasons
- In another way that is not adverse to the teacher
- As requested in an application for review of the condition.

For example a review may be sought by the holder of an RTT condition because on their application for renewal/restoration they provided incorrect information by declaring that they did not have recency of practice.

The QCT must review the condition as soon as practicable after being asked to do so. Following review of the condition, the QCT may amend, cancel, refuse to amend or cancel, or impose a new condition. Once the QCT has completed a review of the condition, the applicant will be advised in writing of the outcome of the review. Ten applications to review an RTT condition were received and dealt with in 2010. Nine were determined as non-contentious omissions of the condition under s 42 of the Act and one application was refused.

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 maintains 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 pre-service education students designed to step them into the profession. During 2010, 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 eight campuses, involving more than 1400 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 Longreach and the Gold Coast.

Further requests to the QCT during 2010 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 2010, 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 pre-service, provisionally registered and fully registered teachers.

Communication about Continuing Professional Development Framework

In December 2008, following a comprehensive consultation process, 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 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, which commenced implementation from 2010, fully-registered teachers with recency of practice 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 that conducted on student-free days.

The implementation timeline established by the Board provided for a focus on communication with teachers, schools and systems about the Framework and renewal processes. During 2010 communication continued and included an updated Renewal of Registration Fact Sheet, which

was mailed to every fully registered teacher, email communication to schools and presentations to specific groups such as principals and school administrators. Thirty-nine information sessions in 20 locations for fully registered teachers were held at centres across the state. These focused on the requirements for renewal of registration, an in-depth exploration of the CPD Framework and demonstration of the QCT's online tool for recording CPD.

'Returning to teaching' programs

At the end of their five-year period of teacher registration, all fully registered teachers must apply to renew their teacher registration should they wish to remain registered. 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 within the period of one year immediately before returning to one year after returning to teaching.

In 2010 the QCT approved four returning to teaching programs which met the program and provider specifications outlined in the QCT's *Returning to Teaching Program Approval Guidelines*. Approved programs are listed on the QCT website and in Appendix 7.

Teacher education program consultation and approval

The QCT's *Program Approval Guidelines* underpin the approval of pre-service 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 pre-service 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. In 2010, the Professional Standards Committee endorsed several changes to the Guidelines to update the current priorities, strengthen the discipline content knowledge requirements and respond to the online delivery of pre-service teacher education programs.

Approval of pre-service 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 pre-service 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, pre-service 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 pre-service 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 2010, programs from Australian Catholic University, Christian Heritage College, Central Queensland University, Griffith University, James Cook University, Queensland University of Technology, the University of Queensland, the University of the Sunshine Coast and Southern Cross University were considered by the QCT.

The QCT granted Phase One approval to seven undergraduate pre-service teacher education programs and three postgraduate pre-service teacher education programs. An additional pathway to a previously approved pre-service

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, Griffith University and University of Southern Queensland. The QCT also participated in the Queensland Consortium for Professional Experience in Pre-service Teacher Education.

The relevant program panels visited university campuses as required. In 2010, visits for purposes of program approval were made to Griffith University (Mt Gravatt and Gold Coast campuses), Central Queensland University (Rockhampton Campus), James Cook University (Cairns Campus), Queensland University of Technology, 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 2009 were considered by program panels during 2010. For the first time institutions' submission of annual statements was according to a consistent format using the guidelines and template developed by the Professional Standards Committee in 2009.

A list of Queensland pre-service 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 pre-service 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 2010 a total of 1870 final year students undertook teaching internships under authorisation. The participating Queensland higher education institutions were Australian Catholic University (75 students), Central Queensland University (242 students), Christian Heritage College (37 students), Griffith University (427 students), Queensland University of Technology (455 students), the University of Queensland (35 students), University of Southern Queensland (315 students) and the University of the Sunshine Coast (15 students). In addition internship authorisations were issued for one student from each of the Charles Sturt University and La Trobe University to complete their Internship in a Queensland school.

Research

The QCT's research involvement in 2010 focused on the following projects:

1. Survey of recent graduates of Queensland pre-service teacher education programs, and principals of schools where these graduates were employed.

A survey was conducted in April–May 2010 to obtain the perceptions of graduates and principals about the effectiveness of the programs in preparing teachers to begin work in the State's classrooms. The QCT's *Professional Standards for Queensland Teachers* were used as a point of reference for the development of the survey questions.

The survey found that overall recent graduates and their principals have favourable views of the effectiveness of the graduates' preparation for teaching. The results also suggested that the context in which new teachers find themselves (i.e. particular aspects of the schools they are teaching in) can affect their views of their pre-service preparation.

The 2010 survey was intended as a pilot study for what may become a regular survey (e.g. annual or biennial) to monitor the perceived effectiveness of Queensland pre-service programs. The results of such studies are intended for use

by the QCT, higher education institutions and teacher-employing authorities to enhance teacher preparation and induction.

The survey also informed the Review of Teacher Education and School Induction, which was one of the initiatives foreshadowed in the Queensland government's *A Flying Start for Queensland Children* green paper.

2. Audit of registered teachers' Continuing Professional Development

In order to renew their full registration, teachers with recency of practice are required to meet the requirements of the *Continuing Professional Development (CPD) Framework*. The first five-yearly renewals of registration, which commenced in the second half of 2010, required teachers to make a declaration about their recency of practice and, if applicable, their continuing professional development, as part of their application for renewal.

Audits of randomly-selected teachers will be undertaken to support the QCT in being 'reasonably satisfied' (as required by legislation) that teachers have met requirements. However, as part of the transition measures for implementation of the CPD Framework, the Board of the QCT decided that no sanctions would be imposed for teachers renewing in 2010 who were unable to meet requirements. Therefore the audit of teachers in 2010 was conducted as a small research project for purposes of informing the future development of policy and practice in this area.

3. Investigating the effectiveness of teacher education for early career teachers in diverse settings: a longitudinal study

The QCT was invited to participate as an industry partner in this project which was successful in its application for ARC Linkage grant funding for the years 2011–2013. The other participants are Deakin University, Griffith University, the Victorian Institute of Teaching and the Departments of Education in Victoria and Queensland.

A Flying Start for Queensland Children– Review of Teacher Education and School Induction

The Queensland government released the green paper *A Flying Start for Queensland Children* early in 2010 for consultation. One proposal was for a review of teacher education and school induction. This review, led by Professor Brian Caldwell and Mr David Sutton, was undertaken between April and October 2010 and provided a number of recommendations to the former Minister for Education and Training. The QCT and other major education stakeholders were represented on the Reference Group for the Project. Following consideration by the government, it is anticipated that the QCT will have a significant role in implementation of some recommendations during 2011.

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 2010 the project team had worked with contractors to develop and quality-assure items for inclusion in instruments for the *Pre-registration test for aspiring primary teachers*. The Item Review and Advisory Panel is active in providing expert advice on test development. Cognitive Laboratory trialling has been undertaken with a cohort of pre-service teachers experiencing and providing feedback on the quality of draft items. Field trialling will be conducted in March 2011, prior to implementation of live testing in the second half of 2011.

The *Framework For Advanced Professional Development* has been developed and distributed to the range of potential professional development providers. Endorsement panels have been established and trained and have commenced the endorsement processes for submitted modules. Work will continue on encouraging the development of modules and their endorsement as well as raising awareness with the cohort of stakeholders.



The national context

The QCT has continued to play a significant role in 2010 in the area of national reform related to teacher quality and child safety.

An officer from the QCT has represented Queensland on the national working party examining the implications of nationally consistent registration. Officers from the QCT are on several working parties of the Australian Institute for Teaching and School Leadership that have been established to assist in the development and implementation of a set of national professional standards for teachers and a national system of initial teacher education.

The QCT has also been an active member of the National Project Implementation Committee examining the exchange of criminal history information across Australia for people working with children.

The QCT is a member of the Australasian Teacher Regulatory Authorities (ATRA) as are all other Australian and New Zealand teacher registration/accreditation bodies. This body focuses on harmonization of registration processes across Australia. An officer from the QCT has represented ATRA on a national committee investigating alternative pathways into the teaching profession such as Teach for Australia.

Officers from the QCT continued to lead ATRA's Legal and Professional Conduct network during 2010 and several officers participated in the other ATRA networks related to professional learning, professional standards, registration and pre-service teacher education.

The QCT regularly provided advice on national issues to both the former Queensland Minister for Education and Training and the Chief Executive Officer of the Queensland Department of Education and Industrial Relations.

Presentations to international visitors

During 2010, staff of the QCT's Professional Standards unit provided presentations to two groups of visiting academics.

The first was a half-day workshop for five teacher educators from Chile. This was part of a program coordinated jointly by Institute of Continuing and TESOL Education and the School of Education at the University of Queensland. The workshop covered the process of accreditation of pre-service teacher education programs and graduates' achievement of the professional standards, registration requirements, the process of moving from provisional to full registration, renewal of registration and the role of the QCT continuing professional development framework.

The second group, of four academics from Hyogo University in Japan, visited the QCT to find out more about the QCT's development of professional standards and their application in pre-service teacher education to improve the quality of graduates.

Protecting the public and the profession

Assessing Suitability to Teach

For an applicant 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. The Suitability to Teach Committee (STT Committee) considers 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.

In 2010, 71 applications were considered by the STT Committee. One applicant was assessed as not suitable to teach and the remaining applicants were assessed as being suitable to teach.

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 *Education (Queensland College of Teachers) Act 2005* ('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 Professional Practice and Conduct (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 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 2010 the QCT received 66 notifications from teachers about 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 2010, 70 notifications were received from the Commissioner of Police. These resulted in the suspension of nine 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 2010, 92 notifications were received from employing authorities. Arising from these, the QCT suspended the registration of four teachers believed to pose an imminent risk of harm to children, and authorised nine disciplinary investigations.

Some of the remaining notifications were referred directly to the QCAT. 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 2010 the QCT received eleven complaints against approved teachers. The QCT refused to deal with six of these complaints and authorised disciplinary investigations into two of the complaints. 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. Twelve disciplinary investigations were authorised in 2010 and 21 investigations finalised. There were six open investigations at the end of 2010.

Disciplinary Committees

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

In 2010 38 new disciplinary matters were referred to the PP&C Committee (including 21 investigations finalised by the QCT). The PP&C Committee determined as follows on these matters: that grounds for disciplinary action did not exist in four matters; to take no further action against the teacher in five matters; to warn the teacher in six matters; to reprimand the teacher in four matters; and to refer 19 matters to the QCAT.

Queensland Civil and Administrative Tribunal (QCAT)

The QCAT commenced operation on 1 December 2009. QCAT conducts disciplinary proceedings against teachers following a referral of a disciplinary matter by the QCT or by the PP&C Committee. At the commencement of 2010 there were 26 open disciplinary matters listed before QCAT.

The QCT referred 38 new disciplinary matters to the QCAT in 2010, compared to 24 matters to the former Teachers Disciplinary Committee in 2009.

In 2010 the QCAT reviewed the suspension of nine 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 QCAT determined to cancel nineteen teachers' registration or prohibit them from reapplying for registration for a period of up to five years. No grounds for disciplinary action were found against three teachers. In other matters the QCAT determined to place conditions on the teacher's registration, place a notation on the register about the teacher or the matter may have been withdrawn by the QCT due to the cancellation of the teacher's registration by the QCT for being convicted of a disqualifying offence.

By year's end 36 open disciplinary matters were listed before the QCAT.

Reviews

Where an applicant or an approved teacher or former approved teacher applies for a review of a decision of the PP&C Committee or the STT Committee about their suitability to teach or about disciplinary action to be taken against them, the decision is reviewed by the Internal Review Committee (IRC). 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 or the STT Committee. In 2010 the IRC did not receive any applications for review of decisions made by the PP&C Committee or the STT Committee.

Appeals

A person seeking to appeal against a review decision of the QCT relating to registration, Permission to Teach, disciplinary action or pre-service teacher education programs can make application to appeal to the QCAT.

In 2010 there were two applications for appeal heard by the QCAT. The first application was in relation to a person whom the QCT had assessed as not meeting the professional practice requirements for registration. This applicant's appeal was upheld. QCAT on its interpretation of the regulation prescribing the qualifications required for provisional registration found that the applicant had attained an approved qualification for provisional registration. The applicant was granted provisional registration. The QCT is currently exploring options for amendment to legislation to plainly reflect the qualifications required for teacher registration.

The second application was by a person whom the QCT had assessed as being eligible for provisional registration rather than full registration as had been applied for by the applicant. This applicant's appeal was unsuccessful and the original decision to grant the applicant provisional registration was confirmed by QCAT.

Legislative Amendment

The *Criminal History Screening Legislation Amendment Act 2010* amended the *Education (Queensland College of Teachers) Act 2005* (the Act), strengthening provisions for the purpose of child protection. Amendments enabled improved information sharing with agencies including Corrective Services and the Director of Public Prosecutions about a person's criminal history. Amendments also expanded the meaning of 'disqualified person' to ensure that former approved teachers who are convicted of disqualifying offences (including child related sexual offences) and imprisoned are never able to apply for teacher registration in Queensland again.

Information Exchange to Reduce the Duplication of Criminal History Screening Checks for Teachers

Amendments to the Act also provide for a reduction in the duplication of criminal history screening checks of teachers. The Act provides for an exchange of information with the Commission for Children and Young People and Child Guardian (CCYPCG) that enables the recognition of blue cards issued by the CCYPCG for applicants for teacher registration as well as the recognition of teacher registration when providing child-related services which are outside the professional duties of a teacher.

In August the Board agreed to an information-sharing arrangement with the CCYPCG to identify the arrangements for parties to give or receive information as authorised under legislation. The QCT has developed and implemented improvements to its information system and other administrative practices to enable the exchange of information with the CCYPCG.

Exchange of Criminal History Information for People Working with Children

The QCT commenced participation in the trial of the national Exchange of Criminal History Information for People Working with Children (ECHIPWC) from 30 November 2009. The ECHIPWC is a Council of Australian Governments (COAG) initiative 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.

In 2010 the QCT implemented processes to enable the QCT to meet a number of participation requirements. The QCT also participated as a member of the National Project Implementation Committee to monitor the implementation of ECHIPWC and commenced participation in the evaluation of the trial.

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.

The primary elements in the QCT *Regulatory Compliance 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. In 2010 the QCT considered compliance matters as a result of complaints, findings from annual audit activity and staff identification, and undertook management action consistent with the compliance framework.

Compliance Management Strategy

In 2010 the QCT commenced drafting a *Compliance Management Strategy* to ensure that all the regulatory compliance obligations of the Act are monitored and managed. This strategy includes an annual audit program and compliance activities associated with monitoring conditions, including Returning to Teaching conditions imposed on renewing teachers who do not meet the mandatory recency requirements. The *Compliance Management Strategy* will be activated in 2011.

Annual census

The QCT conducted the 2010 annual census of teachers in schools on 16 June. This census was the first time the QCT undertook to conduct the census fully electronically with emails to principals advising of the census and instructions on how to use the Employer Online Services to submit their census return. This facility can be used at any time during the year by the school administration to update teaching staff records. The benefits of using this tool for principals and school administrators include:

- The ability to quickly check the registration status of teachers and potential employees and maintain a full up-to-date list of all teaching staff;
- Easy identification of provisionally registered teachers in order to manage and support their progress towards full registration;
- It includes other relevant information about a person's teacher registration, i.e. when their registration ends;
- It ensures that the QCT has up-to-date information about the teachers teaching in a school.

By the end of the year 1660 schools (93 per cent of the total number of schools) had completed a census return.

Compliance with requirement to employ only approved teachers

The QCT works with all teacher-employing authorities to ensure that only approved teachers are 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 2010. 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.



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.

QCT eNews

QCT eNews is an email bulletin sent every one or two months (beginning in April 2010) to all teachers for whom the QCT holds an up-to-date email address. The purpose of the *eNews* is to advise teachers of recent publications from the QCT and to update them on QCT activities and matters concerning their teacher registration.

National magazine

In 2010 the QCT's former newsletter, *QCT Connection*, was no longer produced as the QCT instead participated with other state teacher regulatory bodies to publish a new national magazine for teachers. The magazine, *Inside Teaching*, was 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 had not yet been established). Four issues of *Inside Teaching* were published, in April, June, August and October.



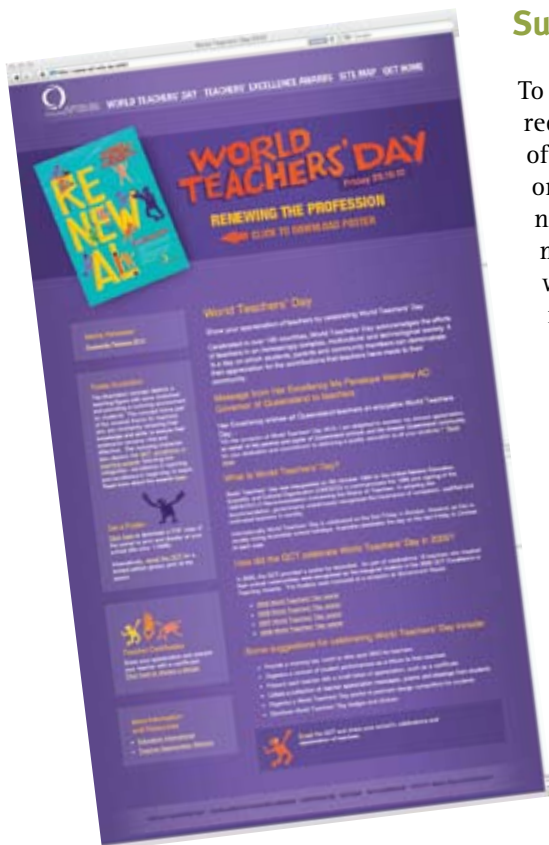
Research Digest

Three issues of the *QCT Research Digest* were published, in February, June and September. Topics of the three issues in 2010 were 'Successful Professional Learning', 'Language in the Mathematics Classroom', and 'Civics and Citizenship Education'.



The Digest is produced for the QCT by the ACER. 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 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).



Above: QCT World Teachers' Day website at www.qct.edu.au/wtd

Survey of teachers

To help the QCT better target its communications about the requirements for renewal of full registration during the remainder of the year, the QCT conducted market research early in 2010 on the extent of awareness among registered teachers of the new requirements affecting their registration. An independent market research company was engaged to administer the survey, which was conducted mainly online, supplemented by telephone interviews.

While the survey found that some two thirds of respondents felt sufficiently informed about registration requirements, it appeared their understanding was not always complete. Those without permanent positions in Queensland schools were more likely to need further information about requirements. Besides asking numerous questions specifically to do with requirements for renewal of registration, the questionnaire also sought views about the QCT's various communications with teachers. It was found that the QCT website was the first choice among information sources for teachers looking for information about registration requirements.

World Teachers' Day– Friday 29 October 2010

The QCT's World Teachers' Day theme for 2010 was 'Renewal– Teachers: Building a Future', recognising that teachers are constantly renewing their knowledge and skills to ensure their profession remains vital and effective. Celebrating World Teachers' Day is a chance to showcase the hard work of our educators and reflect on how their renewal is building a future.

The QCT provided colourful posters to all Queensland schools to display in the lead-up to World Teachers' Day. School communities were encouraged to organise local events, such as morning teas, BBQs, and student concerts, and to share the occasion with teaching colleagues and the wider school community. Letters enclosing posters were also sent to all state members of parliament and local councils, calling on local communities to reflect on the role of teachers and celebrate their valuable contributions to our communities.

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

The QCT has dedicated pages on its website focussed on World Teachers' Day and the Excellence in Teaching Awards (see below). The World Teachers' Day pages provide information about the Day's origin, suggestions for celebrating the Day, links to other relevant sites and a downloadable poster.



Above: QCT World Teachers' Day poster



*From Right to left:
Gary Turner, Jessika Hogan and
Dr Joe McCorley, OAM, Chair*

Awards for Excellence in Teaching

The QCT's Excellence in Teaching Awards were introduced in 2009. Teachers, principals and members of school communities are invited to nominate excellent teachers for the awards, in two categories – excellence in teaching and excellence in beginning to teach. The awards focus on individual or school achievements, innovation and creativity leading to effective student learning outcomes, and professional relationships within the school community. Nominations for 2010 opened in early April and closed at the end of term 2 in July.

The awards are open to registered Queensland teachers from government, Catholic and independent schools and are judged by a panel of experienced teachers across three criteria: demonstrated excellence in their field; significant contribution to the teaching profession; and being an inspirational role model for other teachers.

The awards are 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. 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.

Her Excellency the Governor of Queensland, Ms Penelope Wensley AO, presented the 2010 awards at a reception at Government House on World Teachers' Day.

The winners and finalists in the 2010 awards were as follows:

The Alan Druery OAM Excellence in Teaching Award

Sponsored by Queensland Teachers' Credit Union

Winner:

Gary Turner - Maroochydore State High School

Finalists:

Mandy Canfield - Cairns School of Distance Education
Margaret Dorante - Mackay North State High School
Rita Felder - St Aidan's Anglican Girls' School
Corey Gieskens - Pine Rivers State High School
Nicole Lewicki - Calamvale Community College
Sarah McGarry - Brisbane Girls Grammar School
Bronwen Schultz - Ferny Grove State High School
Kerry Tait - Narbethong Special School
Roger Van Twest - All Saints Anglican School

The Dr Roger Hunter Excellence in Beginning to Teach Award

Sponsored by TUH (Teachers' Union Health)

Winner:

Jessika Hogan - Kingston State School

Finalists:

Sarah Benaud - Tully State High School
Hannah Brown - Stuartholme School
Kirsten Brunt - Tullawong State High School
Cally Nielsen - Kepnock State High School
Kate Stevenson - Brisbane Grammar School

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

The QCT Annual lecture is an invited presentation for teachers on a topical area of particular relevance to the teaching profession.

The subject of the 2010 Lecture was 'Child protection: Reporting suspected child abuse and neglect'. Teachers have a crucial role as 'sentinels' for children who have been abused or neglected. The session provided a framework for understanding the types, incidence and causes of child abuse and neglect, and teachers' role in reporting suspected cases. Participants were provided with knowledge and skills to enable them to identify warning signs and indicators of child abuse and neglect, know the basis of their duties to report suspected cases of abuse and neglect, and respond to the needs of abused and neglected children at school.

Dr Kerryann Walsh, Senior Research Fellow in the Faculty of Education, and Dr Ben Mathews, Associate Professor in the School of Law, Queensland University of Technology, presented the Lecture in early December to a small, invited audience of teachers and pre-service teacher education students in Brisbane. A DVD recording of the presentation will be available via the QCT website early in 2011.

Teacher Research Grants

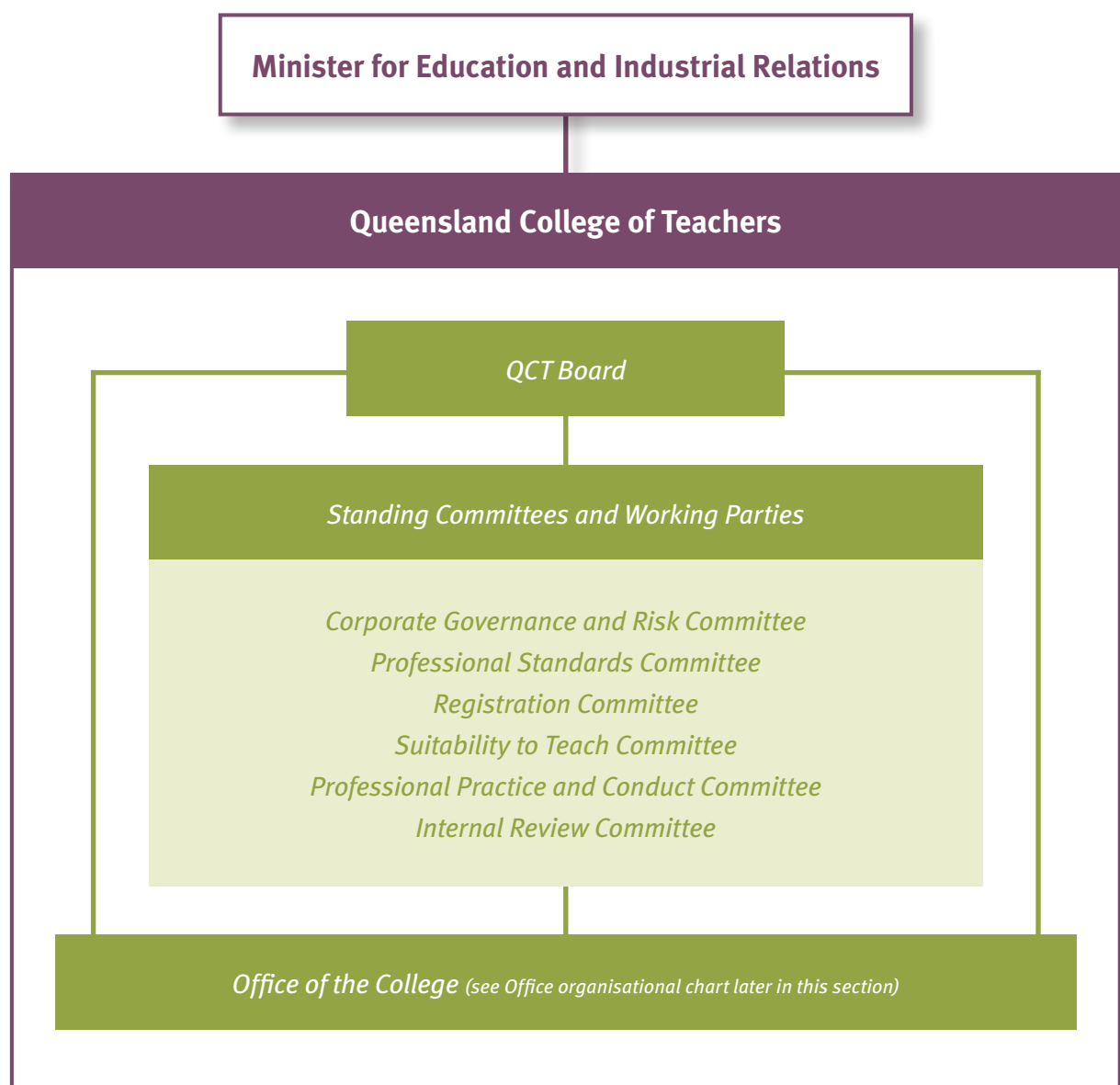
Under the QCT's Teacher Research Grants program, funding is provided to Queensland teachers who have undertaken research related to their teaching practice, to enable them to share their research at major education conferences in Australia. Applications for the 2010 program closed in April. Grants were awarded to three teachers – from Ipswich Girls Grammar School, St Bernard State School (Eagle Heights) and Wynnum North State School – to present papers to the conferences of the Mathematics Education Research Group of Australia (Fremantle, July) and Early Childhood Australia (Adelaide, September).

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, 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.

2010 was the second year of the Board's second term. Members in 2010 were as follows (an asterisk denotes the member was a registered teacher in 2010):

Chair

***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
Nominee of the Director-General DET

***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)

***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**

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

***Mr Neville Grayson AM**

Former school principal
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

***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 11 times in 2010, holding ordinary meetings monthly from February to November and holding an additional, extraordinary meeting in August.

Ministerial directions

No Ministerial requests, directions or notices were received during 2010.

Committees

According to legislation, the QCT must have:

- a Professional Practice and Conduct Committee
- a committee to conduct internal reviews of decisions (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

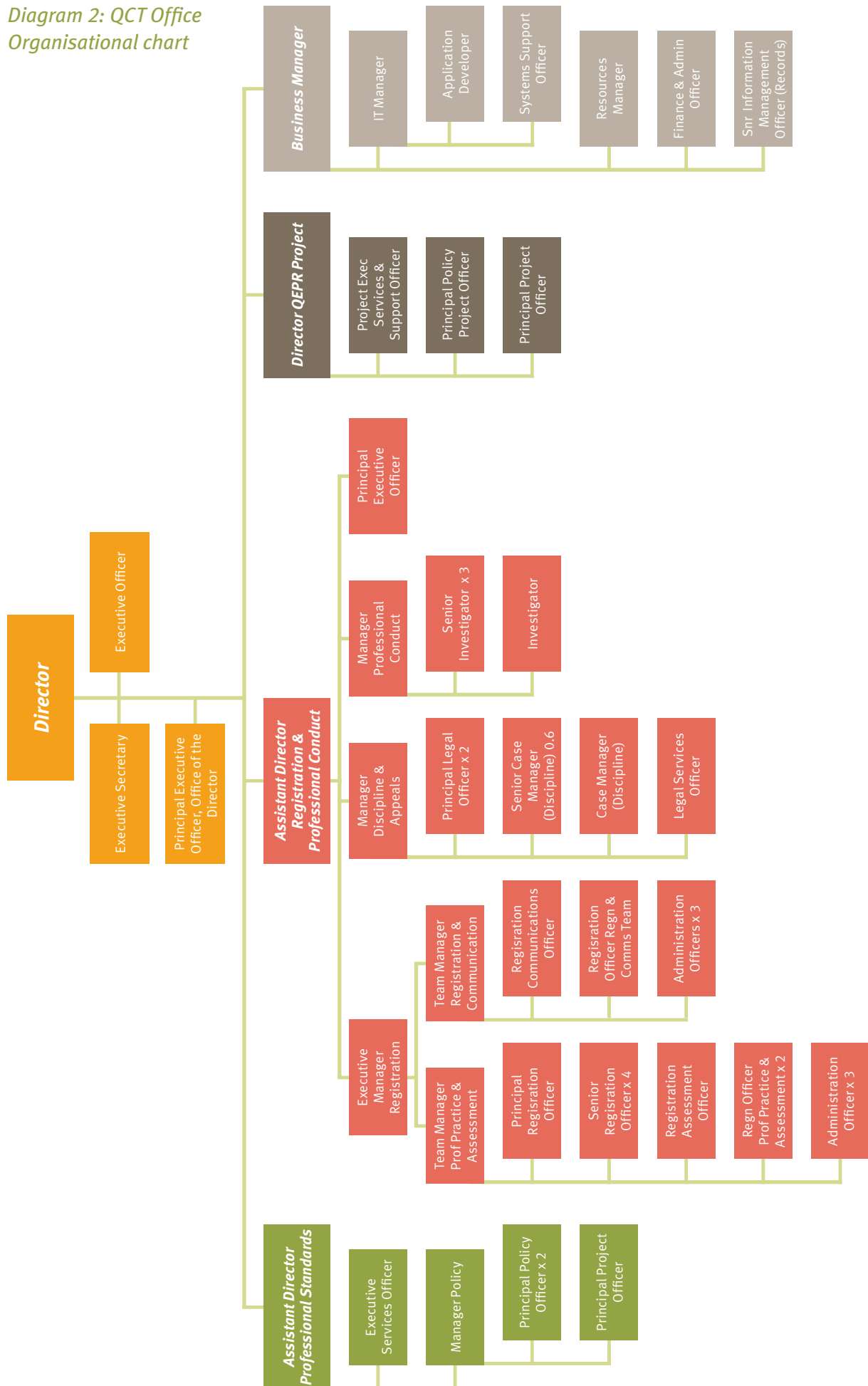
The QCT has an Office in Brisbane with a permanent staff establishment consisting of a Director and other staff appointed under the *Public Service Act 1996*. The Director has all of the functions and powers of a chief executive officer and is responsible for the efficient and effective administration 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).

Diagram 2: QCT Office
Organisational chart



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 \$ 3.11 million, after five 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.

In 2011 two Internal audits will be conducted, one of the QCT's risk management processes and one of another area to be determined by management.

The independent audit of the QCT's financial statements for the year ending 31 December 2010 was issued without modification or qualification.

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.

During the 2010 year as part of the Renewal of Registration process an independent assessment was conducted of the QCT's risk management environment. A report was provided and the recommendations contained therein will be implemented during the course of 2011. In conjunction with this the QCT will review and refine its risk management framework.

Information communication and technology systems

The QCT began implementing a replacement of its core IT system during 2009 and this was fully implemented during 2010. Full details are included under Information Technology below.

Funding adequacy

The QCT incurred a cost of approximately \$1.083 million in checking the criminal histories of teachers in the initial round of renewal of registration which commenced in late 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 and additional tasks assigned to it by government. 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 also implements 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. Stakeholder representatives have expressed a high level of satisfaction with the QCT's performance.

Late in 2009 the membership of the Professional Standards Committee was reviewed by the Board. This resulted in a decision to increase the membership of the Committee in 2010 to include a person jointly nominated by, and able to represent the views of, the three teacher unions.

In order to determine stakeholders' level of satisfaction with involvement in the Professional Standards Committee members participated in a survey towards the end of 2010. This found high levels of satisfaction from stakeholders on a range of matters such as the quality of provided readings and analysis of information provided in the meeting papers, the opportunity to contribute relevant issues to meetings and contribute to discussion and the overall effectiveness of the meetings.

The QCT acknowledges that it is accountable for how its business is perceived by the public, teachers and our interest groups. The QCT is committed to implementing a complaints management system that meets the standards of an effective complaints management system as provided for in the Public Service Commission Directive 13/06, 'Complaints Management Systems'. Feedback on the service or actions of the QCT and its employees is captured and analysed to contribute to business improvement and enhanced customer service. Improved processes for recording and tracking complaints are being developed.

Disaster Recovery/Business Continuity Plan

To minimise the effects of potential major disruptions to its business, the QCT has partnered with the Corporate Administration Agency ("CAA"), a shared service provider 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 2010 and it is planned to test the Disaster Recovery Plan in the first half of 2011.

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 establishes information-sharing agreements with these authorities and provides 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.

Staffing establishment

Recruiting action continued during 2010 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 focuses resources on better supporting the activities of the QCT by streamlining processes as well as improving the quality of information provided to decision-makers within the QCT.

Banking

The QCT maintains a cheque account with the Commonwealth Bank of Australia. During the year an additional investment account was opened with the Queensland Treasury Corporation (QTC) to cater for the funds received from the Queensland Government to implement certain recommendations of the Queensland Education Performance Review and to account for these funds separately. This brings the total number of accounts with the QTC to three. Another account is specifically devoted to accumulating a pool of funds to meet the QCT's Criminal History Check obligations. All investment accounts provide access to more favourable interest rates.

Building and facilities

During 2010 the QCT negotiated a new lease over its present office accommodation in Toowong which will terminate in December 2012. The lease is a short-term measure necessitated by one of the proposals of the Queensland Government Green Paper—*A Flying Start for Queensland Children*, which envisages a merger of the QCT with other statutory bodies. The QCT will develop a business case and plan in 2011 for its premises requirements after 2012 should this proposal not be implemented.

Information technology

Work continued during the first half of 2010 to complete the implementation of the replacement registration system, known as the Approved Teacher Information System (ATIS), which was commissioned during October 2009.

A major focus of 2010 was on ensuring that the QCT was business ready to cater for the renewal of registration process for some 70,000 Queensland teachers.

As a result significant resources were allocated to:

- Developing a module in our electronic information system, which was accessible through the QCT's website, to cater for the renewal process;
- The acquisition of additional hardware and its configuration to ensure that the QCT maintained a stable operating environment to cater for the significant increase in volumes anticipated;
- The deployment of a new telephone system with significantly improved functionality to ensure that customer service levels were maintained and improved through the peak processing periods.

Records management

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 (electronic information system) project the QCT migrated some 112,000 electronic teacher registration files maintained by an outsourced solution into our electronic records and document management system during 2010.

Human resources

A Professional Performance and Review plan continued to be implemented in 2010. 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 2010.

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.

QCT staff members are surveyed using the QPASS, a survey of workplace culture, every two years. Results for the 2010 survey were neutral or positive on all indicators of workplace health.

Staffing profile

As at the last pay day in December the QCT directly employed 55.5 (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	22.9	16	38.9
Fixed Term	11.6	5	16.6
Casual	6.9	5.8	12.7
Total	41.4	26.8	68.2

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 2010 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 ceased providing a printed newsletter for teachers, replacing this with access to an online national professional magazine. 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.

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 and the associated set of values described in 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 2011-2014 was prepared late in 2010 and will be submitted to the Minister early in 2011.

The QCT's Annual Report for the 2009 calendar year was submitted to the Minister before the new, earlier, due date of 31 March.

Public interest disclosures

No disclosures were received during the 2010 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.

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.

During 2010 three requests for information were received by the QCT under the *Right to Information Act 2009*.



Financial Statements

for the financial year ended 31 December 2010

Financial Statements 2010

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General information

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

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

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

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

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

Amounts shown in these financial statements may not add to the correct subtotals or totals due to rounding.

Statement of Comprehensive Income

for the year ended 31 December 2010

	Notes	2010 \$	2009 \$
<i>Income from Continuing Operations</i>			
<i>Revenue</i>			
Fees	2, 23	6,062,285	6,483,197
Grants and other contributions	3	3,212,000	-
Interest		486,109	306,706
Criminal History Checks		158,191	140,910
Other revenue	4	37,845	45,181
Total Income from Continuing Operations		9,956,430	6,975,994
<i>Expenses from Continuing Operations</i>			
Employee expenses	5	5,157,471	4,254,230
Supplies and services	6	2,991,496	2,395,781
Depreciation and amortisation	7	160,377	72,857
Criminal History Checks	8	1,237,499	141,036
Total Expenses from Continuing Operations		9,546,843	6,863,904
Operating Result from Continuing Operations	23	409,587	112,090
Other Comprehensive Income		-	-
Total Comprehensive Income		409,587	112,090

The accompanying notes form part of these financial statements.



Statement of Financial Position

as at 31 December 2010

	Notes	2010 \$	2009 \$	As at 1 Jan 2009 restated \$
Current assets				
Cash and cash equivalents	9	11,875,195	9,369,609	9,765,343
Receivables	10	189,234	134,983	72,969
Other	11	126,818	151,583	41,752
Total current assets		12,191,247	9,656,175	9,880,064
Non-current assets				
Intangible assets	12	1,121,004	736,943	-
Plant and equipment	13	225,711	100,894	124,760
Total non-current assets		1,346,715	837,837	124,760
TOTAL ASSETS		13,537,962	10,494,012	10,004,824
Current liabilities				
Payables	14	1,363,111	345,720	281,763
Accrued Employee Benefits	15	471,099	407,775	339,882
Unearned application and renewal fees	16, 23	1,974,816	421,167	175,919
Total current liabilities		3,809,026	1,174,662	797,564
NET ASSETS		9,728,936	9,319,350	9,207,260
Equity				
Accumulated Surpluses	21, 23	9,728,936	9,319,350	9,207,260
TOTAL EQUITY		9,728,936	9,319,350	9,207,260

The College changed its accounting policy relating to recognition of teacher registrations. Refer note 1(c) The change constitutes a retrospective change in accounting policy under AASB 108 Accounting Policies, Changes in Accounting Estimates and Errors. In compliance with AASB 108 and AASB 101, a third statement (column) is required in the Statement of Financial Position, disclosing figures from 1 January 2009 as if the new accounting policy had always been applied.

The accompanying notes form part of these financial statements.



Statement of Changes in Equity

for the year ended 31 December 2010

	Note	Accumulated Surpluses	
		2010 \$	2009 \$
Balance as at 1 January	23	9,319,350	9,207,260
Operating results from continuing operations		409,587	112,090
Total Other comprehensive income		-	-
Balance as at 31 December	21	9,728,936	9,319,350

The accompanying notes form part of these financial statements.



Statement of Cash Flows

for the year ended 31 December 2010

	Notes	2010 \$	2009 \$
<i>Cash Flows from operating activities</i>			
<i>Inflows:</i>			
Receipts from customers		7,782,558	6,915,184
Grants and other contributions		3,212,000	-
Interest		486,108	306,706
GST input tax credits from ATO		324,355	317,631
GST collected from customers		7,340	4,440
<i>Outflows:</i>			
Employee expenses		(5,043,584)	(4,217,217)
Supplies and services		(3,201,634)	(2,590,997)
GST paid to suppliers		(388,672)	(341,353)
GST remitted to the ATO		(3,630)	(4,194)
Net cash from operating activities	17	3,174,841	390,200
<i>Cash Flows from investing activities</i>			
<i>Outflows:</i>			
Payments for intangibles		(481,692)	(752,666)
Payments for plant and equipment		(187,563)	(33,268)
Net cash used in investing activities		(669,255)	(785,934)
Net (decrease)/ increase in cash and cash equivalents		2,505,586	(395,734)
Cash and cash equivalents at beginning of financial year		9,369,609	9,765,343
Cash and cash equivalents at end of financial year	9	11,875,195	9,369,609

The accompanying notes form part of these financial statements.



Notes To and Forming Part of the Financial Statements

for the year ended 31 December 2010

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) Statement 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 Accounting 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

The College has changed its revenue recognition policy for registration fees during 2010. Previously the College recognised registration fees in the year to which the fee related. This change in accounting policy has been applied retrospectively in accordance with Australian Accounting Standard requirements (see Note 23 for details of the restatement of comparative figures) and in order to comply with current interpretations which deem registration fees to be controlled at the time of receipt and, as such, require that the College should recognise revenue from registration fees on receipt.

Registration fees received from teachers as part of the 5 yearly Renewal of Registration process are only recognised as revenue upon completion of the re-registration assessment process. These amounts are disclosed in note 16 as Unearned application and renewal fees.

Grants and Contributions

Grants, contributions, donations and gifts that are non-reciprocal in nature are recognised as revenue in the year in which the College obtains control over them. Where grants are received that are reciprocal in nature, revenue is recognised over the term of the funding arrangements.



Notes To and Forming Part of the Financial Statements

for the year ended 31 December 2010

(c) Revenue (continued)

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.

(d) Cash and Cash Equivalents

For the purposes of the Statement of Financial Position and the Statement of Cash Flow, 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
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Items with a lesser value are expensed in the year of acquisition.

Plant and equipment is measured at costing accordance with the Treasurers Non-Current Asset Policies.



Notes To and Forming Part of the Financial Statements

for the year ended 31 December 2010

(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.

Intellectual Property

Payments made to the developer of test material produced for pre-registration testing is capitalised as work in progress until commissioned through completion of a field trialling process. The useful life of the tests will be ascertained through this process.

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.

Assets (including intangibles) under construction (work in progress) are not depreciated until they reach service delivery capacity. Service delivery capacity relates to when construction is complete and the asset is first put to use or is installed ready for use in accordance with its intended application.

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 capitalised asset to the College.

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

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

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



Notes To and Forming Part of the Financial Statements

for the year ended 31 December 2010

(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 Statement of Comprehensive Income.

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.

(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 Statement of Financial Position when the College becomes party to the contractual provisions of the financial instrument.

Classification

Financial instruments are classified and measured as follows:

- Cash and cash equivalents – held at fair value through profit and loss
- Receivables – held at amortised cost
- Payables – held at amortised cost

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 other disclosures relating to the measurement basis and financial risk management of other financial instruments held by the College are included in Note 18.



Notes To and Forming Part of the Financial Statements

for the year ended 31 December 2010

(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 Statement of Financial Position 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.

Prior history indicates that on average, sick leave taken each reporting period is less than the entitlement accrued. This is expected to continue in future periods. Accordingly, it is unlikely that existing accumulated entitlements will be used by employees and no liability for unused sick leave entitlements is recognised.

As sick leave is non-vesting, an expense is recognised for this leave as it is taken.

Long Service Leave

Under the Queensland Government's long service leave scheme, a levy is made on the College to cover this cost. Levies are expensed in the period in which they are paid or payable. Amounts paid to employees for long service leave are claimed from the scheme quarterly in arrears.

No provision for long service leave is recognised in the financial statements, the liability being held on a whole-of-Government basis and reported in the financial report prepared pursuant to AASB 1049 *Whole of Government and General Government Sector Financial Reporting*.

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*.



Notes To and Forming Part of the Financial Statements

for the year ended 31 December 2010

(n) Employee Benefits (continued)

Executive Remuneration

The executive remuneration disclosures in the employee expenses note (note 5) 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 \$20,000 band commencing at \$100,000.

The remuneration disclosed is all remuneration received or receivable, directly or indirectly, from the College, in connection with the management of the affairs of 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;
- 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.

(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) Taxation

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

(q) Issuance of Financial Statements

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



Notes To and Forming Part of the Financial Statements

for the year ended 31 December 2010

(r) Judgements and Assumptions

The preparation of financial statements necessarily requires the determination and use of certain critical accounting assumptions and management judgements that have the potential to cause material adjustment to the carrying amounts of assets and liabilities within the next financial year. Such estimates, judgements and underlying assumptions are reviewed on an ongoing basis. Revisions to accounting estimates are recognised in the period in which the estimate is revised and in future period as relevant.

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 22.

(s) Rounding and Comparatives

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

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

(t) New and Revised Accounting Standards

The College did not voluntarily change any of its accounting policies during 2010. Only one amendment to an Australian accounting standard applicable for the first time for 2010 was relevant to the College's financial statements, as explained below.

AASB 2009 – 5 Amendments to Australian Accounting Standards arising from the Annual Improvements Project included certain amendments to AASB 117 Leases that revised the criteria for classifying leases involving land and buildings. Consequently, the College was required to reassess the classification of the land elements of all unexpired leases the College had entered into as at 1 January 2010, on the basis of information existing at the inception of the relevant leases. The outcome of the College's reassessment was that no reclassification from an operating lease to a finance lease was necessary.

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.

At the date of authorisation of the financial report, significant impacts of new or amended Australian accounting standards with future commencement dates are as set out below.

AASB 2010-4 Further Amendments to Australian Accounting Standards arising from the Annual Improvements Project [AASB 1, AASB 7, AASB 101 & AASB 134 and Interpretation 13] becomes effective from reporting periods beginning on or after 1 January 2011. The College will then need to make changes to its disclosures about credit risk on financial instruments in note 18(c). No longer will the College need to disclose amounts that best represent an entity's maximum exposure to credit risk where the carrying amount of the instruments reflects this. If the College holds collateral or other credit enhancements in respect of any financial instrument, it will need to disclose - by class of instrument - the financial extent to which those arrangements mitigate the credit risk. There will be no need to disclose the carrying amount of financial assets for which the terms have been renegotiated, which would otherwise be past due or impaired. Also, for those financial assets that are either past due but not impaired, or have been individually impaired, there will be no need to separately disclose details about any associated collateral or other credit enhancements held by the College.



Notes To and Forming Part of the Financial Statements

for the year ended 31 December 2010

(t) New and Revised Accounting Standards (continued)

AASB 9 *Financial Instruments* and AASB 2009-11 *Amendments to Australian Accounting Standards arising from AASB 9* [AASB 1, 3, 4, 5, 7, 101, 102, 108, 112, 118, 121, 127, 128, 131, 132, 136, 139, 1023 & 1038 and Interpretations 10 & 12] becomes effective from reporting periods beginning on or after 1 January 2013.

The main impacts of these standards are that they will change the requirements for the classification, measurement and disclosures associated with financial assets. Under the new requirements, financial assets will be more simply classified according to whether they are measured at either amortised cost or fair value. Pursuant to AASB 9, financial assets can only be measured at amortised cost if two conditions are met. One of these conditions is that the asset must be held within a business model whose objective is to hold assets in order to collect contractual cash flows. The other condition is that the contractual terms of the asset give

rise on specified dates to cash flows that are solely payments of principal and interest on the principal amount outstanding.

On initial application of AASB 9, the College will need to re-assess the measurement of its financial assets against the new classification and measurement requirements, based on the facts and circumstances that exist at that date. Assuming no change in the types of transactions the College enters into, it is not expected that any of the College's financial assets will meet the criteria in AASB 9 to be measured at amortised cost. Therefore, as from the 2013 financial statements, all of the College's financial assets will be required to be classified as "financial assets required to be measured at fair value through profit or loss" (instead of the measurement classifications presently used in notes 1(m) and 18). The same classification will be used for net gains/losses recognised in the Statement of Comprehensive Income in respect of those financial assets. In the case of the College's receivables, the carrying amount is considered to be a reasonable approximation of fair value.

AASB 1053 *Application of Tiers of Australian Accounting Standards* and AASB 2010-2 *Amendments to Australian Accounting Standards arising from Reduced Disclosure Requirements* [AASB 1, 2, 3, 5, 7, 8, 101, 102, 107, 108, 110, 111, 112, 116, 117, 119, 121, 123, 124, 127, 128, 131, 133, 134, 136, 137, 138, 140, 141, 1050 & 1052 and Interpretations 2, 4, 5, 15, 17, 127, 129, & 1052] apply to reporting periods beginning on or after 1 July 2013. AASB 1053 establishes a differential reporting framework for those entities that prepare general purpose financial statements, consisting of two tiers of reporting requirements – Australian Accounting Standards (commonly referred to as "tier 1"), and Australian Accounting Standards – Reduced Disclosure Requirements (commonly referred to as "tier 2").

Tier 1 requirements comprise the full range of AASB recognition, measurement, presentation and disclosure requirements that are currently applicable to reporting entities in Australia. The only difference between the tier 1 and tier 2 requirements is that tier 2 requires fewer disclosures than tier 1. AASB 2010-2 sets out the details of which disclosures in standards and interpretations are not required under tier 2 reporting.

Pursuant to AASB 1053, public sector entities like the College may adopt tier 2 requirements for their general purpose financial statements. However, AASB 1053 acknowledges the power of a regulator to require application of the tier 1 requirements. In the case of the College, the Treasury Department is the regulator. Treasury Department has advised that it will determine and communicate a policy in this regard well ahead of the effective date of AASB 1053.

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 2010

	2010 \$	2009 \$
2 Fees		
Teacher Registration and Application fees*	5,797,362	6,265,749
Late Payment fees	262,835	214,281
Other fees	2,088	3,167
Total	6,062,285	6,483,197

* Teacher Registration and Application Fees totalling \$4,735,766 had been treated as unearned revenue in previous periods. During 2010 the College changed its accounting policy retrospectively in accordance with Australian Accounting Standard requirements (see Note 1). The 2009 figures for both unearned revenue and Teacher Registration and Application Fees have been restated in accordance with *AASB 1008 Accounting Policies, Changes in Accounting Estimates & Errors* (see Note 23 for details of the restatement of comparative figures).

3 Grants and Other Contributions

Grants*	3,212,000	-
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* Included in revenue from grants for 2010 is a non-reciprocal grant of \$3.212 million received from the Queensland Government to fund the cost of implementing the recommendations allocated to the College arising from *The Queensland Education Performance Review*. The terms of the grant are that it must be used to fund the costs of implementing recommendations to improve literacy, numeracy and science learning in Queensland Primary Schools. The grant has been recognised in its entirety upon receipt as the only condition set by the grantor relates to how the grant can be expended. At 31 December 2011, \$ 2.541 million of the grant remained unspent

4 Other Revenue

Advertising	34,091	42,682
Reimbursement	3,311	2,353
Sundry	443	146
Total	37,845	45,181

5 Employee expenses/Number of employees/Executive Remuneration

Employee benefits:

Wages salaries and annual leave	4,305,998	3,506,235
Employee superannuation contributions *	478,583	408,547
Long service leave levy *	78,737	60,172

Employee related expenses

Workers compensation premium *	7,358	7,991
Payroll tax *	212,631	179,010
Other salary related expenses	74,164	92,275

Total	5,157,471	4,254,230
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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.



Notes To and Forming Part of the Financial Statements

for the year ended 31 December 2010

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

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 2010	As at 31 December 2009
Number of Employees	55.5	49.2
Executive Remuneration:	2010	2009
The following is remuneration paid/payable to senior executives:		
\$180,000 to \$199,999	-	1
\$200,000 to \$219,999	1	-
Total	1	1

Aggregate amount of total remuneration of executive shown above ** **\$ 204,298** **\$ 189,111**

** 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.

6 Supplies and services

Administration and finance *	1,287,304	1,096,815
Asset operating costs	45,993	104,532
Consulting, contracting and bureau fees	1,131,999	713,912
Professional Conduct and Disciplinary costs	84,228	80,302
Property costs & maintenance	441,972	400,220
Total	2,991,496	2,395,781

*Total external audit fees relating to the 2010 financial year are estimated to be \$18,950 (2009: \$20,215). There are no non-audit services included in this amount.

7 Depreciation and Amortisation

Depreciation and amortisation were incurred in respect of:

Plant and equipment	62,746	57,134
Software Purchased	97,631	15,723
Total	160,377	72,857

8 Criminal History Checks

Incurred in respect of Applications	154,316	141,036
Incurred in respect of Renewal of Registration *	1,083,183	-
Total	1,237,499	141,036

*Teacher registrations are required to be renewed every five years. Teachers registered at 31 December 2005 were consequently required to renew their registration in the latter part of 2010, affecting approximately 73% of registered teachers in Queensland.



Notes To and Forming Part of the Financial Statements

for the year ended 31 December 2010

	2010 \$	2009 \$
9 Cash and cash equivalents		
Cash on hand	600	600
Cash at bank	692,290	1,114,700
Deposits at call	11,182,305	8,254,309
Total	11,875,195	9,369,609

Cash deposited with the Queensland Treasury Corporation earned interest at rates between 5.62% and 4.35% (2009: 5.01% and 3.23%).

Funds totalling \$3.11 million (2009: \$3.43 million) of the above Deposits held at call have been invested in a designated account to cater for the future commitment detailed in Note 21.

10 Receivables

GST Receivable	151,954	87,638
GST Payable	(3,710)	-
	148,244	87,638
Long service leave reimbursements	11,580	47,345
Other receivables	29,410	-
Total	189,234	134,983

11 Other current assets

Prepayments	126,818	136,787
Salaries prepaid	-	14,796
Total	126,818	151,583

12 Intangible assets

Intellectual Property WIP

At cost	147,557	-
	147,557	-

Software purchased

At cost	1,086,801	752,666
Less accumulated amortisation	(113,354)	(15,723)
	973,447	736,943
Total	1,121,004	736,943



Notes To and Forming Part of the Financial Statements

for the year ended 31 December 2010

12 Intangible assets (continued)

Intangibles reconciliation

	Carrying amount at 1 January	Acquisitions	Disposals	Amortisation	Carrying amount at 31 December
2010	\$	\$	\$	\$	\$
Intellectual Property WIP	-	147,557	-	-	147,557
Software purchased	736,943	334,135	-	97,631	973,447
	736,943	481,692	-	97,631	1,121,004
2009					
Software purchased	-	752,666	-	15,723	736,943

Amortisation of the purchased software intangible is included in the line item “Depreciation and Amortisation” in the Income Statement and in note 7.

The purchased software purchased software 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 assets have not been classified as held for sale nor form part of a disposal group held for sale.

13 Plant and equipment

	2010	2009
	\$	\$
At cost	447,646	337,953
Less accumulated depreciation	(221,935)	(237,059)
Total	225,711	100,894

The College has plant and equipment with an original cost of \$ 163,165 (2009: \$ 93,457) 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 January	Acquisitions	Disposals	Depreciation	Carrying amount at 31 December
2010	\$	\$	\$	\$	\$
Plant and equipment	100,894	187,563	-	62,746	225,711
2009					
Plant and equipment	124,760	33,268	-	57,134	100,894



Notes To and Forming Part of the Financial Statements

for the year ended 31 December 2010

	2010 \$	2009 \$
14 Payables		
Trade creditors	197,145	173,304
Other creditors and accruals	1,165,966	172,416
Total	1,363,111	345,720

15 Accrued Employee Benefits

Recreation leave	418,965	355,549
Salaries on costs payable	52,134	52,226
Total	471,099	407,775

16 Unearned application and renewal fees

Unearned application fees	1,974,816	421,167
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The significant increase in unearned application fees is the result of 70,425 Teachers commenced the process of registration renewal in late 2010 - see note 8.

Due to the change in accounting policy outlined in Note 1 (c) teacher registration fees are now recognised as revenue on receipt.

Comparatives have been restated—see Note 23

17 Reconciliation of Operating Surplus to Net Cash from Operating activities

Operating surplus	409,587	112,090
Depreciation and amortisation	160,377	72,857
Change in assets and liabilities		
(Increase)/Decrease in other receivables	(29,410)	648
Increase in GST receivables	(64,317)	(23,476)
Decrease/(Increase) in LSL reimbursement	35,766	(39,185)
Decrease/(Increase) in prepayments	24,766	(109,831)
Increase in payables	1,017,392	63,956
Increase in accrued employee benefits	63,322	67,893
Increase in unearned revenue	1,553,648	245,248
Increase in GST payable	3,710	-
Net cash from operating activities	3,174,841	390,200

Comparative has been restated—see Note 23



Notes To and Forming Part of the Financial Statements

for the year ended 31 December 2010

18 Financial Instruments

(a) Categorisation of Financial Instruments

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

Category	Note	2010 \$	2009 \$
FINANCIAL ASSETS			
Cash and cash equivalents	8	11,875,195	9,369,609
Receivables	10	189,234	134,983
Total		12,064,429	9,504,592
FINANCIAL LIABILITIES			
Financial liabilities measured at amortised cost:			
Payables	14	1,363,111	345,720
Total		1,363,111	345,720

(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	2010 \$	2009 \$
Financial assets			
Cash	8	11,875,195	9,369,609
Receivables	9	189,234	134,983
Total		12,064,429	9,504,592

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.



Notes To and Forming Part of the Financial Statements

for the year ended 31 December 2010

18 Financial Instruments (continued)

(c) Credit Risk Exposure (continued)

2010 Financial Assets Past Due But Not Impaired

	Overdue				
	Less than 30 Days \$	30 – 60 Days \$	61 – 90 Days \$	More than 90 Days \$	Total \$
Receivables	189,234	-	-	-	189,234
Total	189,234	-	-	-	189,234

2009 Financial Assets Past Due But Not Impaired

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

(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.

Due to the short term of maturity of these financial liabilities the carrying values approximate the undiscounted cashflow amounts.

2010 Payable in

	Note	< 1 year \$	1 – 5 year \$	> 5 years \$	Total \$
Financial liabilities Payables	14	1,363,111			1,363,111
Total		1,363,111			1,363,111

2009 Payable in

	Note	< 1 year \$	1 – 5 year \$	> 5 years \$	Total \$
Financial liabilities Payables	14	345,720			345,720
Total		345,720			345,720



Notes To and Forming Part of the Financial Statements

for the year ended 31 December 2010

18 Financial Instruments (continued)

(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 \$ 119,000 (2009: \$ 94,000). This is attributable to the college's exposure to variable interest rates on its cash invested in fixed term deposits.

2010 Interest Rate Risk

Financial Instruments	Carrying Amount	Profit	-1% Equity	Profit	+1% Equity
Financial Assets					
Cash	11,875,195	(119)	(119)	119	119
Overall effect on profit and equity		(119)	(119)	119	119

2009 Interest Rate Risk

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

Fair value

The College does not recognise any financial assets or financial liabilities at fair value. The fair value of receivables and payables is assumed to approximate the value of the original transaction less any impairment.

19 Segment Information

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



Notes To and Forming Part of the Financial Statements

for the year ended 31 December 2010

20 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

	2010 \$	2009 \$
Outstanding lease commitments are due for payment as follows:		
not later than one year	441,819	382,790
later than one year and not later than five years	453,457	1,693
	895,276	384,483

21 Accumulated Surpluses

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

Criminal History Checks

The College has an obligation at its own expense to conduct Criminal History Checks six months prior to the termination of their initial 5 year registration period, for teachers seeking to renew their registration. Based on present registrations and current Criminal History Check fees, management has estimated the cash outflow over the next five years to be in excess of \$2.07 million (2009-\$2.29 million).

As such, the College has earmarked \$ 3.11 million (2009 - \$3.43 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 9) has been allocated and invested in a separate account to meet this future obligation.

Grant Funding

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 and has obtained grant funding to implement certain recommendations from the review allocated to the College. As detailed in note 3 an amount of \$2,541 million of this funding is unspent at 31 December 2010 and forms part of the College's accumulated surplus at this date. It is estimated that in implementing the recommendations this amount will be expended from the College's equity over the next two financial years.

Revenue Recognition

In order to comply with current accounting standards and practice pertaining to revenue recognition, the College's retained income and fees in the 2010 reporting period have been significantly increased by amounts that were previously considered unearned revenue. Full details are contained in note 23.

Applying this change in accounting policy to the 2010 reporting period, \$3.78 million representing the receipt of 2011 renewal fees received during November and December 2010 has been included in the College's current year's revenue. Given the profile of the College's teacher register and the impact of the 2010 renewal process in the longer term, its future operations will require the utilisation of this retained income and associated cash balances in both the short to medium term.

22 Contingencies

There were no known contingent assets or liabilities of a significant nature as at 31 December 2010 (2009: Nil).



Notes To and Forming Part of the Financial Statements

for the year ended 31 December 2010

23 Restatement of comparative year

As a consequence of the change in accounting policy as outlined in Note 1(c) the following restatements have been made to comparative amounts.

	Notes	As reported December 2009 \$	Adjustment \$	Restated \$
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Extract of Statement of Comprehensive Income

Income

Revenue

Fees	i	6,683,829	(200,632)	6,483,197
Interest		306,706	-	306,706
Criminal history checks		140,910	-	140,910
Other revenue		45,181	-	45,181
Total Income		7,176,626	(200,632)	6,975,994

Extract of Statement of Financial Position

Operating Surplus		312,722	(200,632)	112,090
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Current liabilities

Payables		345,720	-	345,720
Accrued employee benefits		407,775	-	407,775
Unearned application and renewal fees	ii	5,156,933	(4,735,766)	421,167
Total Current Liabilities		5,910,428	(4,735,766)	1,174,662

Net Assets	ii	4,583,584	4,735,766	9,319,350
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Equity

Accumulated Surpluses	ii	4,583,584	4,735,766	9,319,350
TOTAL EQUITY	ii	4,583,584	4,735,766	9,319,350

Extract of Statement of changes in equity

Balance 1 January	iii	4,270,862	4,936,398	9,207,260
Operating surplus for the year	i	312,722	(200,632)	112,090
Balance 31 December	ii	4,583,584	4,735,766	9,319,350



Notes To and Forming Part of the Financial Statements

for the year ended 31 December 2010

23 Restatement of comparative year (continued)

As a consequence of the change in accounting policy as outlined in Note 1(c) the following restatements have been made to comparative amounts.

	Notes	As reported December 2009 \$	Adjustment \$	Restated \$
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Extract of Notes to Financial Statements

2 Fees

Teacher registration and application fees		6,466,381	(200,632)	6,265,749
Late payment Fees		214,281	-	214,281
Other fees		3,167	-	3,167
	i	6,683,829	(200,632)	6,483,197

16 Unearned application and renewal fees

Unearned application fees		421,167	-	421,167
Renewal fees received in advance	ii	4,735,766	(4,735,766)	-
	ii	5,156,933	(4,735,766)	421,167

17 Reconciliation of Operating Surplus to Net Cash from Operating activities

Operating surplus	i	312,722	(200,632)	112,090
Depreciation		72,857		72,857
Loss on disposal of non-current assets		-		-
Change in assets and liabilities				-
(Increase)/Decrease in other receivables		648		648
Increase in GST receivables		(23,476)		(23,476)
Decrease/(Increase) in LSL reimbursement		(39,185)		(39,185)
(Increase)/Decrease in prepayments		(109,831)		(109,831)
Increase in payables		63,956		63,956
Increase in accrued employee benefits		67,893		67,893
Increase in unearned revenue		44,616	200,632	245,248
Increase in GST payable		-		-
Net cash from operating activities	i	390,200	-	390,200

- (i) The College has changed its revenue recognition policy for registration fees during 2010. Previously the College recognised registration fees in the year to which the fee related. This change in accounting policy has been applied retrospectively in accordance with Australian Accounting Standard requirements in order to comply with current interpretations which deem registration fees to be controlled at the time of receipt and, as such, require that the College should recognise revenue from registration fees on receipt. The prior year statement was restated to reflect this policy by adding the unearned revenue relating to teacher registrations as reported in 2009 statements of \$4,735,766 and deducting 2008 unearned revenue of \$4,936,398 from the 2009 reported Total income of \$7,176,626.



Notes To and Forming Part of the Financial Statements

for the year ended 31 December 2010

23 Restatement of comparative year (continued)

- (ii) As stated in (i), due to the accounting policy change the unearned revenue relating to teacher registration fees for 2009 was recognised as revenue in the restated statements. Consequently the Unearned application and renewal fees were decreased by this amount.
- (iii) The equity balance brought forward on first of January 2009 is restated to comply with the new accounting policy. The reported equity balance brought forward of \$4,270,862 was increased by the unearned revenue balance relating to teacher registration reported in the 2008 financial statements of \$4,936,398.

24 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 \$30,323 (2009: \$ 19,668).

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

			2010	2009
			No.	No.
\$				
0	-	5,000	7	8
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 2010:

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

25 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. The consultation process is ongoing, and it is not possible to accurately predict its impact at this stage. A clearer picture will in all probability only emerge after finalisation of the consultation process later in 2011.

Whilst the floods that occurred in January 2011 did impact Toowong and the surrounding suburbs, the College suffered no damage to assets and had only minor disruptions to its operations.

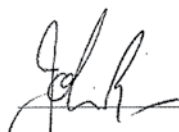


CERTIFICATE OF QUEENSLAND COLLEGE OF TEACHERS

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

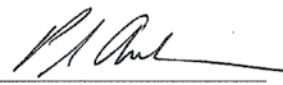
a) the prescribed requirements for establishing and keeping the accounts have been complied with in all material respects; and

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 2010 and of the financial position of the College at the end of that year.



J. Ryan
Director

18 February 2011



P. Anderson
Acting Chairperson

18 February 2011

INDEPENDENT AUDITOR'S REPORT

To the Board of the Queensland College of Teachers

Report on the Financial Report

I have audited the accompanying financial report of the Queensland College of Teachers, which comprises the statement of financial position as at 31 December 2010, the statement of comprehensive income, statement of changes in equity and statement of cash flows for the year then ended, notes comprising a summary of significant accounting policies and other explanatory information, and certificates given by the Director and the Acting Chairperson.

The Board's Responsibility for the Financial Report

The Board is responsible for the preparation of the financial report that gives a true and fair view in accordance with prescribed accounting requirements identified in the *Financial Accountability Act 2009* and the *Financial and Performance Management Standard 2009*, including compliance with Australian Accounting Standards. The Board's responsibility also includes such internal control as the Board determines is necessary to enable the preparation of the financial report that is free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

My responsibility is to express an opinion on the financial report based on the audit. The audit was conducted in accordance with the *Auditor-General of Queensland Auditing Standards*, which incorporate the Australian Auditing Standards. Those standards require compliance with relevant ethical requirements relating to audit engagements and that the audit is planned and performed to obtain reasonable assurance about 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 the risks of material misstatement of 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 of the financial report that gives a true and fair view 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 used 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 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 all 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.

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 relation to the establishment and keeping of accounts have been complied with in all material respects; and
 - (ii) the financial report presents 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 2010 to 31 December 2010 and of the financial position as at the end of that year.

Other matters - electronic presentation of the audited financial report

This auditor's report relates to the financial report of the Queensland College of Teachers for the year ended 31 December 2010. Where the financial report is included on the Queensland College of Teachers' website the Board is responsible for the integrity of the Queensland College of Teachers' website and 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 subject matter described above. It does not provide an opinion on any other information which may have been hyperlinked to/from these statements or otherwise included with the financial report. If users of the financial report are concerned with the inherent risks arising from publication on a website, they are advised to refer to the hard copy of the audited financial report to confirm the information contained in this website version of the financial report.

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



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.

230A College's functions for testing applicants for registration

- (1) The college has the function of testing of applicants for registration in relation to literacy, numeracy or science.
- (2) Without limiting subsection (1), the college may do the following—
 - (a) develop and revise the tests;
 - (b) purchase and revise tests developed by entities other than the college;
 - (c) develop and revise documents and procedures for the administration of the tests;
 - (d) conduct and mark the tests;
 - (e) assess or reassess the results of a person who took the test and give the results to the person;
 - (f) analyse systemic information about the performance of persons who took the test and report the results of the analysis to the Minister, the chief executive and higher education institutions.
- (3) The college may engage another entity to undertake a function mentioned in subsection (1) or (2).
- (4) In this section—

higher education institution means a higher education institution that provides a course of education for a qualification required for registration as a teacher.

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 facilities it supplies;
 - (g) 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.
- (5) 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.

Appendix 3: Schedule of consultancies

Name of Consultant	Service	Category of consultancy	Total cost to QCT \$
Deloitte Touche Tohmatsu	Review of Risk Management processes and procedures pertaining to the Renewal of Teacher Registration in late 2010	Corporate Governance	29,542

Appendix 4: Schedule of overseas travel

Name of Officer and Position	Destination	Dates of travel	Reason for travel	Total cost to QCT \$	Contribution from other agencies or sources
Roslyn Bell Director – QEPR Project	Canada & USA	23 November– 10 December 2010	Conference attendance to discuss contemporary issues pertaining to pre service teacher education and testing	6,081	Nil
Roslyn Capeness Project Manager of Flying Start for Queensland Children Review of Teacher Education and School Induction	New Zealand	27-31 October 2010	Professional development and fact-finding about teacher registration, teacher education and induction	1,154	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 2010 to 31 December 2010 was \$31,271.

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 2010 was \$63,816.

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

Double degrees

Bachelor of Arts/Bachelor of Education (Secondary)

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 (from 2008)

Double degrees

Bachelor of Child and Family Studies/ 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, Middle Years, Senior Years, Primary, Junior Years - international)

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 Health, Sport and Physical 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; Sport, Health and Physical Education - Primary; Sport, Health and Physical Education - Secondary)

University of the Sunshine Coast

Bachelor of Education (Primary)

Bachelor of Early Childhood Education

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

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: Approved *Returning to Teaching* programs

PROVIDER	NAME OF PROGRAM
Griffith University	<i>Recommencing Teaching</i>
Department of Education and Training, Queensland	<i>Restart Teaching</i>
Australian Catholic University	<i>Return to Teaching in Schools</i>
Teacher Training Australia	<i>Return to Teaching</i>

Appendix 8: Publications

Publications of the QCT in 2010 were as follows:

Annual Report

- *Annual Report of the Queensland College of Teachers for 2009*

Strategic Plan

- *Strategic Plan 2010-2014*

Periodicals

- *QCT Research Digest*, Editions 6 (April) , 7 (August) and 8 (October)
- *Inside Teaching* (a publication of ATRA), Vol 1, Numbers 1 (April), 2 (June), 3 (August) and 4 (October)
- *QCT eNews*, April, June, August, October
- *QCT News*, December

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)
AITSL	Australian Institute for Teaching and School Leadership
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
HEF	Higher Education Forum
ICT	Information and Communication Technology
IRC	Internal Review Committee
ISQ	Independent Schools Queensland
MCEECDYA	Ministerial Council for Education, Early Childhood Development and Youth Affairs
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
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 2010* 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 ☐
Satisfactorily ☐
Poorly ☐
Not at all ☐

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

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

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

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

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

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

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

7. Do you identify with any of these groups?

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

Thank you for participating in this survey.

Please return completed feedback forms to:

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

Fax: 07 3870 5006

Email: enquiries@qct.edu.au



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Queensland College of Teachers



Addendum

Carers (Recognition) Act 2008

The Queensland College of Teachers supports the Queensland Carers Charter as detailed in the *Carers (Recognition) Act 2008*, through the flexible work practices and remote access facilities available to our staff. The QCT ensures that staff are provided with relevant information and support as required.