

Annual Report 2011

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 2011.

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 General Manager, Office of the Director, at the QCT Office (phone 07 3377 4736; fax 07 3870 5006; email officeofthedirector@qct.edu.au). General contact details for the QCT Office are set out below.

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

Interpreter Service Statement



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

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|---------------------------|--|
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2011 Annual Report to the Minister

Letter of compliance

March 2012

The Honourable Cameron Dick MP
Minister for Education and Industrial Relations
Education House
Mary Street
BRISBANE QLD 4000

Dear Minister

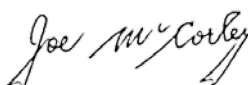
I am pleased to present the Annual Report of the Queensland College of Teachers for the year ending 31 December 2011.

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 2011*.

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

Chairperson 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 Chairperson



Dr Joe
McCorley,
OAM,
Chairperson

As the governing body of the Queensland College of Teachers (QCT), the Board sets the organisation's strategic direction, makes major policy decisions and generally oversees the way in which the QCT fulfils the aims of the *Education (Queensland College of Teachers) Act 2005*, that is: to protect the public and uphold the standards of the profession.

Early in 2011, the Board established a working party to review the way in which the QCT had handled the renewal applications from the very large cohort of teachers (approximately 70,000) whose initial five-year period of full registration under the QCT expired at the end of 2010. The working party made a number of recommendations which were considered by the Board; while several of these have been implemented, others have been held in abeyance pending the introduction of policy or legislative changes required to implement certain components of nationally consistent registration.

The QCT continued to work with education stakeholders to promote their understanding of the regulation of teaching in Queensland and to help ensure that this continued to best serve the people of this state. The Director and I met regularly with the chief officers of all the major interest groups who nominate members to the QCT Board.

In addition, this year I instigated a plan for regular meetings of the chairs of the QCT and related education bodies (Queensland Studies Authority, Non-state Schools Accreditation Board, and Queensland Education Leadership Institute) to discuss matters of mutual interest. The first such meeting, hosted by the QCT, was held in November.

The QCT continued to be closely involved in impending changes in the state and national environment, with the Board considering the potential impact in the Queensland context of proposed requirements under nationally consistent registration and providing comment on these to the Australian Institute for Teaching and School Leadership and the Queensland Department of Education and Training.

As the QCT continued to meet its commitments under the Government response to the Queensland Education Performance Review, the Board considered, and expressed views to Government on, various aspects of the administration of the pre-registration test developed by the QCT for aspiring primary teachers. The test is proposed to proceed in 2012.

The Board was assisted by an officer from Crown Law in considering the suitability to teach of several teachers with 'serious offences' (as defined in the Act) who had applied for renewal of their full registration. The Board also considered how it would deal with future renewal applications from teachers with convictions for 'serious offences'.

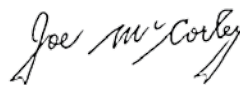
2011 marked forty years since the establishment of the Board of Teacher Education, the original predecessor of the Queensland College of Teachers. It was fitting that the QCT this year introduced, as part of its suite of Excellence in Teaching Awards, a new award, named in honour of prominent Queensland educator and sometime chairperson of the Board of Teacher Education, the late Professor Betty Watts.

The Board was pleased to reappoint the Director (CEO), Mr John Ryan, for a further period of three years (with an optional two-year extension), based on his outstanding performance in leading the QCT Office during its establishment phase and his future vision for the QCT.

At year's end the Board farewelled several members who would not be returning for the Board's third term, including long-serving members Mr Mark Hollands and Mr John Beaton both of whom had also served on the former Board of Teacher Registration. On behalf of the profession and the public I would like to thank all members whose term of appointment concluded at the end of 2011 for their service to the regulation of teaching in this state.

I am grateful to all QCT Board members for their guidance and informed advice over the past year. With members from the State, Catholic and Independent school sectors, as well as teachers, parents, unions and higher education, the Board exemplifies the stakeholder collaboration and engagement processes that are essential in making the QCT's work effective. Appreciation is due to the teachers, other education workers and community members, apart from Board members, who contributed to the QCT's committees.

Finally, special recognition must go to the Director, Mr John Ryan, and the staff of the QCT Office for the exemplary manner in which the Board's purposes were served in 2011. It has been a privilege to serve as QCT Board Chairperson for another year.



Dr Joe McCorley, OAM, Chairperson

From the Director

The Queensland College of Teachers is the regulatory body for the teaching profession in Queensland. Its major accountabilities include ensuring that teachers are appropriately qualified, up-to-date in their practice and suitable to teach students.

A significant amount of day-to-day work occurs at the QCT in meeting its accountability to both the profession of teaching and the public. The QCT received over 6,400 applications for teacher registration during the 2011 calendar year. It rejected 117 applications for registration as the applicants did not meet the prescribed qualifications or were deemed not suitable to practise as teachers. In such an important profession, working closely with our children and youth, it is crucial that only appropriately qualified and suitable people are granted entry to the profession

The QCT applied *Returning to Teaching* conditions to the registration of 5,000 teachers who applied to renew their registration but had not taught for 200 days or more in the previous five years. These teachers will have to complete a 30-hour professional development program either prior to re-commencing teaching in a school or within the first twelve months after they resume teaching. This requirement is designed to assist teachers who have not been in the classroom recently to become current in their knowledge and skills. This helps the profession and the public to have confidence in those teachers returning to the classroom after a prolonged break.

The QCT successfully argued at the Queensland Civil and Administrative Tribunal that 17 teachers should have their registration cancelled or be prohibited from reapplying for registration as they had crossed the professional boundaries expected of a teacher by the profession and the public. In addition the QCT automatically cancelled the registration of two teachers who had been convicted of disqualifying offences in a court of law.



John Ryan,
Director

The most rewarding activity undertaken by the QCT was the Excellence in Teaching Awards program. These awards, presented on World Teachers' Day, allowed the public and the profession an insight into the practice of inspiring and innovative teachers. The QCT introduced a new award this year – the Professor Betty H Watts OBE Memorial Award, for outstanding contribution to education. The joint inaugural winners, Ms Adele Rice of Milperra State High School and Sister Elvera Sesta of St Rita's College, Clayfield, have between them contributed over one hundred years of teaching.

None of the above activities or other activities in this report would be possible without the excellent work of the staff of the QCT. I would like to take this opportunity to thank the staff of the QCT for their dedication and professionalism. I would also like to thank all the members of the Board for their guidance and wisdom in setting the strategic direction of the QCT.

Finally, I would like to express my admiration for and gratitude to the Chairperson of the Board, Dr Joe McCorley OAM, for his leadership of the QCT.



John Ryan, Director

Our rich history

The history of teacher registration in our state dates back over 40 years. 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 Australian Capital Territory introduced 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 framework of registration is one of the most up-to-date in Australia, and Queensland continues to lead the way nationally in regard to regulation of the teaching profession.



2011 in review

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

- Responded to over 46,000 phone enquiries and over 11,000 emails;
- Approved 6,398 applications for teacher registration;
- Assisted 3,134 provisionally registered teachers to move to full registration;
- Implemented new processes for restoration of registration where a fully registered teacher has not renewed their teacher registration at the end of their five year period;
- Processed over 31,000 applications for renewal or restoration 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 39 persons who were not eligible for registration;
- Conducted the 2011 census of teachers in schools, whereby 1642 schools updated the details of their teaching staff by electronic submission;
- Updated the on-line *Application for Teacher Registration* and *Application for Teacher Registration Under Mutual Recognition* to improve usability and align with State and Commonwealth Government policy initiatives;
- 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;
- Developed a policy on the auditing of teachers' CPD at renewal of registration;
- Enhanced its website to provide additional information and resources for teachers;
- Developed a policy for considering equivalence of teaching experience for recency of practice purposes;
- Developed an application form and business processes for applications for review of Returning to Teaching conditions;
- Reviewed the Returning to Teaching Condition on the registration of over 900 teachers;
- Considered applications from eight higher education institutions for approval of or amendment to initial teacher education programs for registration purposes;
- Embedded the recommendations from the *Flying Start Review of Teacher Education* in the QCT's Program Approval Guidelines for implementation in approving initial teacher education programs;
- Participated on the Task Force for implementation of recommendations from Queensland Government's education green paper *A Flying Start for Queensland Children*;
- Developed a transition plan for implementing the national standards, national system of program accreditation and nationally consistent registration;
- Received the final report of a commissioned research project on best practice in assessment in initial teacher education;
- Managed another research project related to QCT functions and engaged in a collaborative project with universities and employing authorities in Queensland and Victoria;
- Progressed the development of test items with integrated quality assurance processes for successive cycles of the pre-registration test for aspiring primary teachers;
- Conducted field trialling of the test and used data from this to advise on setting of benchmarks for successful performance on the pre-registration test;

- Established business processes for integration of the testing program with registration and data-base records in preparation for implementation;
- Offered and conducted briefing sessions for pre-service teachers and faculty at the range of higher education institutions;
- Endorsed the first modules under the *Framework for Advanced Professional Development* to offer teachers a menu of advanced professional development to address identified learning needs;
- Offered multiple briefing sessions for potential providers of advanced professional development modules;
- 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 and about obligations under the Act and investigations;
- Continued participation in the national exchange of criminal history information for working with children checks;
- Implemented the *QCT Compliance Management Strategy* and the *2011 Compliance Management Plan*, incorporating an annual audit program;
- Audited the employment records of a sample of Queensland schools to ensure that only approved teachers were employed;
- Reviewed and implemented changes to the QCT policy on English language proficiency and proof of identity requirements to ensure alignment with national consistency;
- Reviewed business processes to ensure efficient and effective service delivery, relying on electronic communications where practicable;
- Together with other Australian teacher regulatory authorities, published two issues of *Inside Teaching*, the national professional magazine for teachers;
- Awarded research grants to four 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, introducing a new award for outstanding contribution to teaching;
- Oversaw an election of three practising teachers to be appointed as Board members for the next three-year term (2012-2014);
- Held regular meetings with all major stakeholder groups;
- Commenced the development and implementation of modules in our electronic information system and on QCT's website to support the pre-registration testing of aspiring primary teachers;
- Completed the implementation of modules in our electronic information system and QCT's website to support the renewal of registration and a number of other processes;
- Improved the usability of the QCT's website;
- Developed a plan and strategy to relocate the QCT's premises post-2012;
- Continued the transition of the QCT's legacy records to the archive-compliant, electronic document and record management system – TRIM;
- Undertook ongoing review and maintenance of corporate governance arrangements and enhanced risk management processes through the development of a Risk Management Framework and associated processes, training and reporting;
- Participated in the development of nationally consistent registration processes and materials to support the national professional standards for teachers;
- Contributed to, and participated in, training for national initial teacher education accreditation panels;
- Participated as a member of the Australasian Teacher Regulatory Authorities (ATRA).

Outlook for 2012

In 2012, the QCT plans to:

- Continue to implement recommendations referred to the QCT from the Queensland Government's Review of Teacher Education and School Induction;
- Review relevant policies and processes and implement transition across the range of QCT functions to the national professional standards for teachers, the national system for the accreditation of initial teacher education programs and the framework for nationally consistent registration;
- 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;
- Support specific groups of teachers such as beginning teachers and supply teachers including through strategic alliances with other groups;
- 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;
- Work with higher education institutions to transition to the national system for accreditation of initial teacher education programs;
- Continue approval and monitoring of Returning to Teaching programs against QCT guidelines;
- Enhance services to teachers through a range of media;
- Continue the QCT research function through commissioning and managing related projects;
- Work collaboratively with AITSL and other states and territories in research-based activities to benefit teachers;
- Conduct the first live testing for the *Pre-registration test for aspiring primary teachers* scheduled to commence in mid-2012;
- Introduce revised registration processes for aspiring primary school teachers required to undertake literacy, numeracy or science tests for full or provisional registration;
- Implement and deploy modules in our electronic information system and on QCT's website to support the pre-registration testing of aspiring primary teachers;
- 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 and teacher regulatory authorities for the purpose of sharing or exchanging information held by the QCT, the relevant agency or regulatory authority;
- Review Suitability to Teach framework and assessment processes and investigation processes for continued improvement;
- Undertake workshops and discussion with employing authorities on professional conduct issues including investigations and obligations under the Act;
- Continue to review business processes to ensure efficient and effective service delivery, relying on electronic communications where practicable;
- Review the legislation governing the QCT in light of national initiatives and stakeholder needs;
- Develop and implement the QCT's 2012 *Compliance Management Plan*;

- Improve the delivery of information about teacher registration through the QCT website;
- Pursue continuous improvement initiatives to provide quality customer service;
- 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;
- Continue to 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;
- Transition the QCT's standard operating system to current versions to ensure compatibility with wider interest groups and stakeholders;
- Continue to transition the QCT's legacy records to the archive-compliant, electronic document and record management system and meet outcomes defined in the current strategic plan for 100% uptake by QCT users;
- Continue to improve the usability and accessibility of the QCT's website;
- Relocate the QCT's operations to more suitable premises by mid-2012;
- Deploy improved IT hardware to assist the QCT to provide high availability of information systems and enhance disaster recovery processes;
- Continue to monitor the QCT's risk management framework and processes, and ensure reporting timelines are adhered to;
- Review and maintain corporate governance arrangements and processes to ensure best practice is maintained;
- Continue a culture of measurement and evaluation of our performance;
- Continue to monitor indicators of organisational health in the QCT Office to ensure they remain positive.

Strategic Plan 2011 – 2014

The QCT Strategic Plan for 2011-14 identifies the Goals, Objectives and Performance Indicators shown below. The following table (Table 1) summarises achievements in 2011 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 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 federal government (e.g. its emphases on early childhood education and on improving teacher quality) will affect the QCT's work. The activities of the QCT contribute towards meeting the objective, under the Council of Australian Government's National Education Agreement, that all Australian school students acquire the skills and knowledge to participate effectively in society and employment in a global economy.

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 2011 the Board developed a new Strategic Plan for 2012 - 2015. The goals and strategies identified in the Strategic Plan for 2011 – 2014 remain relevant and the goals identified in the Strategic Plan for the next financial year will be similar.



Table 1: Achievements against Strategic Plan in 2011

| Objectives | Performance indicators | Achievements | 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: | The National Professional Standards for Teachers are implemented. | Four RTT programs implemented and monitored. | 28 |
| <ul style="list-style-type: none"> developing, implementing and reviewing policies for entry to and maintenance of registration; and accrediting, monitoring and re-accrediting initial teacher education programs. | The National System for the Accreditation of Initial Teacher Education Programs is phased in. | A Working Party established to undertake a review of renewal of registration including continuing professional development requirements. | 8 |
| | Relevant recommendations from the Review of Teacher Education and School Induction are implemented. | Policy for audit of teachers' CPD at renewal developed. | 28 |
| | QCT policies, processes and procedures are adjusted to accommodate nationally consistent registration. | Policy on equivalent experience for 'recency of practice' purposes developed. | 28 |
| | | Aligned arrangements with schools and systems for teacher CPD purposes monitored | 27 |
| | | All new Queensland initial teacher education programs were approved and approval of all continuing programs was monitored. | 28 – 30 |
| | | Transition plan for implementation of national professional standards and nationally consistent registration processes developed. | 29, 32, 36 |
| | | <i>Program Approval Guidelines</i> updated and amended to include relevant recommendations from the <i>Flying Start</i> Review of Teacher Education. | 28 |
| Respond to consultation on Australian and Queensland Governments' issues where relevant to the QCT's functions and responsibilities. | Timely and appropriate feedback is provided. | Participated in various national forums, e.g. ATRA and National Standards Subgroup. | 32 |
| | | Worked collaboratively with AITSL on finalising the national system for initial teacher education program accreditation. | 32 |
| | | In partnership with ACER, NSWIT and VIT, developed and delivered training for national accreditation panels. | 32 |
| | | Participated on the Task Force for Implementation of the recommendations from Queensland Government's education green paper <i>A Flying Start for Queensland Children</i> . | 31 |

| <i>Objectives</i> | <i>Performance indicators</i> | <i>Achievements</i> | <i>Pages</i> |
|---|--|--|--------------|
| Undertake, commission and contribute to research relevant to the work of the QCT. | Research plan is developed and implemented. | Research plan developed and implemented. Research undertaken and disseminated on identified priorities. | 30 |
| Engage the profession to extend understanding of registration processes and effective use of professional standards in these processes. | Level of satisfaction of teachers with effectiveness of QCT workshops as measured by feedback/surveys is high. | A range of workshops held to enhance teachers' understanding and use of the Professional Standards for Queensland Teachers and their embedding in policies including progression from provisional to full registration and renewal of full registration. | 27 |
| | | Evaluations indicated participants' level of understanding exceeded 80% upon workshop completion. | 27 |
| Progress recommendations 1 and 2 of the Queensland Education Performance Review. | Pre-registration tests for aspiring primary school teachers are developed and implemented in a timely manner and within budget. Advanced Professional Development Programs are approved under QCT Framework. | Development of tests progressed, along with preparation for integration with registration processes. | 31 |
| | | <i>Framework for Advanced Professional Development</i> – first modules endorsed by panel and advised on QCT website. | 31 |
| <i>Goal 2: Protecting the profession and the public</i> | | | |
| Monitor compliance with QCT legislation and policy. | Annual compliance plans are developed and implemented. Action consistent with the Compliance Management Framework is taken in response to the results of compliance audits / investigations. | Intake of compliance matters 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. | A plan to review the alignment of QCT policy, processes and procedures with the requirements of the <i>Education (QCT) Act 2005</i> and <i>Regulation</i> is developed and implemented. | Of QCT decisions subjected to internal review, a new decision was substituted for the original decision in 4 out of 12 cases, due to ability to consider new material. | 25, 35 |

| <i>Objectives</i> | <i>Performance indicators</i> | <i>Achievements</i> | <i>Pages</i> |
|---|---|--|---------------|
| Maintain fair practices in the complaints and discipline management processes. | Principles of natural justice are applied in processes. | External review sought in one matter; this was yet to be finalised as of year's end. | 35 |
| Enhance student safety in schools. | A national review of Criminal History screening processes is actively participated in. | Participated in national evaluation of the trial of the Exchange of Criminal History Information for People Working with Children (ECHIPWC). | 32 |
| | Amendments to relevant sections of the <i>Education (QCT) Act 2005</i> are investigated by QCT. | Provided input into the <i>Education and Training Legislation Amendment Act 2011</i> . | 35 |
| <i>Goal 3: Engaging and influencing stakeholders</i> | | | |
| Promote an understanding and acceptance of the vision, goals and objectives of the QCT. | Chief Executives of major stakeholder groups are satisfied with the performance of the QCT. Meetings are held with Chief Executives of major employing sectors, parent groups and teacher unions. | Level of satisfaction of major stakeholders very high. | 8, 49 - 50 |
| | | Regular meetings held with Chief Executives. | 8, 49 - 50 |
| Provide expert and authoritative advice on teacher regulatory matters. | Director General, DET is satisfied with quality of advice provided by QCT. | Briefing papers sent were accepted. | 32 |
| Consult and collaboratively work with the profession. | Stakeholder engagement plan is developed and implemented. | Regular meetings held with stakeholder groups. | 8, 49 - 50 |
| Promote the profession using various means. | World Teachers' Day is promoted annually and other promotional activities such as teacher research grants, teaching excellence awards, etc. are engaged in. | World Teachers' Day promoted, research grants provided, teaching excellence awards made. | 38 - 40 |
| <i>Goal 4: Enhancing organisational performance</i> | | | |
| Review systems and processes for initial registration activities. | Business processes and IT processes are developed to integrate the pre-registration test in the registration process for aspiring primary teachers. | Significant work undertaken in realigning business processes and effecting enhancements to IT systems to ensure that QCT is business ready. | 31, 49 |

| <i>Objectives</i> | <i>Performance indicators</i> | <i>Achievements</i> | <i>Pages</i> |
|--|--|--|--------------|
| Provide efficient and effective customer service. | Benchmarks are established and subsequent performance shows improvement. | Business processes reviewed to ensure efficient and effective service delivery and increased reliance on electronic communications. Customer service statistical reports established. | 41 |
| Establish and maintain a positive workplace culture. | QPASS results are favourable. | QPASS not undertaken in 2011 (undertaken every second year). | N/A |
| | State of the Service Outcomes for QCT are favourable. | State of the Service survey not undertaken in 2011 (undertaken every second year). | N/A |
| Improve corporate governance. | A risk management framework is developed, implemented and reported on regularly. | External consultants assisted in development of a Risk Management Framework tailored to the QCT's processes and regular reporting commenced by year's end. | 49 |
| | Internal audit plan is developed, implemented and reported on. | Internal audit conducted and recommendations in the process of being implemented as at year's end. | 49 |
| | | Clean audit opinion issued. | 49 |
| Maintain a high level of Board performance. | Results of internal evaluation are favourable. | Member evaluations of meetings are very positive. | 44 |
| | Results of external Board review are favourable. | External evaluation not undertaken in 2011. | N/A |
| <i>Goal 5: Ensuring financial stability and sustainability to accomplish our current and future objectives</i> | | | |
| Build financial capacity. | Criminal History Check investment targets are achieved. | Obligations adequately covered in terms of investment policy. | 47 |
| | A plan is developed for the location of the QCT office post-2012. | Premises strategy endorsed by Board and being actioned as of year's end. | 50 |
| | Out-years financial plan is developed. | Out-years financial plan developed and submitted to the Board. | 47 |
| | An unqualified external audit report is received. | Clean audit opinion issued. | 49 |
| Establishment of 2012 - 2014 QCT Board. | 2012 - 2014 Board members are formally appointed before the end of 2011. | Election and nomination of Board members completed – all members formally appointed 9 December. | 45 |
| Ensure annual budgets are aligned to strategic priorities and projects. | QCT activities are aligned with Strategic Plan and are achieved within allocated budget. | Full year financial result versus budget favourable. | 47 |

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 2011, as compared with the previous four years. At the end of 2011 the Register contained the names of 97,098 approved teachers.

Table 2: Register of teachers in Queensland 2007–2011

| | 2007 | 2008 | 2009 | 2010 | 2011 |
|--|--------|---------|--------|----------|--------|
| Number of approved teachers as at 31 December | 94,818 | 96, 985 | 98,429 | 97,086 | 97,098 |
| Number of new applications for teacher registration received | 6,189 | 6,819 | 6,651 | 7,440 | 6,410 |
| Applications for teacher registration in progress as at 31 Dec* | 1,288 | 1,158 | 1,660 | 1,388 | 1,138 |
| Applications for teacher registration refused | 84 | 119 | 73 | 102 | 117 |
| Applications for teacher registration withdrawn | 51 | 160 | 32 | 265 | 258 |
| Applications for teacher registration approved (including Permission to Teach) | # | # | 5,770 | 6,790 | 6,398 |
| Applications for renewal/restoration of registration received | n/a | n/a | n/a | 59,079** | 21,940 |
| Applications for renewal/restoration of registration processed | n/a | n/a | n/a | 38,800 | 31,111 |
| Applications for renewal/restoration in progress as at 31 Dec | n/a | n/a | n/a | n/a | 347 |

* Includes applications from graduates received at the end of 2011 but awaiting confirmation of course results early in 2012.

** In 2010 this figure was calculated on only the form being received. An application for renewal/restoration is now counted when the form and fee have been received.

Figure not available.

n/a Not applicable.

The QCT received a total of 6,410 applications for teacher registration, including 1,279 from teachers whose initial teaching qualification was completed interstate and 973 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. The spike in the total number of applications received in 2010 compared to other years can be attributed to a cohort of provisionally registered teachers coming to the end of their second period of provisional registration in 2009 and consequently re-applying for registration in 2010.

During 2011 a total of 509 provisionally registered teachers had their extended period of provisional registration come to an end; these teachers needed to re-apply for teacher registration to remain registered. Of this group 416 did not re-apply for registration by 31 December 2011 and their names were removed from the register of teachers in Queensland.

Registration status

During 2011, 3,134 provisionally registered teachers gained full registration. Of the total number of registered teachers as at 31 December, 14.6 per cent had provisional registration and the remainder had full registration. In comparison to 2010 the proportions of registered teachers with provisional registration and full registration have remained constant.

Location and employment

Approximately 95.6 per cent of registered teachers have Queensland addresses, while 3.3 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 2011, 62 per cent of registered teachers were known to be employed in permanent or long-term temporary teaching positions in Queensland schools. Just over one percent 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 (e.g. curriculum development, system administration, education programs in cultural institutions); teachers teaching interstate or overseas; as well as retired teachers and those in other fields of employment who maintain teacher registration for a variety of reasons.

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 |
|---------------------|---------|
| Non State Primary | 15.6% |
| Non State Secondary | 16.8% |
| State Primary | 43.3% |
| State Secondary | 24.3% |

Of those teaching in schools, about 93 per cent held full registration and 7 per cent held provisional registration. This proportion has remained steady when compared to 2010.

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 33.3 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 – 2007–2011

| <i>Average age of:</i> | <i>2007</i> | <i>2008</i> | <i>2009</i> | <i>2010</i> | <i>2011</i> |
|-----------------------------------|-------------|-------------|-------------|-------------|-------------|
| All applicants | 33.8 | 33.4 | 33 | 33.1 | 33.3 |
| Male applicants | 35.4 | 34.8 | 34.7 | 35.1 | 34.9 |
| Female applicants | 33.1 | 33.0 | 32.5 | 32.5 | 32.8 |
| Approved teachers on the register | 44.3 | 44.4 | 43.6 | 43.7 | 43.7 |

Table 5 shows the age profile and gender breakdown of approved teachers by age group. Overall, three-quarters (75.2 per cent) of teachers on the register are female.

Table 5: Age profile of approved teachers

| <i>Age group</i> | <i>Proportion of approved teachers</i> | <i>Male</i> | <i>Female</i> |
|------------------|--|-------------|---------------|
| 0-24 | 4.6% | 18.0% | 82.0% |
| 25-29 | 11.2% | 20.5% | 79.5% |
| 30-34 | 12.1% | 23.2% | 76.8% |
| 35-39 | 11.7% | 22.9% | 77.1% |
| 40-44 | 12.9% | 23.3% | 76.7% |
| 45-49 | 11.9% | 24.4% | 75.6% |
| 50-54 | 12.7% | 26.4% | 73.6% |
| 55-59 | 12.0% | 29.2% | 70.8% |
| Over 60 | 10.9% | 35.2% | 64.8% |

Qualifications

The great majority of registered teachers (85 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 6 and 7 indicate the qualifications of registered teachers overall and by age group.

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

| Qualification | Initial teaching qualification | Total qualifications |
|---------------|--------------------------------|----------------------|
| 4 years + | 35% | 85% |
| 3 years | 32% | 13% |
| Other | 32% | 2% |

Table 7: 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 | 0% | 0% | 100% |
| 25-29 | 0% | 1% | 99% |
| 30-34 | 0% | 1% | 99% |
| 35-39 | 1% | 8% | 91% |
| 40-44 | 1% | 19% | 80% |
| 45-49 | 1% | 22% | 77% |
| 50-54 | 1% | 24% | 75% |
| 55-59 | 2% | 23% | 75% |
| Over 60 | 14% | 11% | 75% |

Mutual recognition

Under the provisions of the Mutual Recognition Acts, the teacher registration authorities in Queensland, Tasmania, South Australia, Victoria, Western Australia, the Northern Territory and most recently the Australian Capital 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 2011 is shown in Table 8.

Table 8: Numbers of teachers granted registration under mutual recognition

| Origin | Number |
|--------------------|--------|
| Victoria | 216 |
| New Zealand | 241 |
| Western Australia | 89 |
| Northern Territory | 74 |
| South Australia | 72 |
| Tasmania | 41 |
| TOTAL | 733 |

The total represents a slight increase of 0.7 percent on the figure for the previous year of teachers granted registration under mutual recognition.

Recognition of teachers from overseas

The Queensland Multicultural Policy (2011) 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 2011, the QCT received a total of 973 applications from teachers whose initial teacher education was undertaken outside Australia (an increase of 11 percent from the previous year). The number of applications received from overseas teachers represented 15 percent of the total applications received in 2011 (an increase from 11.8 in 2010).

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 qualifications were assessed by QCT staff after taking into account advice from Australian Education International – National Office of Overseas Skills Recognition (AEI-NOOSR) and information in a range of resources, 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. This policy was reviewed in 2011 to align with nationally consistent registration processes.

During 2011, 560 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 2011 21 such applications, five of which were considered by the Registration Committee, were assessed. This resulted in 13 applications being approved for provisional registration, one application being approved for full registration and seven applications being refused.

The Registration Committee is a committee of the QCT Board established to consider contentious matters referred to it by the QCT Director. The Registration Committee considered six matters in 2011. In one case, the application or request was granted and in the other cases the application or request was not granted. Of the five not granted, one related to a request for acceptance of English language proficiency without the requirement to undertake a formal assessment, and four 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 permission to teach (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 2011, 39 applications for PTT were approved, compared with 43 in 2010 and 46 in 2009. Thirty-four people approved for PTT in 2011 were enrolled in initial 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 46 per cent of PTTs granted were for rural or remote areas, 36 per cent for provincial areas and the remainder for metropolitan areas. Fifty-nine percent of PTTs granted were 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) can consider additional material to that on which the original QCT decision was based. The 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.

Twelve decisions about persons' registration were considered by the IRC in 2011. There were four cases where the IRC recommended substituting another decision for the original decision. In one of the four cases, the recommended decision by the IRC was amended by the Board.

Renewal of registration

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.

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 restoration provisions of the Act took effect for the first time on 1 January 2011. 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.

During 2011, and following the learnings and success of the inaugural 2010 renewal project, the application process for renewing teachers was continuously monitored and processes refined. In 2011 4,693 teachers were advised that their five-year period of full 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.

In 2011 21,940 applications for renewal or restoration of registration were received and 31,111 were processed. These figures include the work undertaken on those applications for renewal and restoration from the large cohort of approximately 70,000 fully registered teachers whose five-year period of registration came to an end on 31 December 2010 as well as those due for renewal in 2011.

‘Returning to Teaching’ conditions

Where a fully registered teacher applies for renewal or restoration of registration at the end of their five-year period 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.

In 2011 5,076 renewing teachers had an RTT condition applied to their teacher registration. By the end of 2011 10,509 teachers’ registration was subject to an RTT condition. Should they wish to continue or return to teaching in a Queensland school they will be required to complete a 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.

Just under 1,000 applications to review an RTT condition were received and dealt with in 2011. Of these, 54 per cent had satisfied their RTT condition, 28 per cent had the RTT condition removed or omitted as they met recency of practice requirements, and 6 per cent had their application for review to cancel the RTT condition refused; the remainder were, at the close of the year, awaiting a determination on their request for review.



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* and their use across their career continuum.

This interaction begins at university and during 2011 the QCT visited various university campuses, including those in regional areas. Sessions focused on understanding the *Professional Standards for Queensland Teachers* as a central reflective framework and modelling their use to reflect on, plan and develop teachers' teaching knowledge and practice across their careers. Fourteen sessions were provided across 11 campuses, involving both undergraduate and graduate-entry students.

The Professional Standards Unit personnel also delivered a series of 26 workshops and information sessions for provisionally and fully registered teachers in 13 locations throughout Queensland. In total, 698 teachers attended the workshops, with 355 attending the Continuing Professional Development (CPD) information sessions and 343 the workshops on provisional registration. Approximately 25 per cent of teachers in both groups identified themselves as supply teachers. Evaluations indicated participants' level of understanding exceeded 80% upon workshop completion.

The QCT sees the period of provisional registration as a supported introduction to the teaching profession. The purpose of the provisionally registered teachers' workshops was to inform teachers and their school-based supporters about moving from provisional to full registration and the role of the *Professional Standards for Queensland Teachers*. These sessions focused on understanding the *Professional Standards for Queensland Teachers* as a reflective framework and the requirements for progression from provisional to full registration. Advice was provided about features of the process including

examples of practice, the culminating judgment and recommendation.

The purpose of the CPD workshops was to engage fully registered teachers with the process and requirements for renewal of registration, including the CPD Framework.

Renewal of full registration and the Continuing Professional Development Framework

The QCT has developed a *Continuing Professional Development (CPD) Framework* which outlines requirements for renewal of registration. Approved by the QCT Board in 2008, the Framework commenced implementation from the beginning of 2010.

The Framework recognises the importance of teachers' engagement in continued professional development and 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, for renewal of their registration, 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 pupil-free days.

Some schools and systems have specifically revised their performance development systems to align with the CPD Framework and such aligned arrangements are formally acknowledged by the QCT. Aligned arrangements enable schools and systems to enhance their processes and teachers to benefit by meeting the CPD requirements of both school or system and the QCT through a single process. The QCT regularly monitors these arrangements.

During 2011, in response to a legislative amendment in 2010, the Board of the QCT developed a policy to recognise other experience that is the equivalent of teaching in a Queensland school for purposes of recency of practice. This provides for greater flexibility in considering the experience of fully registered teachers in schools interstate and overseas as well as some other settings.

The QCT's policy on the auditing of teachers' CPD at renewal of registration was also finalised in 2011 and a process for implementation developed. Under this policy, at the time of renewal of registration, the QCT will conduct an audit of random samples of registered teachers and request that they supply records and evidence of their CPD and hours of teaching. The audit will be used in making decisions about renewal of a teacher's registration, including, for example, whether registration will be renewed with a condition.

During 2011 communication with teachers and other stakeholders continued and included an updated Renewal of Registration Fact Sheet, email communication and presentations about requirements for renewal of registration, relevant policies and available information resources. The CPD activities and resources section of the website was enhanced to facilitate access by teachers.

Returning to Teaching programs

In 2011, 616 teachers completed approved 'Returning to Teaching' professional development programs. Participant feedback received by the QCT and providers informed a Returning to Teaching Program Reflection held in November. The reflection considered the perspectives of both providers and Returning to Teaching approval panel members in assessing the efficacy of the Returning to Teaching program approval processes and guidelines.

Responses from both providers and participants indicated the courses are meeting the intent of the registration condition. The enthusiasm of the Returning to Teaching providers and the positive impact of the programs on returning teachers and ultimately student outcomes were highlighted during the reflection process.

Whilst current programs have been given approval for three years from the original date of approval, the program providers have demonstrated a strong commitment to work with the QCT to ensure programs are current and benefitting teachers. The flexibility of the Returning to Teaching providers to meet the needs of returning teachers, with a particular emphasis on the up-skilling of some course participants' use of technology, was noted as another success of the Returning to Teaching programs.

Teacher education program consultation and approval

The QCT's *Program Approval Guidelines* inform the approval of initial teacher education programs for Queensland higher education institutions. The *Guidelines* provide a framework for 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 and other requirements.

The *Program Approval Guidelines* include the graduate level of the *Professional Standards for Queensland Teachers*, as well as mandatory program requirements in areas such as entry requirements, program design and professional experience. In 2011, the Professional Standards Committee endorsed several changes to the *Guidelines* to introduce the recommendations



from the Queensland Government's Review of Teacher Education and School Induction, update current priorities and introduce new entry requirements in mathematics and science for undergraduate teacher education programs.

Approval of initial 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 enable 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 higher education institution before making a recommendation to the QCT's Professional Standards Committee about approval. The panels comprise representatives of the Professional Standards Committee, teachers and principals, teacher employers, higher education institutions and the QCT.

Phase Two of the approval process involves a review of programs following completion of the first full program cycle. This process is consultative, involving 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 higher education institution 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 QCT's *Program Approval Guidelines* are available on the QCT website under 'Teacher Education'.

As part of the move towards national teacher professional standards and nationally consistent registration processes, standards and procedures for the accreditation of initial teacher education programs in Australia were endorsed by all state and territories in 2011. In accordance with the

transition plan developed by the QCT, 2012 will be a transition year with full implementation by 2013.

During 2011, programs from the Australian Catholic University, Central Queensland University, Griffith University, James Cook University, Queensland University of Technology, University of the Sunshine Coast, University of Queensland and the University of Southern Queensland were considered by the QCT.

The QCT granted Phase One approval to two undergraduate initial teacher education programs and Phase Two approval to six initial teacher education programs. Additionally, a number of significant changes to programs were considered by program panels.

As a part of the implementation of national standards and procedures for the accreditation of initial teacher education programs, graduate-entry programs will need to be the equivalent of two years' full-time duration. The implication of this for higher education institutions is that new programs will need to be developed and for the QCT that these new programs will need to be accredited. The QCT, through its Professional Standards Committee, developed agreed timelines for the transition to implementation of national standards and requirements, which is reflected in a number of graduate-entry programs being given extensions of approval pending the development of new programs to meet the national requirements.

During 2011, extensions of approval were endorsed for 17 programs to enable program redevelopment to meet the incoming national requirements.

The relevant program panels visited the Australian Catholic University Banyo and the University of Southern Queensland campuses as part of consideration of programs for Phase Two Approval in 2011. 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 at all Queensland Higher Education Institutions in 2010 were considered by program panels during 2011.

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.

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

Internships authorisations issued

An internship is an advanced professional experience which provides a transition into the teaching profession. Pre-service teachers who undertake an internship are supported by a mentor teacher while they plan and implement a teaching program equivalent to a half teaching load.

The QCT is supportive of higher education institutions in Queensland offering internships in schools as part of the final year of initial teacher education programs. Internships need to be authorised by the QCT by virtue of the fact that the interns are not directly supervised by a registered teacher.

In 2011 a total of 1723 final year students undertook teaching internships under authorisation. The participating Queensland higher education institutions were Australian Catholic University (55 students), Central Queensland University (216 students), Christian Heritage College (27 students), Griffith University (376 students), Queensland University of Technology (463 students), the University of Queensland (254 students), University of Southern Queensland (329 students) and the University of the Sunshine Coast (3 students).

Research

The QCT's research involvement in 2011 focused on the following projects:

1. An investigation of best practice in evidence-based assessment within teacher education programs and other professions.

The aim of this research project was to investigate ways to ensure the validity, reliability and consistency of the assessment of pre-service teachers against the graduate level *Professional Standards for Queensland Teachers* within the range of teacher education programs currently offered by Queensland higher education institutions.

A team from The University of Queensland successfully tendered for the project and delivered a final report in December 2011 after consulting and engaging with a range of key stakeholders. This project is intended to inform the later development of assessment instruments based on common principles, and moderation processes, to assist higher education institutions to make consistent judgments of pre-service teachers' demonstrable knowledge and skills.

The report will be published on the QCT website in 2012.

2. Audit of registered teachers' Continuing Professional Development

The CPD Audit research project undertaken in 2010 - 2011 was developed as a sub-activity of the inaugural renewal process. The audit process and evaluation of submitted material informed the development of new policies and processes which were endorsed by the Board in 2011. It also provided the basis for re-developing information for, and communication with, teachers about renewal and the CPD requirements

Audits of randomly selected fully registered renewing teachers will continue throughout 2012 and will be monitored to provide a better foundation for review of policies and practices and to enable ongoing opportunities to engage with teachers about their continuing professional development.

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

The QCT continued its participation as an industry partner in this Australian Research Council linkage project in 2011 including through a joint presentation at the annual Australian Teacher Education Association conference in July and by disseminating a pilot survey of recent graduate teachers in early December.

4. The transition from pre-service teacher to early career teacher: the impact of a university-school teacher preparation partnership.

The QCT is partnering with Griffith University and the Department of Education and Training in a small pilot study (2011 - 2012) to investigate the impact of a planned university-school induction partnership on professional competence, satisfaction and career aspirations of beginning teachers.

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

The review of teacher education and school induction was one proposal of the Queensland Government's 2010 *A Flying Start for Queensland Children* green paper. The two reports of the review provided a total of 65 recommendations to the Minister for Education and Industrial Relations. The Government agreed to the immediate implementation of 24 recommendations, with the remaining 41 referred to a Teacher Education Implementation Taskforce for further analysis and development of an implementation plan. The QCT and other major education stakeholders were represented on the Taskforce, which will report to the Minister in January 2012.

The QCT was assigned responsibility for 16 of the recommendations for immediate implementation. The QCT amended its *Program Approval Guidelines*, which set requirements for approval of initial teacher education programs, to embed the recommendations and conducted a mapping exercise with Higher Education Institutions to determine to what extent current programs were meeting the recommendations. Timelines were set for higher education institutions to meet the new requirements for new and existing programs.

In response to one of the recommendations, the QCT commissioned and funded a research project to investigate best practice in evidence-based assessment of graduating pre-service teachers against professional standards. This will provide a platform for further work in the area of assessment that will promote confidence in the quality of graduate teachers.

The QCT submitted a report to the Taskforce on 30 September 2011 outlining progress made on the implementation of these recommendations. At its meeting in November, the Taskforce was also provided with preliminary findings of the research into evidence-based assessment within teacher education that had been commissioned by the QCT.

Queensland Education Performance Review

The QCT was tasked in 2009 with progressing the following two of the nine key actions arising from the Queensland Government's response to the Queensland Education Performance Review (Masters Report¹):

- 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 2011 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.

Prior to implementation of live testing in 2012, field trialling was conducted in March 2011 with a total of 483 participants in designated test centres at Brisbane, Gold Coast, Cairns and Toowoomba. As well as collecting data to establish the psychometric properties of test items, the field-trialling also tested all aspects of test delivery, administration and candidate services. The QCT team worked with the expert Item Review and Advisory Panel to consider data from field-trialling and to provide advice regarding the setting of benchmarks for successful performance on the pre-registration test.

The *Framework for Advanced Professional Development* has been developed and distributed and is available on the QCT website. Endorsement panels have been established and trained, and the first modules endorsed and advised via the QCT website. Work will continue on encouraging the development of modules and their endorsement as well as raising awareness with the cohort of stakeholders.

¹ The 2009 Report, *A Shared Challenge: Improving Literacy, Numeracy and Science Learning in Queensland Primary Schools*, by Professor Geoff Masters, made five recommendations to improve the performance of Queensland primary schools in literacy, numeracy and science.

The national context

The QCT has continued to play a significant role in 2011 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 the National Professional Standards for Teachers and a national system for the accreditation of initial teacher education programs.

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 participate in the ATRA networks related to legal and professional conduct, professional learning, professional standards, registration and initial teacher education. QCT officers commenced chairing the ATRA Initial Teacher Education Network from November 2011.

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

During 2011, the QCT contributed to the work of the Australian Institute for Teaching and School Leadership (AITSL) in the areas of national

professional standards for teachers, accreditation of initial teacher education programs and the elements of nationally consistent teacher registration. The QCT developed a plan for transition to implementation of the national standards and processes during 2011 and advised all relevant stakeholders accordingly. Some minor legislative amendments were identified as a necessary precursor to implementation and these will be progressed during 2012.

The National Professional Standards for Teachers were endorsed by the Ministerial Council for Education, Early Childhood Development and Youth Affairs (MCEECDYA) in December 2010. During 2011 the QCT's *Professional Standards for Queensland Teachers* continued to be used for teacher registration purposes in Queensland and this generally will be the case for 2012, designated as a transition year.

In April 2011 standards and procedures for the accreditation of initial teacher education programs in Australia were endorsed by MCEECDYA. Under the new system, the QCT will continue to undertake the accreditation process for Queensland initial teacher education programs, but will use the national standards and procedures. 2012 will be a transition year and full implementation of the national standards and procedures will occur by 2013.

AITSL commissioned ACER, in partnership with the QCT, NSWIT and VIT, to develop and implement training in the national requirements and system for accreditation panel members. Two two-day training sessions were held in November for nominees from all states and territories. The Queensland representatives were nominated by teacher employers, teacher unions, teacher professional associations and higher education institutions. Five QCT staff members were involved as trainers or participants.

The elements of nationally consistent registration were endorsed by MCEECDYA in October 2011. This will require amendment to a range of QCT policies during 2012, with implementation generally from 2013. See also 'English language proficiency requirements on application for teacher registration' in the section below on **Protecting the public and the profession**.

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 2011 'suitability to teach' assessments were undertaken on 2,593 applications (2,257 applications for renewal and 336 applications for teacher registration) as a result of criminal history information which related largely to traffic and minor criminal matters. Of those, 62 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 2011 the QCT received 51 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 of 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 2011, 45 notifications were received from the Commissioner of Police. These resulted in the suspension of seven 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 QCT determined to take no further action in regard to 11 notifications. The remaining notifications were referred to the PP&C Committee or at year's end still awaited 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 2011, 163 notifications were received from employing authorities. Arising from these, the QCT suspended the registration of two teachers believed to pose an imminent risk of harm to children, and authorised four disciplinary investigations. The increase in notifications compared with the 92 received in 2010 resulted from employing authority compliance with legislative amendment requiring notification of the completion, for any reason, of an employing authority's investigation into allegations against a teacher of harm to a child.

Some of the notifications were referred directly to a disciplinary committee. In other cases a determination was made that no further action was required. Some cases were awaiting further information, the completion of employing authority investigation or the outcome of 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 2011 the QCT received eight complaints against approved teachers. The QCT refused to deal with three of these complaints. It suspended the registration of one teacher and authorised a disciplinary investigation into that complaint. Reports on three matters have been finalised and are currently being considered and one matter requires further enquiry.

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. Five disciplinary investigations were authorised in 2011 and five investigations finalised. There were five open investigations at the end of 2011. In addition, seven matters were reported directly to disciplinary committees and 79 employing authority investigations were reviewed and assessed for no disciplinary action by the QCT.

Disciplinary Committees

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

In 2011 36 new disciplinary matters were referred to the PP&C Committee. The PP&C Committee determined as follows on these matters: that grounds for disciplinary action did not exist in one matter; to take no further action against the teacher in twelve matters; to take minor disciplinary action in fifteen matters; and to refer six matters to the QCAT. The remaining two matters were yet to be determined by the PP&C at year's end.

Queensland Civil and Administrative Tribunal (QCAT)

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 2011 there were 36 open disciplinary matters listed before QCAT. The QCT referred 20 new disciplinary matters to the QCAT in 2011, compared to 38 matters referred in 2010.

In 2011 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 seventeen 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 one teacher. 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 27 open disciplinary matters were listed before the QCAT.

Internal 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 initially 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 2011 the IRC did not receive any applications for review of decisions made by the PP&C Committee or the STT Committee.

External reviews/appeals

A person may seek external review by QCAT against a decision of the QCT relating to registration, Permission to Teach, disciplinary action or initial teacher education programs. A person can also appeal a disciplinary order of QCAT.

In 2011 external review was sought in one matter and another matter has been appealed. Both matters are yet to be finalised.

Legislative amendment

The *Education and Training Legislation Amendment Act 2011* (ETLAA) amended the *Education (Queensland College of Teachers) Act 2005* (the Act) to expand the requirement to cancel a teacher's registration in circumstances of a conviction for a serious offence (a serious offence is defined and detailed in the *Commission for Children and Young People and Child Guardian Act 2000*).

Amendments also provided for persons convicted of a serious offence and sentenced to imprisonment to be permanently excluded from applying for registration and for other persons applying for registration with a serious offence conviction to apply for an *eligibility declaration* to enable an application for registration to be made. The amendments also require the QCT to give to currently registered teachers with a conviction for a serious offence a notice to show cause as to why their registration should not be cancelled.

The ETLAA amendments are expected to come into effect in early 2012.

Policy implementation and review

Proof of identity

Applicants for teacher registration in Queensland must provide sufficient 'proof of identity' documents to allow the QCT to verify the applicant's identity.

The QCT's 'proof of identity' system must be robust, reliable and based on contemporary best practice standards. Confirming an applicant's identity is a requirement for undertaking an accurate national criminal record check.



In 2011 the QCT reviewed and clarified the proof of identity documents required on application to ensure that the QCT maintains contemporary standards. The changes to documentation required for proof of identity were introduced in July.

English language proficiency requirements on application for teacher registration

Under the *Education (Queensland College of Teachers) Act 2005* (the Act), a person must meet eligibility and professional practice requirements to be eligible for registration. The *Education (Queensland College of Teachers) Regulation 2005* (the Regulation) specifies 'the ability to communicate in spoken and written English at a professional level with students, parents, teachers and other persons' as a professional practice requirement.

In March the QCT Board determined that from 1 January 2012 the minimum requirements for English language proficiency would align with nationally consistent registration processes. This includes removing South Africa as an exempt country and increasing the level of result required on some tests.

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 2011 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

In 2011 the QCT finalised the *Compliance Management Strategy* and implemented the *2011 Compliance Management Plan* 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.

Annual census

The QCT conducted the 2011 annual census of teachers in schools from 15 - 17 June via the QCT's web-based Employer Services. Principals were sent emails 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 1642 schools (92.5 per cent of the total number of schools) had completed a census return, down half a percentage point from the previous year.

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 2011. 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 enhances compliance with the Act by assisting principals to ensure that all teachers employed at their schools have current registration or Permission to Teach.

In 2011 the QCT issued advice to 26 schools and employing authorities and 34 individuals about complying with the requirement under sections 82 and 83 of the Act that only approved teachers may be employed as teachers. An investigation was commenced against one employing authority and one investigation against an employing authority was finalised.



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 second month to all teachers for whom the QCT holds an email address. The purpose of the eNews is to advise teachers of matters concerning their teacher registration and forthcoming events that may be of interest to them, and to update them on QCT activities and recent publications from the QCT.

National magazine

Starting in 2010 the QCT participated with other state teacher regulatory bodies in Australia 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. Two issues of *Inside Teaching* were published in 2011, in April and June.

Unfortunately, due to financial issues, publication of the magazine ceased with the June 2011 issue. All six issues of *Inside Teaching* published in 2010 – 2011 can be accessed on the QCT website.

World Teachers' Day–Friday 28 October 2011



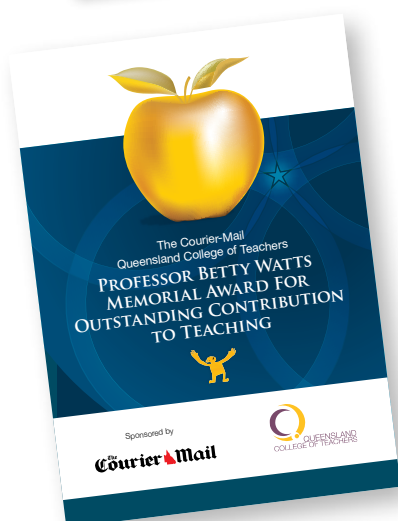
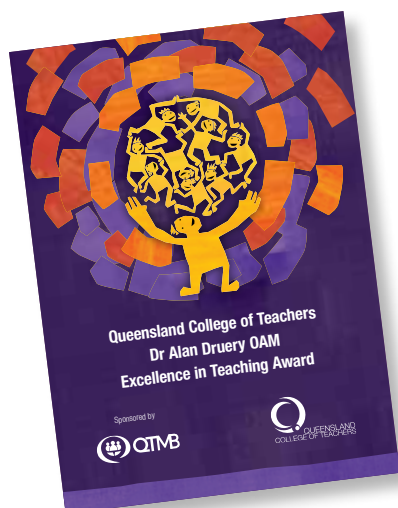
Above: QCT World Teachers' Day poster

The QCT's World Teachers' Day theme for 2011 was 'Teachers Inspire', acknowledging the particularly challenging start to the year for our communities. In classrooms all over Queensland, teachers kept teaching when facilities, resources and years of precious work had been destroyed through natural disasters – some carrying on even when their own homes were destroyed, while others encouraged their school communities to help those in need. Others invested a great deal of their own time to stay at the forefront of their practices through professional development, training and fulfilling all that is required to make our educators among the world's best.

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.

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. An array of downloadable appreciation certificates has been introduced to encourage students and parents to thank their teachers.



Above: World Teachers' Day Badge

Awards for Excellence in Teaching

The QCT's Excellence in Teaching Awards were introduced in 2009 with two awards named after eminent Queensland educators: *The Alan Druery OAM Excellence in Teaching Award* for inspirational Queensland teachers and the *Dr Roger Hunter Excellence in Beginning to Teach Award* for teachers with up to four years' experience. The awards focus on individual or school achievements, innovation and creativity leading to effective student learning outcomes, and professional relationships within the school community.

A new award was established in 2011 to recognise teachers who have enriched the profession with an outstanding history of service: *The Professor Betty H Watts OBE Memorial Award for an Outstanding Contribution to Teaching* honours the memory of Emeritus Professor Betty Hazel Watts OBE (1928 - 2003). A former primary school teacher, Professor Watts was twice Chairman of the Board of Teacher Education, a predecessor to the QCT. Her eminent career included many years as a researcher and teacher at the University of Queensland, with a particular focus on Aboriginal education and special education. Betty Watts had a great influence on the development of the teaching profession in Queensland and was awarded the Order of the British Empire – Officer (Civil) in 1976 for her service to education. The new QCT award was presented on its inaugural occasion by The University of Queensland's Professor Robert Lingard and News Queensland's Editor-in-Chief, David Fagan.

All three awards honour long-serving members of the Boards of the Queensland College of Teachers or its predecessors, whose contributions to education in various capacities helped shape the success of our state's world-class education system. Winners of each category received \$5000 for professional development. Professional development grants of \$500 were awarded to 13 finalists in the Excellence in Teaching and Excellence in Beginning to Teach categories.

Nominations for 2011 opened in early May and closed in mid-July. The awards were open to registered Queensland teachers from government, Catholic and independent schools and were 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.

Seventeen teachers named as finalists in the three categories celebrated World Teachers' Day at Parliament House with the Hon Cameron Dick MP, Minister for Education and Industrial Relations. Principal of Beenleigh Special School and awards MC, Roselynn Anderson, presented the Minister with a World Teachers' Day badge on behalf of the profession. An instrumental strings ensemble from Hilder Road State School entertained guests with a commendable performance.



Top from left to right: Dr Joe McCorley, Chairperson; Sister Elvera Sesta, Adele Rice, Tarryn Berning, Scott Adamson; audience at Parliament House; Dr Roger Hunter and Dr Alan Druery; instrumental strings ensemble from Hilder Road State School. Bottom: Hon Cameron Dick MP, Adele Rice, David Fagan, Sister Elvera Sesta, Professor Robert Lingard; Professor Betty Watts.

The winners and finalists in the 2011 awards were as follows:

The Courier-Mail Betty Watts Outstanding Contribution to Teaching Award

Adele Rice, Milpera State High School - **Co Winner**

Sister Elvera Sesta, St Rita's College, Clayfield - **Co Winner**

Dr Alan Druery OAM Excellence in Teaching Award (sponsored by QT Mutual Bank)

Scott Adamson, All Hallows School - **Winner**

Amanda Corby, Arundel State School

Cathy Fowler, Kawungan State School, Hervey Bay

Donna Grogan, Mareeba State School

Mark Herriman, The Southport School

Anthony Hillier, Canterbury College

Susan Johnson, Millmerran State P-10 School

Alan Osgarby, Sheldon College

Paul Sochanik, Upper Coomera State College

Maureen Twomey, Assisi Catholic College, Upper Coomera

Dr Roger Hunter Excellence in Beginning to Teach Award (sponsored by TUH)

Tarryn Berning, Payne Road State School - **Winner**

Joni Cameron, Coombabah State High School

Ben Hegerty, Stuartholme School

Adrienne McFarlane, Sheldon College

Tracey Soward-Amalfi, Sarina State High School

Student artworks

As a means of helping to acknowledge the work of teachers, the QCT maintained a 'school showcase' program, displaying works of art by local school students in the QCT's public foyer and its meeting rooms. This program provides a means of publicly celebrating tangible outcomes of the excellent work of Queensland teachers.

During 2011 artwork from Ipswich Girls Grammar School and Brisbane Grammar School was displayed.

Annual lecture

In 2008, 2009 and 2010, the QCT each year convened an invited presentation for teachers on a topical area of particular relevance to the teaching profession. DVDs of the 2008 and 2009 lectures were subsequently distributed to Queensland schools for use as teacher professional development resources.

A recording of the 2010 annual lecture, 'Child protection: Reporting suspected child abuse and neglect', was made available via the QCT website early in 2011. In order for this resource to be used for teacher professional development, reflective questions and activities were devised and included on the website in mid-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 close in April each year. Grants for 2011 were awarded to four teachers – from Aspley State High School, Mooloolaba State School, Stanthorpe State Primary School, and Woorabinda High School – to present papers to the conferences of the Australian Association

of Special Education (Gold Coast, in September), the Australian Science Teachers Association (Darwin, in July) and the Australian Association for Research in Education (Hobart, in November – December).

Customer service

In pursuit of continuous improvements in the QCT's communications with registered teachers, business processes were reviewed to ensure efficient and effective service delivery and to move towards relying on electronic communications where possible.

The natural disasters experienced in Queensland and elsewhere in 2011 created challenges at the beginning of the year with supplies of certificates and cards being disrupted and delays in postal service delivery. Teachers affected were kept up-to-date via email and a "natural disaster" email hotline was established to ensure that teachers personally affected during this time were able to have their teacher registration enquiries fast-tracked and resolved.

In December 2011, new iterations of the *Application for Teacher Registration* and *Application under Mutual Recognition* forms were launched. These new forms have been designed to improve useability for applicants and to align with State and Commonwealth Government policy initiatives in teacher registration.

During 2011 customer service staff in the registration area of the QCT responded to over 46,000 telephone enquiries and 11,195 emails, in the main from registered teachers and applicants.

In any one year the QCT issues to approved teachers notices for: fees (including renewal and restoration fees), registration approvals, certificates and annual registration cards. In 2011 registration staff issued approximately 356,000 such notices.



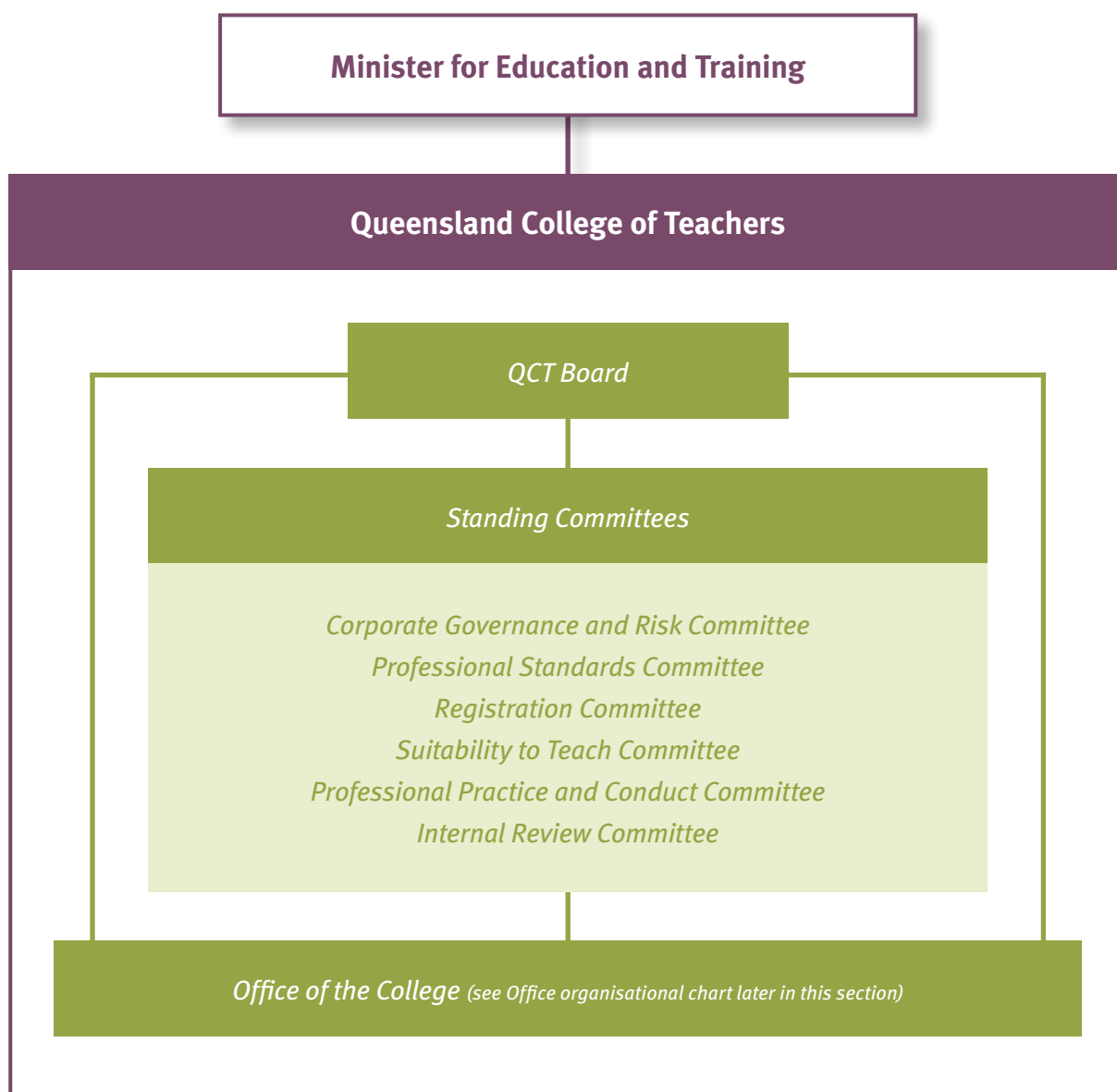
From left to right:
Brisbane Grammar
School artwork
provided by Edward
Watson, Mike Cavaye,
and Aditya Kishore

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 Chairperson, 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 chairperson. Members in 2011 were as follows (an asterisk denotes the member was a registered teacher in 2011):

Chairperson

***Dr Joseph McCorley, OAM**

Coordinator of Faith Education,
Catholic Education Diocese, Rockhampton
Nominee of the Minister

Members

***Mr Craig Allen**

Assistant Director-General, Human Resources,
Department of Education and Training (DET)
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, DET
*Practising teacher nominated by the Queensland
Teachers' Union (Deputy chairperson)*

***Ms Roselynn Anderson**

Principal, special school
Elected practising teacher – state sector

Mr John Beaton

Executive Officer, Federation of Parents and
Friends Associations of Catholic Schools *Joint
Nominee of Federation of Parents and Friends
Associations of Catholic Schools (Qld) and
Qld 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 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 Independent Schools Queensland*

***Mr Kevin Twomey**

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

The Board met 10 times in 2011, holding ordinary meetings monthly from February to November. In addition, a meeting was held in December of a small group of members delegated by the Board to act on its behalf during the summer recess after the November meeting.

Each Board meeting is evaluated by members and results are reported to the Board so that any unfavourable findings can be addressed. Evaluations of meetings in 2011 were generally very positive.

*Queensland College of Teachers Board Meetings:
Member attendance record 2011*

| <i>Name</i> | <i>Feb</i> | <i>Mar</i> | <i>Apr</i> | <i>May</i> | <i>Jun</i> | <i>Jul</i> | <i>Aug</i> | <i>Sept</i> | <i>Oct</i> | <i>Nov</i> |
|----------------------------------|------------|------------|------------|------------|------------|------------|------------|-------------|------------|------------|
| Dr Joe MCCORLEY (Chairperson) | A | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Mr Craig ALLEN | P | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | P | ✓ | ✓ |
| Professor Nola ALLOWAY | ✓ | ✓ | A | ✓ | A | ✓ | ✓ | ✓ | ✓ | ✓ |
| Mr Perry ANDERSON | ✓ | A | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Ms Roselynn ANDERSON | ✓ | ✓ | A | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Mr John BEATON | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | P | ✓ | ✓ |
| Ms Marcia CHOCK MAN | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | A |
| MS Aleisha CONNELLAN | ✓ | ✓ | ✓ | P | P | ✓ | ✓ | ✓ | ✓ | O |
| Mr Greg DONALDSON | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | P |
| Ms Susan FORSYTH | ✓ | A* | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Mr Neville GRAYSON | ✓ | ✓ | ✓ | A | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Mr Mark HOLLANDS | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Dr Roger HUNTER | ✓ | ✓ | ✓ | P | ✓ | ✓ | ✓ | P | ✓ | ✓ |
| Ms Amy LUNNEY | ✓ | ✓ | A | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Mrs Christine ROSENER | ✓ | ✓ | A | ✓ | ✓ | ✓ | ✓ | A | ✓ | A |
| Mr Kevin TWOMEY | P | ✓ | ✓ | P | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Mr Ashley SMITH | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| * Attended by phone for one item | | | | | | | | | | |

✓ – Attendance recorded; A – Apology; P – Attendance by proxy; O – Observer attended in lieu

2011 was the third (final) year of the second term of the QCT Board. In the first half of the year, in preparation for the appointment of a new Board, the Board oversaw the election of three practising teachers to the Board for the 2012-14 term. The election process was very ably undertaken on behalf of the QCT by the Australian Electoral Commission. Given the high costs involved in holding a postal ballot, the Board determined to look into the potential for conducting the next such election, due in 2014, by electronic means. The Minister's Office co-ordinated the process of seeking and receiving nominations from the various entities who nominate members to the Board. Appointments to the Board for the term January 2012 to December 2014 were gazetted on 9 December 2011.

Ministerial directions

One Ministerial direction was received during 2011; this is reproduced at Appendix 3.

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.

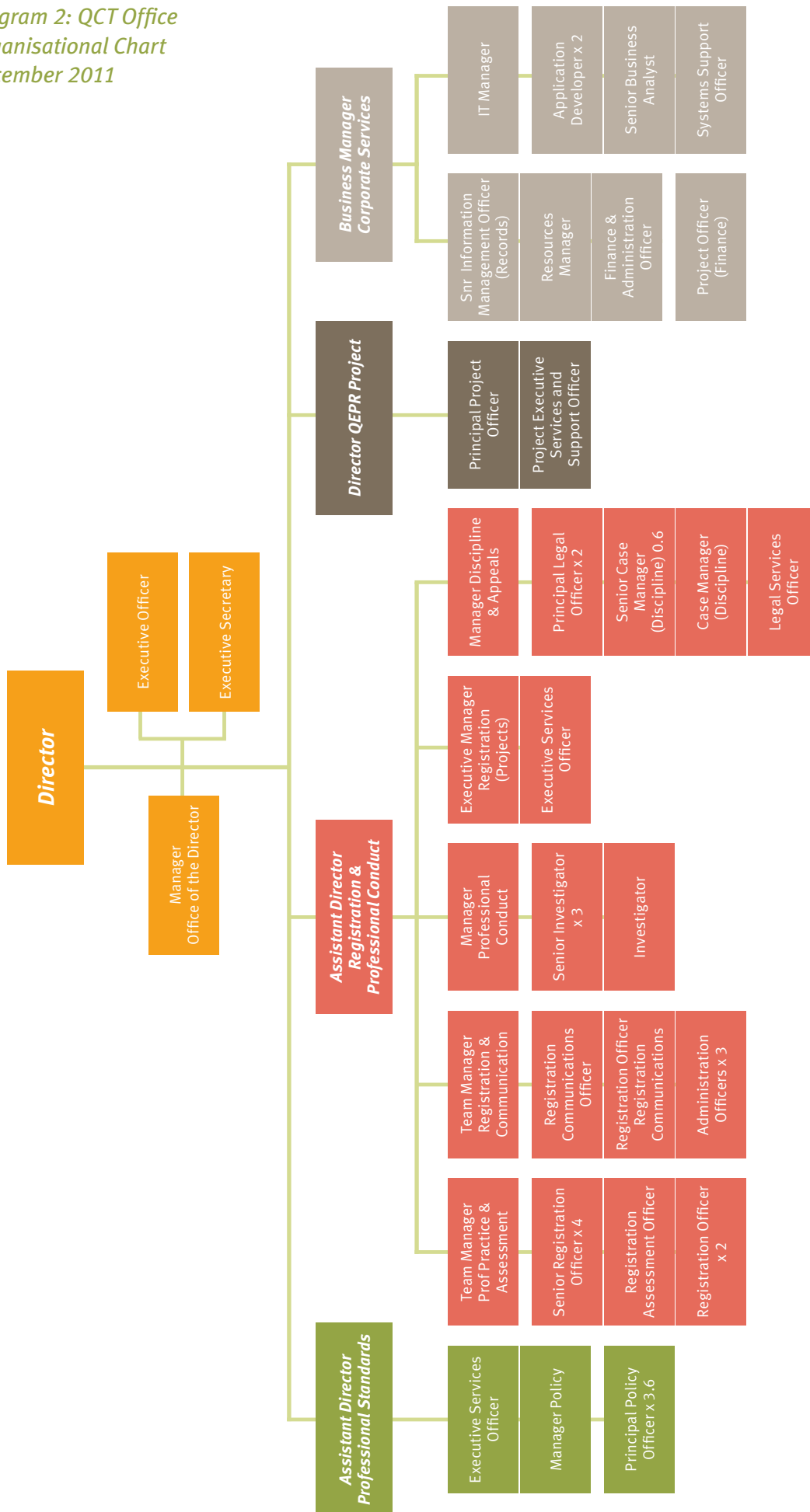
In 2011 the office had four main operational areas: Professional Standards, Registration and Professional Conduct, Corporate Services, and the Office of the Director. The structure of the QCT office is shown in the organisational chart below (Diagram 2).

Executive management

The executive team in the Office in 2011 consisted 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 (until July)
 - Mr Andrew (Drew) Braban LL.M. (Acting from July); and
- the Business Manager, Mr Robert Beazley BCom, BAcc, CA (SA).

Diagram 2: QCT Office
Organisational Chart
December 2011



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. A financial projection covering the next three years is presented to the Board annually.

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

The QCT's longer-term Criminal History Check obligations are funded and backed by a cash investment of \$ 3.16 million, after six years of operation. This provides the one-and-a-half times cover as required in terms of the QCT's investment policy.

Comparison of actual financial results with budget

Provision of the statements below (Statement of Comprehensive Income and Statement of Financial Position) allows comparison of the actual financial results of the operations of the QCT with the Budget papers submitted to the Minister of Education and Industrial Relations prior to the start of the financial period. This is consistent with the Government's commitment to transparent financial reporting.

Statement of Comprehensive Income

for the year ended 31 December 2011

| | Notes | 2011 Actual \$'000 | 2011 Budget \$'000 | Variation % |
|--|-------|-----------------------|-----------------------|----------------|
| <i>Income from Continuing Operations</i> | | | | |
| <i>Revenue</i> | | | | |
| Fees | 1 | 8,606 | 7,109 | -21% |
| Grants and other contributions | | | | |
| Interest | | 474 | 485 | 2% |
| Criminal history checks | | 157 | 149 | -5% |
| Other revenue | 2 | 99 | 31 | -219% |
| Total Income from Continuing Operations | | 9,336 | 7,774 | |
| <i>Expenses from Continuing Operations</i> | | | | |
| Employee expenses | | 5,286 | 5,144 | -3% |
| Supplies and services | 3 | 2,963 | 4,416 | 33% |
| Depreciation and amortisation | | 190 | 225 | 15% |
| Criminal history checks | 4 | 568 | 241 | -135% |
| Total Expenses from Continuing Operations | | 9,008 | 10,026 | |
| Operating Result from Continuing Operations | | 328 | (2,252) | |
| Other Comprehensive Income | | - | - | |
| Total Comprehensive Income/(Loss) | | 328 | (2,252) | |

Statement of Financial Position

as at 31 December 2011

| | Notes | 2011 Actual \$'000 | 2011 Budget \$'000 | Variation % |
|---------------------------------------|-------|-----------------------|-----------------------|----------------|
| <i>Current Assets</i> | | | | |
| Cash and cash equivalents | 5 | 10,071 | 8,061 | -25% |
| Receivables | | 104 | 74 | -41% |
| Other | | 94 | 108 | 13% |
| Total current assets | | 10,269 | 8,243 | |
| <i>Non Current Assets</i> | | | | |
| Intangible assets | 3 | 1,937 | 841 | -130% |
| Plant and equipment | | 326 | 281 | -16% |
| Total non-current assets | | 2,263 | 1,122 | |
| TOTAL ASSETS | | 12,532 | 9,365 | |
| <i>Current liabilities</i> | | | | |
| Payables | 6 | 1,627 | 535 | -204% |
| Accrued employee benefits | | 493 | 509 | 3% |
| Unearned application and renewal fees | 7 | 354 | 844 | 58% |
| Total current liabilities | | 2,474 | 1,888 | |
| NET ASSETS | | 10,058 | 7,477 | |
| <i>Equity</i> | | | | |
| Accumulated Surplus | | 10,058 | 7,477 | -35% |
| TOTAL EQUITY | | 10,058 | 7,477 | |

Notes

1. The variance is mainly due to significant amounts of Fee Income associated with the Renewal of Registration being deferred to the 2011 period which was not envisaged when the budget was prepared.
2. The variance is mainly due to unbudgeted income arising from consulting and copyright fees.
3. The decrease is mainly due to significant amounts of expenditure associated with the preregistration test being capitalised and other associated expenditure being delayed etc.
4. The variance is linked to the deferral of renewal fees mentioned above as significant Criminal History Checks were conducted in 2011 that were not planned for in the original budget.
5. The variance results from the significant underspend and the higher than budgeted levels of payables at year end.
6. The variance is due to significant expenditure being funded during the year and at year end by creditors.
7. The variance is due to better than expected registration activity and higher levels of refunded monies.

Corporate Governance and Risk Committee (CGRC)

The Corporate Governance and Risk Committee monitors compliance with relevant legislation and government policy, ensuring compliance with the QCT'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. No member of the Committee is remunerated.

The CGRC observed its terms of reference and had due regard to Queensland Treasury's audit committee guidelines. The CGRC considered all recommendations of the Queensland Audit Office (QAO) resulting from the 2010 financial year. The only issue of significance involved a change requested by the QAO to the QCT's policy for the recognition of revenue which was accepted by management and incorporated into the Financial Statements as approved and included in the 2010 report.

In 2011 the Internal Audit section of the Department of Education and Training conducted financial compliance and information security audits of the QCT. The recommendations arising from the report of the Internal Audit will be implemented through 2012. Further areas of the QCT's operations as identified will be subject to Internal Audit review in 2012.

The independent audit report on the QCT's financial statements for the year ending 31 December 2011 did not identify any issues to be addressed.

Oversight and management of risks

Following an independent assessment of the Renewal of Registration processes during 2010, which included the QCT's risk management environment, a report was issued containing recommendations to improve risk management at the QCT.

Acting on these recommendations the QCT has developed a risk management framework to formalise a consistent approach to Risk Management across the organisation and has developed appropriate strategies to avoid or mitigate corporate risks identified as part of this process. Risk is reported on quarterly through the Corporate Governance and Risk Committee.

Information communication and technology systems

The QCT began the implementation of enhancements to its core IT system during 2011 to provide the functionality required to allow for the pre-registration testing of aspiring primary teachers.

Funding adequacy

The QCT has established an investment fund to optimise the use of teachers' fees to ensure it can meet its financial responsibilities to conduct criminal history checks of teachers every five years. 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 QCT 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 Chairperson 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.

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 Agency¹ ("CAA"), a shared service provider² 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 2011 and in the light of the floods affecting the Brisbane area early in the year various refinements to the Disaster Recovery Plan are proposed which will be tested in the first half of 2012.

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.

¹ The CAA is part of the Department of Premier and Cabinet and its activities are reported on in that Department's annual report.

² The Shared Service Initiative is a whole-of-Government approach to corporate service delivery. The vision is partnering in corporate services to support and connect Government. Shared services are underpinned by standardising business processes, consolidating technology and pooling resources and expertise. Under the shared service model, government agencies joined together to share corporate services and resources through shared service providers (SSPs). The SSPs service their existing customer agencies through operating level agreements.

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 2011 to ensure the organisational structure remained fully staffed and to fill vacancies which occurred during the period.

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. Another account is specifically devoted to accumulating a pool of funds to meet the QCT's Criminal History Check obligations. During the year a separate investment account was maintained 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. All investment accounts provide access to more favourable interest rates.

Building and facilities

The QCT's present lease over its Toowong premises will expire on 31 December 2012. A business case and plan was developed in 2011 recommending a formal strategy to obtain an alternative premises solution to cater for its needs after 2012. In late 2011 the QCT commenced negotiations to acquire a property, full details of which appear in the financial statements which follow, at notes 20 and 24.

Information technology

During 2011 work focussed on:

- finalising all processes and enhancements deployed to cater for the first renewal of registration process which occurred during 2010 -11;
- enhancing the functionality of the QCT's

website and core system to address the requirements of pre-registration testing scheduled for the first half of 2012;

- ongoing bulk data migration of corporate records from legacy systems to the QCT's core system;
- the implementation of strategies to improve the QCT's IT architecture to improve its responsiveness.

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 ongoing process to improve efficiencies associated with the core information system, the QCT migrated some 20,000 electronic compliance records maintained in a legacy system into our electronic records and document management system during 2011.

Human resources

A Professional Performance and Review plan continued to be implemented in 2011. 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 2011.

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. The next survey is scheduled for 2012.

Staffing profile

As at the last pay day in December the QCT directly employed 51.1 (full-time equivalent) staff members; in addition a number of casual staff were employed.

Table 9: Number of staff employed (full-time equivalent)

| | Female | Male | Total |
|------------|--------|------|-------|
| Permanent | 23.1 | 16 | 39.1 |
| Fixed Term | 7.8 | 4 | 12 |
| Casual | 2 | 2 | 4 |
| Total | 32.9 | 22 | 55.1 |

The reduction in full-time equivalent staff numbers compared with 2010 (55.5 directly-employed and 12.7 casual) is largely attributable to the cyclical nature of the QCT's registration activity, particularly five-yearly renewal of registration.

The permanent retention rate for the period under review was 98 per cent and the permanent separation rate was 2 percent. No Voluntary Early Retirement packages were taken in 2011 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, Daffodil Day, Bandanna Day and the B105 Christmas Appeal.

The QCT ceased providing a printed newsletter for teachers, replacing this with an electronic newsletter and 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.

Public Sector Ethics Act 1994 and 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 QCT has adopted the Queensland Government Code of Conduct in terms of the *Public Sector Ethics Act 1994*. Education and training in the application of the code has been provided to all staff members. The Code is available to staff at all times via the Office's internet.

The administrative procedures and management practices of the QCT have proper regard to the *Public Sector Ethics Act 1994*, the ethics principles and values.



Strategic Plan and Annual Report

The Board's Strategic Plan for 2012 - 2015 was developed in the latter part of 2011 and submitted to the Minister.

The QCT's Annual Report for the 2010 calendar year was submitted to the Minister before the due date of 31 March.

Public interest disclosures

No disclosures were received during the 2011 year under the *Public Interest Disclosure Act 2010* which replaced the *Whistleblowers Protection Act 1994* from 1 July 2011. 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, and any future disclosures will be reported to the Public Service Commission which will then report on these in their annual report.

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.

During 2011 one request for information was received by the QCT under the *Right to Information Act 2009*.

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 members are provided with relevant information and support as required. Training about the Carers Charter is provided for staff. The QCT ensures that staff actively consider and provide for carers when developing policy, programs and services, and that human resources policies address the needs of employees who may be carers. Where appropriate the QCT will seek the input of carers, e.g. when developing policy.

Financial Statements

for the financial year ended 31 December 2011

Financial Statements 2011

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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 2011

| | Notes | 2011 \$ | 2010 \$ |
|--|-------|------------------|------------------|
| <i>Income from Continuing Operations</i> | | | |
| <i>Revenue</i> | | | |
| Fees | 2 | 8,605,868 | 6,062,285 |
| Grants and other contributions | | - | 3,212,000 |
| Interest | | 474,354 | 486,109 |
| Criminal history checks | | 156,675 | 158,191 |
| Other revenue | 3 | 98,859 | 37,845 |
| Total Income from Continuing Operations | | 9,335,756 | 9,956,430 |
| <i>Expenses from Continuing Operations</i> | | | |
| Employee expenses | 4 | 5,285,890 | 5,157,471 |
| Supplies and services | 6 | 2,963,422 | 2,991,496 |
| Depreciation and amortisation | 7 | 190,451 | 160,377 |
| Criminal history checks | 8 | 568,118 | 1,237,499 |
| Total Expenses from Continuing Operations | | 9,007,881 | 9,546,843 |
| Operating Result from Continuing Operations | | 327,875 | 409,587 |
| Other Comprehensive Income | | - | - |
| Total Comprehensive Income | | 327,875 | 409,587 |

The accompanying notes form part of these financial statements.



Statement of Financial Position

as at 31 December 2011

| | Notes | 2011 | 2010 |
|----------------------------------|-------|-------------------|-------------------|
| | | \$ | \$ |
| Current assets | | | |
| Cash and cash equivalents | 9 | 10,070,520 | 11,875,195 |
| Receivables | 10 | 103,576 | 189,234 |
| Other | 11 | 94,391 | 126,818 |
| Total current assets | | 10,268,487 | 12,191,247 |
| Non-current assets | | | |
| Intangible assets | 12 | 1,936,847 | 1,121,004 |
| Plant and equipment | 13 | 325,577 | 225,711 |
| Total non-current assets | | 2,262,424 | 1,346,715 |
| TOTAL ASSETS | | 12,530,911 | 13,537,962 |
| Current liabilities | | | |
| Payables | 14 | 1,626,842 | 1,363,111 |
| Accrued Employee Benefits | 15 | 492,977 | 471,099 |
| Unearned fees | 16 | 354,281 | 1,974,816 |
| Total current liabilities | | 2,474,100 | 3,809,026 |
| NET ASSETS | | 10,056,811 | 9,728,936 |
| Equity | | | |
| Accumulated Surpluses | 21 | 10,056,811 | 9,728,936 |
| TOTAL EQUITY | | 10,056,811 | 9,728,936 |

The accompanying notes form part of these financial statements.



Statement of Changes in Equity

for the year ended 31 December 2011

| | Note | Accumulated Surpluses | |
|--|-----------|-----------------------|------------------|
| | | 2011 \$ | 2010 \$ |
| Balance as at 1 January | | 9,728,936 | 9,319,350 |
| Operating results from continuing operations | | 327,875 | 409,587 |
| Total Other comprehensive income | | - | - |
| Balance as at 31 December | 21 | 10,056,811 | 9,728,936 |

The accompanying notes form part of these financial statements.



Statement of Cash Flows

for the year ended 31 December 2011

| | Notes | 2011 \$ | 2010 \$ |
|--|-----------|--------------------|-------------------|
| <i>Cash Flows from operating activities</i> | | | |
| <i>Inflows:</i> | | | |
| Receipts from customers | | 7,266,699 | 7,782,558 |
| Grants and other contributions | | - | 3,212,000 |
| Interest | | 474,354 | 486,108 |
| GST input tax credits from ATO | | 383,504 | 324,355 |
| GST collected from customers | | 8,244 | 7,340 |
| <i>Outflows:</i> | | | |
| Employee expenses | | (5,289,689) | (5,043,584) |
| Supplies and services | | (4,296,084) | (3,201,634) |
| GST paid to suppliers | | (295,128) | (388,672) |
| GST remitted to the ATO | | (11,116) | (3,630) |
| Net cash (used in)/provided by operating activities | 17 | (1,759,216) | 3,174,841 |
| <i>Cash Flows from investing activities</i> | | | |
| <i>Outflows:</i> | | | |
| Payments for intangibles | | (45,459) | (481,692) |
| Payments for plant and equipment | | | (187,563) |
| Net cash used in investing activities | | (45,459) | (669,255) |
| Net (decrease)/ increase in cash and cash equivalents | | (1,804,675) | 2,505,586 |
| Cash and cash equivalents at beginning of financial year | | 11,875,195 | 9,369,609 |
| Cash and cash equivalents at end of financial year | 9 | 10,070,520 | 11,875,195 |

The accompanying notes form part of these financial statements.



Notes To and Forming Part of the Financial Statements

for the year ended 31 December 2011

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 preservice 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

Annual registration fees are recognised as revenue 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 2011

(c) Revenue (continued)

Application Fees and Criminal History Check Fees

Application fees and criminal history check fees charged to prospective teachers are recognised as revenue on receipt. The initial registration fee that is received with application fees is recognised as revenue only upon registration of the applicant.

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 Flows, cash and cash equivalents include all cash and cheques receipted but not banked at 31 December as well as deposits at call with financial institutions. It also includes investments with short periods to maturity that are readily convertible to cash on hand at the College's option and that are subject to a low risk of changes in value.

(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 \$5,000 are recognised for financial reporting purposes in the year of acquisition. Items with a lesser value are expensed in the year of acquisition.

Plant and equipment is measured at cost in accordance with the Treasurer's Non-Current Asset Policies.



Notes To and Forming Part of the Financial Statements

for the year ended 31 December 2011

(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 capitalised and the new depreciable amount is depreciated over the remaining useful life of the asset to the College. Items comprising the College's technical library are expensed on acquisition.

For each class of depreciable asset the following depreciation 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 2011

(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 2011

(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 current salary rates.

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 Treasurer on the advice of 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*.

Key executive management personnel and remuneration

Key executive management personnel and remuneration disclosures are made in accordance with the section 5 Addendum (issued in May 2011) to the *Financial Reporting Requirement for Queensland Government Agencies* issued by Queensland Treasury. Refer to note 5 for the disclosures on key executive management personnel and remuneration.



Notes To and Forming Part of the Financial Statements

for the year ended 31 December 2011

(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.

(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 2011.

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.



Notes To and Forming Part of the Financial Statements

for the year ended 31 December 2011

(i) 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 its policy decision is to require all statutory bodies captured for whole-of-Government reporting purposes to adopt Tier 1 reporting requirements. In compliance with Treasury policy which prohibits the early adoption of new or revised accounting standards unless Treasury approval is granted, the College has not early adopted 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 2011

| | 2011 \$ | 2010 \$ |
|---|------------------|------------------|
| 2 Fees | | |
| Teacher Registration and Application fees | 8,543,079 | 5,797,362 |
| Late Payment fees | 61,226 | 262,835 |
| Other fees | 1,564 | 2,088 |
| Total | 8,605,868 | 6,062,285 |

| | | |
|------------------------|---------------|---------------|
| 3 Other Revenue | | |
| Copyright fees | 15,704 | - |
| Contracting fees | 46,611 | - |
| Advertising | 34,091 | 34,091 |
| Reimbursement | 2,264 | 3,311 |
| Sundry | 189 | 443 |
| Total | 98,859 | 37,845 |

4 Employee Expenses/Number of Employees

Employee benefits:

| | | |
|---|-----------|-----------|
| Wages salaries and annual leave | 4,405,036 | 4,305,998 |
| Employee superannuation contributions * | 511,749 | 478,583 |
| Long service leave levy * | 88,738 | 78,737 |

Employee related expenses

| | | |
|--------------------------------|---------|---------|
| Workers compensation premium * | 10,597 | 7,358 |
| Payroll tax * | 214,919 | 212,631 |
| Other salary related expenses | 54,851 | 74,164 |

| | | |
|--------------|------------------|------------------|
| Total | 5,285,890 | 5,157,471 |
|--------------|------------------|------------------|

* Refer to note 1(n).

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 2011 | As at 31 December 2010 |
|----------------------------|------------------------------|------------------------------|
| Number of Employees | 51.1 | 55.5 |



Notes To and Forming Part of the Financial Statements

for the year ended 31 December 2011

5 Key Executive Management Personnel and Remuneration

(a) Key Executive Management Personnel

The following details for key executive management personnel include those positions that had authority and responsibility for planning, directing and controlling the activities of the Queensland College of Teachers during 2011. Further information on these positions can be found in the body of the Annual Report under the section relating to Executive Management.

| Position | Responsibilities | Current Incumbents | |
|---|--|--|--|
| | | Contract classification and appointment authority | Date appointed to position (Date resigned from position) |
| Director | The Director is responsible for providing advice to the Minister on strategic educational issues and manages the staff, functions and resources of the Office of the College in accordance with relevant legislation. | The Director is at classification level SES 2.5 (High) under s 110 of the <i>Public Service Act 2008</i> | Contract start date 26/06/2006, contract completion date 07/05/2014 |
| Assistant Director, Professional Standards | The Assistant Director, Professional Standards leads the development, implementation and promotion of College's policy approach to Professional Standards, Continuing Professional learning, and reporting. | Senior Officer classification level 3 under sections 116 and 119 of the <i>Public Service Act 2008</i> | Appointment date 26/06/2006. |
| Assistant Director, Registration and Professional Conduct | The Assistant Director, Registration and Professional Conduct is responsible for the development and implementation of strategies to support the College's registration and professional conduct functions. | Senior Officer classification level 3 under sections 116 and 119 of the <i>Public Service Act 2008</i> | Appointment date 26/06/2006. Assistant Director resigned effective 20/07/11 Acting Assistant Director start date 18/07/2011. |
| Business Manager, Corporate Services | The Business Manager, Corporate Services is accountable for the delivery of strategic corporate outcomes and the development, implementation and evaluation of College's corporate and information technology governance arrangements. | AO 8 classification level under sections 119 of the <i>Public Service Act 2008</i> | Appointment date 09/10/2006. |



Notes To and Forming Part of the Financial Statements

for the year ended 31 December 2011

5 Key Executive Management Personnel and Remuneration (continued)

(b) Remuneration

Remuneration policy for the agency's key executive management personnel is set by the Queensland Public Service Commission as provided for under the *Public Service Act 2008*. The remuneration and other terms of employment for the key executive management personnel are specified in employment contracts. The contract provide for the provision of motor vehicle benefits.

For the 2011 year, remuneration of key executive management personnel increased by 2.5% in accordance with government policy.

Remuneration packages for key executive management personnel comprise the following components:-

- Short term employee benefits which include:
 - Base - consisting of base salary, allowances and leave entitlements paid and provided for the entire year or for that part of the year during which the employee occupied the specified position. Amounts disclosed equal the amount expensed in the Statement of Comprehensive Income.
 - Non-monetary benefits – consisting of provision of vehicle together with fringe benefits tax applicable to the benefit.
- Long term employee benefits include long service leave accrued.
- Post employment benefits include superannuation contributions.
- Redundancy payments are not provided for within individual contracts of employment.
- Contracts of employment provide only for notice periods or payment in lieu of notice on termination, regardless of the reason for termination.

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

No performance bonuses are paid to executive management.

1 January 2011 – 31 December 2011

| Position (Date Resigned if applicable) | Short Term Employee Benefits | | Long Term Employee Benefits | Post Employment Benefits | Total Remuneration |
|---|------------------------------|------------------------------|-----------------------------|--------------------------|--------------------|
| | Base \$'000 | Non-Monetary Benefits \$'000 | \$'000 | \$'000 | \$'000 |
| Director | 150 | 23 | 4 | 19 | 196 |
| Assistant Director, Professional Standards Division | 127 | - | 3 | 15 | 145 |
| Assistant Director, Registration and Professional Conduct | 141 | - | 3 | 15 | 159 |
| Business Manager, Corporate Services | 107 | - | 3 | 13 | 123 |
| Total Remuneration | 525 | 23 | 13 | 62 | 623 |



Notes To and Forming Part of the Financial Statements

for the year ended 31 December 2011

5 Key Executive Management Personnel and Remuneration (continued)

(b) Remuneration (continued)

Remuneration policy for the agency's key executive management personnel is set by the Queensland Public Service Commission as provided for under the Public Service Act 2008. The remuneration and other terms of employment for the key executive management personnel are specified in employment contracts. The contract provide for the provision of motor vehicle benefits.

1 January 2010 – 31 December 2010

| Position (Date Resigned if applicable) | Short Term Employee Benefits | | Long Term Employee Benefits | Post Employment Benefits | Total Remuneration |
|---|------------------------------|------------------------------|-----------------------------|--------------------------|--------------------|
| | Base \$'000 | Non-Monetary Benefits \$'000 | \$'000 | \$'000 | \$'000 |
| Director | 161 | 22 | 4 | 18 | 205 |
| Assistant Director, Professional Standards Division | 125 | - | 3 | 15 | 143 |
| Assistant Director, Registration and Professional Conduct | 121 | - | 3 | 15 | 139 |
| Business Manager, Corporate Services | 101 | - | 3 | 12 | 116 |
| Total Remuneration | 508 | 22 | 13 | 60 | 603 |

6 Supplies and services

| | 2011 \$ | 2010 \$ |
|---|------------------|------------------|
| Administration and finance * | 1,158,725 | 1,287,304 |
| Asset operating costs | 32,808 | 45,993 |
| Consulting, contracting and bureau fees | 1,250,550 | 1,131,999 |
| Professional Conduct and Disciplinary costs | 43,757 | 84,228 |
| Property costs & maintenance | 477,582 | 441,972 |
| Total | 2,963,422 | 2,991,496 |

*Total external audit fees relating to the 2011 financial year are estimated to be \$19,500 (2010: \$18,950). There are no non-audit services included in this amount. The College also engaged the services of Internal Audit from the Department of Education and Training to perform financial compliance audits at a cost of \$9,091 (2010: Nil)



Notes To and Forming Part of the Financial Statements

for the year ended 31 December 2011

2011
\$

2010
\$

7 Depreciation and Amortisation

Depreciation and amortisation were incurred in respect of:

Plant and equipment

Software Purchased

54,788 135,663
62,746 97,631

Total 190,451 160,377

8 Criminal History Checks

Incurred in respect of Applications

Incurred in respect of Renewal of Registration*

109,466 154,316
458,652 1,083,183

Total 568,118 1,237,499

*Teacher registrations are required to be renewed every five years. Teachers registered at 31 December 2005 and during 2006 were consequently required to renew their registration in 2011.

9 Cash and cash equivalents

Cash on hand

Cash at bank

Deposits at call

600 600
1,228,698 692,290
8,841,222 11,182,305

Total 10,070,520 11,875,195

Cash deposited with the Queensland Treasury Corporation earned interest at rates between 5.53% and 5.17% (2010: 5.62% and 4.35%).

Funds totalling \$3.16 million (2010: \$3.11 million) of the above Deposits held at call have been invested in a designated account to cater for the future Criminal History Checks commitment detailed in Note 21.

10 Receivables

GST receivable

GST payable

63,579 151,954
(835) (3,710)

62,744 148,244

Long service leave reimbursements

Other receivables

37,256 11,580
3,576 29,410

Total 103,576 189,234

11 Other current assets

Prepayments

Refundable Deposit (note 20 (b))

44,391 126,818
50,000 -

Total 94,391 126,818



Notes To and Forming Part of the Financial Statements

for the year ended 31 December 2011

| | 2011 \$ | 2010 \$ |
|----------------------------------|------------------|------------------|
| 12 Intangible assets | | |
| <i>Intellectual Property WIP</i> | | |
| At cost | 1,053,604 | 147,557 |
| | 1,053,604 | 147,557 |
| <i>Software purchased</i> | | |
| At cost | 1,086,801 | 1,086,801 |
| Less accumulated amortisation | (249,017) | (113,354) |
| | 837,784 | 973,447 |
| <i>Software WIP</i> | 45,459 | - |
| Total | 1,936,847 | 1,121,004 |

Intangibles reconciliation

| | Carrying amount at 1 January | Acquisitions | Disposals | Amortisation | Carrying amount at 31 December |
|---------------------------|------------------------------------|--------------|-----------|--------------|--------------------------------------|
| 2011 | \$ | \$ | \$ | \$ | \$ |
| Intellectual Property WIP | 147,557 | 906,047 | - | - | 1,053,604 |
| Software purchased | 973,447 | - | - | 135,663 | 837,784 |
| Software WIP | - | 45,459 | - | - | 45,459 |
| | 1,121,004 | 951,506 | - | 135,663 | 1,936,847 |
| 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 |

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

The 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.



Notes To and Forming Part of the Financial Statements

for the year ended 31 December 2011

| | 2011 \$ | 2010 \$ |
|--|------------|------------|
|--|------------|------------|

13 Plant and equipment

Plant and equipment

| | | |
|-------------------------------|-----------|-----------|
| At cost | 569,505 | 447,646 |
| Less accumulated depreciation | (243,928) | (221,935) |

| | | |
|--------------|----------------|----------------|
| Total | 325,576 | 225,711 |
|--------------|----------------|----------------|

The College has plant and equipment with an original cost of \$ 140,983 (2010: \$ 163,165) 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 |
|---------------------|------------------------------------|--------------|-----------|--------------|--------------------------------------|
| 2011 | \$ | \$ | \$ | \$ | \$ |
| Plant and equipment | 225,711 | 154,654 | - | 54,788 | 325,576 |
| 2010 | \$ | \$ | \$ | \$ | \$ |
| Plant and equipment | 100,894 | 187,563 | - | 62,746 | 225,711 |

| | 2011 \$ | 2010 \$ |
|--|------------|------------|
|--|------------|------------|

14 Payables

| | | |
|---|-----------|---------|
| Trade creditors | 163,323 | 197,145 |
| Contractual payments for pre-registration testing refer to note 21* | 1,102,974 | - |
| Criminal history checks | 27,463 | 943,815 |
| Other creditors and accruals | 333,082 | 222,151 |

| | | |
|--------------|------------------|------------------|
| Total | 1,626,842 | 1,363,111 |
|--------------|------------------|------------------|

* Includes amounts totalling \$1,060,701 in respect of capital expenditure.

15 Accrued Employee Benefits

| | | |
|---------------------------|---------|---------|
| Recreation leave | 448,212 | 418,965 |
| Salaries on costs payable | 44,765 | 52,134 |

| | | |
|--------------|----------------|----------------|
| Total | 492,977 | 471,099 |
|--------------|----------------|----------------|

16 Unearned fees

| | | |
|----------------------|----------------|------------------|
| Unearned fees | 354,281 | 1,974,816 |
|----------------------|----------------|------------------|



Notes To and Forming Part of the Financial Statements

for the year ended 31 December 2011

| | 2011 \$ | 2010 \$ |
|---|--------------------|------------------|
| 17 Reconciliation of Operating Surplus to Net Cash from Operating Activities | | |
| Operating surplus | 327,875 | 409,587 |
| Depreciation and amortisation | 190,451 | 160,377 |
| Change in assets and liabilities | | |
| Decrease/(Increase) in other receivables | 25,834 | (29,410) |
| Decrease/(Increase) in GST receivables | 88,376 | (64,317) |
| (Increase) /Decrease in LSL reimbursement | (25,677) | 35,766 |
| Decrease in prepayments | 32,427 | 24,766 |
| (Decrease)/Increase in payables | (796,969) | 1,017,392 |
| Increase in accrued employee benefits | 21,878 | 63,322 |
| (Decrease)/Increase in unearned revenue | (1,620,535) | 1,553,648 |
| (Decrease)/Increase in GST payable | (2,876) | 3,710 |
| Net cash (used in)/provided by operating activities | (1,759,216) | 3,174,841 |

Comparative has been restated—see Note 23

18 Financial Instruments

(a) Categorisation of Financial Instruments

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

| Category | Note | 2011 \$ | 2010 \$ |
|---|------|-------------------|-------------------|
| FINANCIAL ASSETS | | | |
| Cash and cash equivalents | 9 | 10,070,520 | 11,875,195 |
| Receivables | 10 | 103,576 | 189,234 |
| Total | | 10,174,096 | 12,064,429 |
| FINANCIAL LIABILITIES | | | |
| Financial liabilities measured at amortised cost: | | | |
| Payables | 14 | 1,626,842 | 1,363,111 |
| Total | | 1,626,842 | 1,363,111 |

(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 is more fully detailed under the respective headings below.



Notes To and Forming Part of the Financial Statements

for the year ended 31 December 2011

18 Financial Instruments (continued)

(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.

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.

2011 Financial Assets Past Due But Not Impaired

| | Overdue | | | | |
|--------------|----------------------------|-----------------------|-----------------------|----------------------------|----------------|
| | Less than 30 Days \$ | 30 – 60 Days \$ | 61 – 90 Days \$ | More than 90 Days \$ | Total \$ |
| Receivables | 103,576 | - | - | - | 103,576 |
| Total | 103,576 | - | - | - | 103,576 |

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 |



Notes To and Forming Part of the Financial Statements

for the year ended 31 December 2011

18 Financial Instruments (continued)

(d) Liquidity Risk

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

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

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

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

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

| 2011 Payable in | | | | | |
|--------------------------------|------|------------------|------------------|-----------------|------------------|
| | Note | < 1 year \$ | 1 – 5 year \$ | > 5 years \$ | Total \$ |
| Financial liabilities Payables | 14 | 1,626,842 | | | 1,626,842 |
| Total | | 1,626,842 | | | 1,626,842 |

| 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 |

(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.



Notes To and Forming Part of the Financial Statements

for the year ended 31 December 2011

18 Financial Instruments (continued)

(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 \$ 100,700 (2010: \$ 119,000). This is attributable to the college's exposure to variable interest rates on its cash invested in fixed term deposits.

| Financial Instruments | Carrying Amount | 2011 Interest Rate Risk | | | |
|--|-----------------|-------------------------|--------------|------------|------------|
| | | Profit | -1% Equity | Profit | +1% Equity |
| Financial Assets | | | | | |
| Cash | 10,070,520 | (101) | (101) | 101 | 101 |
| Overall effect on profit and equity | | (101) | (101) | 101 | 101 |

| Financial Instruments | Carrying Amount | 2010 Interest Rate Risk | | | |
|--|-----------------|-------------------------|--------------|------------|------------|
| | | 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 |

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 2011

20 Commitments for Expenditure

(a) Non-Cancellable Operating Lease

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

Operating leases for property, office equipment and motor vehicles

| | 2011 \$ | 2010 \$ |
|---|----------------|----------------|
| Outstanding lease commitments are due for payment as follows: | | |
| not later than one year | 467,962 | 441,819 |
| later than one year and not later than five years | 1,813 | 453,457 |
| | 469,775 | 895,276 |

(b) Capital Expenditure Commitments

The College entered into contract to purchase Land and Buildings situated on Park Road Milton for a total sum of \$4.75 million excluding General Sale Tax on 22 December 2011. The contract is conditional upon the resolution of a number of conditions by the buyer and seller by 6 February 2012. A refundable deposit of \$50,000 has been paid by the College and is included in Other Current Assets note 11.

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 for teachers seeking to renew their registration, six months prior to the termination of their initial 5 year registration period. 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 \$2.11 million (2010-\$2.07 million).

As such, the College has earmarked \$ 3.16 million (2010 - \$3.11 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 the College obtained grant funding totalling \$3.212 million to implement certain recommendations from the review allocated to the College in 2010. 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 through the implementation of testing of Queensland University graduands.

During 2011 the testing process was developed and trialled for delivery during the first half of 2012. At 31 December 2011 obligations totalling \$1.103 million had been incurred and are included in Other Creditors and Accruals in note 14. A corresponding amount of \$906,000 has been capitalised to Intellectual Property WIP (note 12) and \$197,000 has been expensed against income.

An amount of \$1.941 million of the grant funding is unspent at 31 December 2011 (2010:\$2.541 million) and forms part of the College's accumulated surplus at this date. It is estimated that in finalising the implementation of the recommendations this amount will be expended from the College's equity over the next financial year.



Notes To and Forming Part of the Financial Statements

for the year ended 31 December 2011

21 Accumulated Surpluses (continued)

Revenue Recognition

In complying with current accounting standards and practice pertaining to revenue recognition, the College's retained income and fees have been significantly increased by amounts that were previously considered unearned revenue.

As a consequence the 2011 reporting period contains \$3.86 million (2010:\$3.78 million) representing the receipt of 2012 renewal fees received during November and December 2011. Given the profile of the College's teacher register, its future operations will require the utilisation of this retained income and associated cash balances in the short term.

22 Contingencies

There were no known contingent assets or liabilities of a significant nature as at 31 December 2011 (2010: Nil).

23 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 \$31,295 (2010: \$30,323).

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

| | \$ | | 2011 No. | 2010 No. |
|-------|----|--------|-------------|-------------|
| 0 | - | 5,000 | 7 | 7 |
| 5,001 | - | 10,000 | 1 | 1 |

The College's Board comprised the following members as at 31 December 2011:

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

* With effect from 1 January 2012 replaced by:

| | | |
|------------------|-------------|---------------|
| T Anderson-Alder | A Lima | S Munday-Lake |
| M Burke | M McConaghy | E Siganto |
| S Colbert | J McGowan | |

24 Events occurring after balance date

The conditions referred to in Note 20 (b) were not resolved by 6 February 2012 being the timelines contemplated in the contract and the agreement has subsequently been cancelled in its entirety. As a consequence –

- the refundable deposit disclosed in Note 11 will be reclassified in as a receivable in 2012, and
- the capital expenditure commitment disclosed in Note 20 (b) will no longer apply.



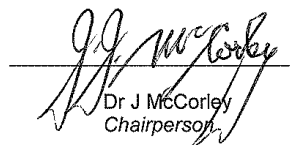
CERTIFICATE OF QUEENSLAND COLLEGE OF TEACHERS

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 2011 and of the financial position of the College at the end of that year.



J. Ryan
Director
17 February 2012

Dr J McCorley
Chairperson
17 February 2012

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 2011, 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 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 be removed only 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 2011 to 31 December 2011 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 2011. 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
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 pre-service 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.

235 Professional standards

- (1) The college must develop professional standards.
- (2) The purpose of the standards is to detail the abilities, experience, knowledge or skills expected of teachers to—
 - (a) be the criteria for the college's decision about whether to approve a preservice teacher education program; and
 - (b) help the college decide whether a following person meets the professional practice requirements—
 - (i) an applicant for provisional or full registration;
 - (ii) an applicant for the renewal of full registration.
- (3) The standards may provide for all or any of the following matters—
 - (a) the abilities, knowledge and skills required for provisional registration;
 - (b) the abilities, experience, knowledge and skills required for full registration;
 - (c) the abilities, experience, knowledge and skills required for renewal of full registration.
- (4) In developing or amending the professional standards, the college must consult with the chief executive and the representative entities.
- (5) Subsection (4) does not prevent the college consulting with another person or entity.
- (6) If the professional standards are inconsistent with a requirement under this Act, the standards are invalid to the extent of the inconsistency.
- (7) The college must—
 - (a) make the professional standards available for inspection on its internet site; and
 - (b) ensure copies of the standards, and each document applied, adopted or incorporated by the standards, are kept available for inspection, free of charge, at the office.

236 Approval of preservice teacher education programs

- (1) A higher education entity may apply in writing to the college for the approval of a preservice teacher education program.
- (2) The college may approve the program only if—
 - (a) it considers the qualification resulting from successful completion of the program is suitable to be prescribed as a qualification for provisional registration under section 9(1)(a)(i); and
 - (b) the college is reasonably satisfied a person who completes the program will attain the abilities, knowledge and skills required under the professional standards; and

- (c) the program is offered at a place in Queensland.
- (3) The college must decide whether to approve the program as soon as practicable after receiving the application.
- (4) If the college approves the program, it must give the applicant notice of the approval.
- (5) If the college decides not to approve the program, it must give the applicant an information notice about the decision.
- (6) An approval of a program given by the college under this section has effect only in relation to the professional practice requirements for provisional registration under this Act.

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 Chairperson and another as deputy Chairperson;
- 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 Chairperson 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 Chairperson and Deputy Chairperson);
- 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 QCAT 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 pre-service 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 pre-service teacher education programs.

Membership:

- The Chairperson 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;
- One person jointly nominated by the Queensland Teachers' Union, Queensland Independent Education Union and the Queensland Public Sector Union;
- A nominee of the Queensland Indigenous Education Consultative Committee.

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 Chairperson);
- 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: Ministerial direction



Hon Cameron Dick MP
Member for Greenslopes



Queensland
Government

Minister for Education and
Industrial Relations

4 AUG 2011

Dr Joe McCorley OAM
Chair
Queensland College of Teachers
PO Box 389
TOOWONG QLD 4066

COPY

Dear Dr McCorley

Re: Notice of Inspection pursuant to s.273 of the Education (Queensland College of Teachers) Act 2005.

Pursuant to s.273 of the *Education (Queensland College of Teachers) Act 2005*, I give you notice that I require you to produce to me for inspection a document or documents containing the names and current places of employment for any registered teachers who have previous serious criminal convictions with terms of imprisonment.

The time and place for inspection is as follows:

4.30pm on 4 August 2011 at Parliament House, Room B28, Cnr George and Alice Streets, Brisbane Qld 4000.

Yours sincerely

CAMERON DICK MP
Minister for Education and Industrial Relations

Level 22 Education House
30 Mary Street Brisbane
PO Box 15033 Brisbane
Queensland 4002 Australia
Telephone +61 7 3237 1000
Facsimile +61 7 3229 5335
Email education@minlsterel.qld.gov.au
Website www.education.qld.gov.au
www.industrialrelations.qld.gov.au

Appendix 4: Schedule of consultancies

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

Appendix 5: Schedule of overseas travel

| Name of Officer and Position | Destination | Dates of travel | Reason for travel | Total cost to QCT \$ | Contribution from other agencies or sources |
|------------------------------|-------------------------|------------------|--|----------------------|---|
| John Ryan, Director | Wellington, New Zealand | 24 – 25 Feb 2011 | Attendance and participation in ATRA Meeting | \$1,056 | Nil |

Appendix 6: Remuneration paid to Board members

The total amount of fees paid to members of the Board for the period 1 January 2011 to 31 December 2011 was \$31,295.

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 in 2011 was \$56,240.

Appendix 7: Approved initial teacher education programs

Australian Catholic University

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

Central Queensland University

Bachelor of Learning Management (Early Childhood Education)
Bachelor of Learning Management (Primary Education)
Bachelor of Learning Management (Secondary and VET)
Graduate Diploma of Learning and Teaching (Primary)
Graduate Diploma of Learning and Teaching (Secondary)

Christian Heritage College

Bachelor of Education (Primary)
Bachelor of Education (Middle Years)
Bachelor of Education (Secondary)
Bachelor of Arts/ Bachelor of Education (Secondary)
Bachelor of Education – Middle Years (Graduate Entry)
Bachelor of Education – Secondary (Graduate Entry)
Bachelor of Arts/ Bachelor of Education (Primary/Early Years)
Bachelor of Arts/ Bachelor of Education (Primary/Middle Years)
Bachelor of Arts/ Bachelor of Education (Secondary/ Middle Years)

Griffith University

Bachelor of Education (Primary)
Bachelor of Education (Secondary)
Bachelor of Education – Special Education
Bachelor of Child and Family Studies/ Bachelor of Education (Primary)
Bachelor of Adult and Vocational Education
Graduate Diploma of Adult and Vocational Education
Graduate Diploma of Education (Primary)
Graduate Diploma of Education (Secondary)
Graduate Diploma of Early Childhood Education
Master of Teaching (International) (Primary)
Master of Teaching (International) (Secondary)
Master of Teaching (Professional Practice) (Primary)
Master of Teaching (Professional Practice) (Secondary)

James Cook University

Bachelor of Education (Early Childhood Education)
Bachelor of Education (Primary Education)
Bachelor of Education (Primary Physical Education)
Bachelor of Education (Primary Special Needs)

Bachelor of Education (Primary Remote Area Teacher Education Program)
Bachelor of Education (Middle School)
Bachelor of Education (Secondary Education)
Bachelor of Education (Secondary Physical Education)
Bachelor of Education (Secondary Vocational Education)
Bachelor of Science/ Bachelor of Education (Secondary)
Bachelor of Arts/ Bachelor of Education (Secondary)
Bachelor of Sport and Exercise Science/ Bachelor of Education (Secondary)
Bachelor of Languages/ Bachelor of Education (Secondary)
Bachelor of Arts/ Bachelor of Education (Primary)
Bachelor of Languages/ Bachelor of Education (Primary)
Graduate Diploma of Education (Primary)
Graduate Diploma of Education (One to Nine)
Graduate Diploma of Education (Secondary)

Queensland University of Technology

Bachelor of Education (Early Childhood)
Bachelor of Education (Primary)
Bachelor of Education (Secondary)
Bachelor of Education (Pre-service Early Childhood)
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 Exercise and Movement Science/ 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 (Early Childhood)
Bachelor of Arts (LOTE)/ Bachelor of Education (Early Childhood)
Graduate Diploma in Education (Early Years)
Graduate Diploma in Education (Primary)
Graduate Diploma in Education (Middle Years)
Graduate Diploma in Education (Senior Years)

University of Queensland

School of Education

Bachelor of Education (Primary)
Bachelor of Education (Middle Years of Schooling)
Bachelor of Arts/ Bachelor of Education (Secondary)
Bachelor of Music/ Bachelor of Education (Secondary)
Bachelor of Creative Arts/ Bachelor of Education (Secondary)
Bachelor of Economics/ Bachelor of Education (Secondary)
Bachelor of Commerce/ Bachelor of Education (Secondary)
Bachelor of Business Management/ Bachelor of Education (Secondary)
Bachelor of Human Services/ Bachelor of Education (Secondary)
Bachelor of Science/ Bachelor of Education (Secondary)
Bachelor of Natural Resources/ Bachelor of Education (Secondary)
Bachelor of Agricultural Science/ Bachelor of Education (Secondary)
Bachelor of Arts/ Bachelor of Education (Middle Years of Schooling)
Bachelor of Human Services/ Bachelor of Education (Middle Years of Schooling)
Graduate Diploma in Education (Middle Years of Schooling)
Graduate Diploma in Education (Secondary)

School of Human Movement Studies

Bachelor of Health, Sport and Physical Education

University of Southern Queensland

Bachelor of Education (Early Childhood)
Bachelor of Education (Primary)
Bachelor of Education (Secondary)
Bachelor of Education (Special Education)
Bachelor of Education (Technical and Vocational Education)
Bachelor of Education (Sports, Health and PE - Primary)
Bachelor of Education (Sports, Health and PE - Secondary)
Graduate Diploma of Learning and Teaching (Primary P-7)
Graduate Diploma of Learning and Teaching (Middle Years 5-9)
Graduate Diploma of Learning and Teaching (Secondary 8-12)

University of the Sunshine Coast

Bachelor of Early Childhood Education
Bachelor of Primary Education
Graduate Diploma in Education (Early Phase)
Graduate Diploma in Education (Primary) (International students only)
Graduate Diploma in Education (Middle Phase)
Graduate Diploma in Education (Senior Phase)
Bachelor of Education (Senior and Middle Phase)/Bachelor of Science
Bachelor of Education (Senior and Middle Phase)/Bachelor of Arts
Bachelor of Education (Senior and Middle Phase)/Bachelor of Business

Southern Cross University

Bachelor of Education (Early Childhood)

Appendix 8: 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 9: Publications

Publications of the QCT in 2011 were as follows:

Annual Report

- *Annual Report of the Queensland College of Teachers for 2010*

Strategic Plan

- *Strategic Plan 2010-2014*

Periodicals

- *Inside Teaching* (a publication of ATRA), Vol 2, Numbers 1 (April), 2 (June)
- *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 |
| AISQ | 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 |
| 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 |
| ETLAA | Education and Training Legislation Amendment Act |
| 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 |
| NSWIT | New South Wales Institute of Teachers |
| PP&C | Professional Practice and Conduct [Committee] |
| PSQT | Professional Standards for Queensland Teachers |
| QAO | Queensland Audit Office |
| 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 |
| RTI | Right to Information |
| STTC | Suitability to Teach Committee |
| TRIM | Total Records and Information Management System |
| UNESCO | United Nations Education, Scientific and Cultural Organisation |
| VIT | Victorian Institute of Teaching |

Reader feedback form

The QCT is keen to obtain responses from readers of its *Annual Report for 2011* 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: General Manager
Office of the Director
Queensland College of Teachers
Reply Paid 389
Toowong Qld 4066

Fax: 07 3870 5006

Email: enquiries@qct.edu.au



Queensland College of Teachers

