

# **2012 Annual Report**

Queensland College of Teachers

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## Purpose of this report and how to access a copy

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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 2012.

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](http://www.qct.edu.au/Publications/CorporatePub.html)) or by contacting the Principal Executive Officer, Office of the Director, at the QCT Office (phone 07 3377 4736; fax 07 3870 5006; email [officeofthedirector@qct.edu.au](mailto: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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# 2012 Annual Report to the Minister

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## Letter of compliance

25 February 2013

The Honourable John-Paul Langbroek MP  
Minister for Education, Training and Employment  
Education House  
Mary Street  
BRISBANE QLD 4000

Dear Minister

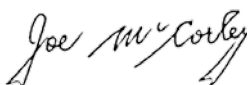
I am pleased to present the Annual Report of the Queensland College of Teachers for the year ending 31 December 2012.

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 2012*.

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

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

The QCT aspires to be a world-class regulatory body which enhances the professionalism of Queensland teachers.

### Our purpose

The QCT sets and upholds contemporary professional teaching standards in the best interests of Queensland school students.

### Our values

- Professionalism – we demonstrate through our own actions the highest standards of professional and personal performance
- Transparency and fairness – we act in a transparent, accountable and ethical manner in all decision-making and processes
- Collaborative relationships – we work constructively with all stakeholders in a consultative, responsive and collaborative way
- Leadership – we demonstrate leadership in maintaining a world class regulatory framework
- Exemplary service – we aim to be effective, efficient and capable in our service delivery
- Independence – we exercise an independence of mind in everything we do.



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# From the Chairperson

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The Queensland College of Teachers (QCT) is governed by a seventeen-member Board which oversees the way the QCT fulfils its main purposes under the *Education (Queensland College of Teachers) Act 2005*: to protect the public and uphold the standards of the teaching profession.

The 2012 calendar year was the first year of the Board's third three-year term. As reconstituted for the 2012–2015 term, the Board included a mixture of new and continuing members. I have been delighted with the way new members have quickly come to grips with the issues facing the QCT, and the Board continues to operate in a constructive and cohesive manner for the ongoing protection of the public and the profession.

Following a review of its committees in late 2011, the Board began the year by putting in place a revised committee structure and constituting all of its committees afresh according to revised membership specifications. During the year the Board endorsed a QCT Communication Plan including key messages and a tag line: *Promoting teacher quality since 1971*.

The Board was pleased to welcome the Minister for Education, Training and Employment, the Honourable John-Paul Langbroek<sup>1</sup>, to its October meeting to discuss topical matters pertaining to teacher regulation and teacher education.

Consultation with its stakeholders has always been a priority of the Board, and meetings were held during the year with the chief executives of all the interest groups represented on the Board. It is gratifying to note that all stakeholder groups expressed a high level of satisfaction with the QCT.

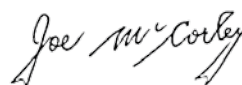
Among other achievements in 2012, the Board endorsed re-aligned policies on progression from provisional to full registration and on Continuing Professional Development to reflect the Australian Professional Standards for Teachers and nationally consistent registration; approved new 'Guidelines for Determining an Applicant's Suitability to Teach'; endorsed a Memorandum of Agreement with the Beginning

and Establishing Teachers Association; agreed to the signing of a National Teaching Workforce Dataset Confidentiality Agreement; and established and named a new award (Excellent Leadership in Teaching and Learning) in the QCT's Excellence in Teaching Awards program.

The Board provided comments which informed the QCT response to the Australian Institute for Teaching and School Leadership's 'Australian Teacher Performance and Development Framework: Consultation proposal'; provided direction for a QCT response to the Department of Education, Training and Employment regarding Board members' criminal history checks; agreed to the amendments to the *Education (Queensland College of Teachers) Act* by the Education Legislation Amendment Bill 2012; endorsed a QCT submission on the Bill to the Education and Innovation Committee of the Queensland Parliament; and endorsed for consultation a number of proposed amendments to the *Education (QCT) Act*. In the second half of the year, the Board developed a draft Strategic Plan for 2013–2016 and consulted with stakeholders on this before finalising the Plan at its November meeting.

As a member of ATRA (the incorporated association of Australasian Teacher Regulatory Authorities), the QCT assisted in facilitating implementation of the requirements of the Federal government's national agenda in a supportive, informed and consistent manner throughout the year.

As Chairperson I would like to thank all Board members for their valuable contribution to the work of the QCT. I also thank all external members, including teachers, teacher educators, school authority representatives and others, who together with Board members make up our QCT committees. On behalf of the Board, I wish to acknowledge the dedicated efforts of QCT Director John Ryan and his team in executing the policies and decisions of the Board and ensuring that the many functions of the QCT are carried out effectively and efficiently.



Dr Joe McCorley, OAM, Chairperson

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<sup>1</sup> On Tuesday 3 April 2012, Education, Training and Employment Minister John-Paul Langbroek was sworn in to the Legislative Assembly of Queensland by the Queensland Governor, Her Excellency Penelope Wensley AC, with Saxon Rice MP appointed as the Assistant Minister for Technical and Further Education.

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## From the Director

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The Queensland College of Teachers (QCT) was established by the Queensland Government in January 2006. The QCT's purpose is to regulate, enhance and promote the teaching profession in the best interests of the public and the profession. Four major work teams function within the QCT, operationalising the strategic direction set by the QCT Board. These teams - Registration, Professional Standards, Professional Conduct and Legal, and Corporate Services - achieved a significant number of outcomes in a very busy but rewarding 2012.

At the end of 2012, there were 98,633 approved teachers in Queensland, an increase of 1.6 per cent on 2011. During the year the Registration Team approved 6,075 applications for teacher registration, initiated 28,196 criminal history checks to ensure applicants and/or teachers were suitable to be part of the teaching profession, processed over 80,000 annual fees and processed 3,206 applications from teachers moving from provisional registration to full registration. Overall the Registration Team responded to 10,895 emails.

This work would not be possible without the invaluable support of the QCT's Corporate Services staff who have played a significant role in developing and implementing state of the art information systems. Over the past couple of years the combination of training of staff and the implementation of these systems has been responsible for the enhanced customer service to teachers and the public.

Any teacher who is convicted of a serious offence or who significantly crosses the established professional boundaries expected by the public and the profession of teachers has no place in a profession so well respected and admired by the public. Unfortunately, each year a very small number of teachers (compared to the number of teachers registered) are deemed not suitable to teach. In 2012 the Professional Conduct and Legal Team initiated action that resulted in twenty (20) teachers having their registration cancelled due to inappropriate behaviour.

The work of the Professional Standards Team set the platform for the introduction of the Australian (formerly 'National') Professional Standards for Teachers in Queensland during 2013. Officers from the Professional Standards Team have contributed significantly to the national agenda of quality

teaching. A number of Queensland policies related to teacher registration were changed during 2012 in preparation for implementation of the Australian Professional Standards for Teachers during 2013. Whilst engaging in significant policy work officers from the Professional Standards Team continued to assist numerous teachers with enquiries about meeting the requirements of the continuing professional development framework and returning to teaching.

The financial position of the QCT remains very sound despite it posting a deficit of \$543,000 for the 2012 financial year. This deficit was due to the Queensland Government's decision not to commence the proposed pre-registration test for graduate teachers in 2012. The previously anticipated income from administering the test had to be 'written-off', creating the first deficit budget in the life of the QCT. It is anticipated that the QCT's 2013 budget will return to a surplus amount.

One of the most rewarding and enjoyable activities conducted by the QCT is the Excellence in Teaching Awards presented on World Teachers' Day. This activity allows the QCT to showcase a number of outstanding and innovative teaching practices. The awards demonstrate we have talented teachers in all employing sectors and geographical areas of Queensland.

The examples of outputs and outcomes from activities listed above are simply a snapshot of the total work undertaken by the QCT staff. The Queensland public and the teaching profession are very fortunate to have such a committed, professional and talented staff working at the QCT. It is a privilege to serve the QCT as the Director.

Finally, I would like to thank the Chairperson, Dr Joe McCorley OAM, and the Board of the QCT for their sagacious leadership.



John Ryan, Director

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## Our rich history

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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 (TRB) of Tasmania began compulsory registration of teachers in 2002, followed by the Victorian Institute of Teaching (VIT) in 2003. The Western Australian College of Teaching (WACOT) began operations in September 2004<sup>2</sup> 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 and comprehensive in Australia, and Queensland continues to lead the way nationally in regard to regulation of the teaching profession.

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<sup>2</sup> After a review of WACOT, the registration of teachers was transferred to the Teacher Registration Board of WA from December 2012.



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## 2012 in review

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Major achievements of the QCT during its seventh year of operations are listed below.

- Responded to almost 33,000 phone enquiries and almost 11,000 emails;
- Approved 6,075 applications for teacher registration;
- Assisted 3,206 provisionally registered teachers to move to full registration;
- Processed over 4,000 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 41 persons who were not eligible for registration;
- Conducted the 2012 census of teachers in schools, whereby 1522 schools updated the details of their teaching staff by electronic submission;
- Reviewed the Returning to Teaching Condition on the registration of 755 teachers;
- Reviewed relevant policies and processes across QCT functions to enable implementation of the *Australian Professional Standards for Teachers*, the national system for the accreditation of initial teacher education programs and the framework for nationally consistent registration;
- Conducted workshops and briefings to assist teachers' understanding and use of professional standards and their implementation in QCT processes, with particular focus on provisionally registered teachers and school leaders;
- Supported beginning teachers through strategic alliances with other groups;
- Engaged in an investigation of the process of progression to full registration to inform future compliance and quality assurance measures;
- Provided assistance to 297 provisionally registered teachers in settings other than schools to meet the requirements of full registration;
- Conducted information sessions with teachers and other stakeholders about the QCT Continuing Professional Development Framework;
- Audited 244 teachers' Continuing Professional Development at renewal of registration;
- Enhanced the QCT website to provide additional information and resources for teachers;
- Considered applications from nine higher education institutions for approval of or amendment to initial teacher education programs for registration purposes;
- Worked with higher education institutions to implement the recommendations from the Queensland Government Review of Teacher Education and School Induction in initial teacher education programs;
- Published the final report of a commissioned research project on best practice in assessment in initial teacher education;
- Worked collaboratively with higher education institutions to promote good practice in evidence-based assessment in initial teacher education;
- Engaged in a collaborative research project with universities and employing authorities in Queensland and Victoria;
- Delivered presentations at two national conferences;
- Participated in the development of nationally consistent registration processes and materials to support the Australian Professional Standards for Teachers;
- Conducted training for national initial teacher education accreditation panels;
- Worked with all Queensland higher education institutions to transition to national accreditation requirements;
- Conducted the first accreditation of a

Queensland initial teacher education program under the national system and requirements and commenced the accreditation process for five other programs;

- Approved a fifth Returning to Teaching program;
- Undertook consultation with the profession about the proposed Australian Performance and Development Framework;
- Participated as a member of the incorporated association of Australasian Teacher Regulatory Authorities (ATRA);
- Offered and conducted briefing sessions for preservice teachers on professional conduct and ethics;
- 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*;
- Maintained liaison with and provided advice to 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;
- Commenced a research project into trends in professional conduct cases and completed an analysis of disciplinary cases conducted by the QCT since 2006;
- Reviewed investigative processes for continued improvement;
- Developed Public Interest Test Policy/ Guidelines for decisions about investigating former approved teachers;
- Completed internal review of the *Education (Queensland College of Teachers) Act 2005* to improve efficiencies and in light of stakeholder needs;
- Implemented the QCT Compliance Management Strategy and the 2012 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;
- Awarded research grants to three teacher researchers from Queensland schools;
- Helped to promote the teaching profession through participation in World Teachers' Day;
- Conducted the QCT Awards For Excellence in Teaching, introducing a new award for excellent leadership in teaching and learning;
- Held regular meetings with all major stakeholder groups;
- Continued to review business processes to ensure efficient and effective service delivery, relying on electronic communications where practicable;
- Transitioned the QCT's standard operating system to current versions to ensure compatibility with wider interest groups and stakeholders;
- Continued to improve the usability and accessibility of the QCT's website;
- Reviewed options to relocate the QCT's operations to more suitable premises during 2012 and negotiated a three-year extension to the present lease;
- Continued 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 a 100% uptake by QCT users;
- Deployed improved IT hardware to assist the QCT to provide high availability of information systems and enhance Disaster Recovery processes;
- Reviewed present Business Continuity arrangements to ensure they remain current and effective;
- Initiated an Internal Audit of Human Resources and payroll processing at the QCT;
- Continued to monitor the QCT's risk management framework and processes, and ensure reporting timelines are adhered to;
- Reviewed and maintained corporate governance arrangements and processes to ensure best practice is maintained.

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# Outlook for 2013

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In 2013, the QCT plans to:

- Implement a communication plan for teachers and relevant interest groups about the introduction of the *Australian Professional Standards for Teachers* and changes to registration requirements;
- Develop and introduce resources for teachers and schools to support the introduction of the *Australian Professional Standards for Teachers*;
- Undertake workshops to assist teachers and other stakeholders to understand and use the *Australian Professional Standards for Teachers* and the Continuing Professional Development Framework;
- Enhance the information and resources available on the QCT website for teachers and schools;
- Provide ongoing advice to teachers regarding continuing professional development and recency of practice requirements for renewal of registration;
- Continue to implement recommendations referred to the QCT from the Queensland Government's Review of Teacher Education and School Induction;
- Continue to work with higher education institutions to transition to the national system for accreditation of initial teacher education programs;
- Undertake accreditation of initial teacher education programs under the national system;
- Undertake a survey focused on outcomes of Queensland initial teacher education programs;
- Develop a plan for monitoring of initial teacher education programs;
- 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 (AITSL);
- Continue approval and monitoring of Returning to Teaching programs against QCT guidelines;
- Enhance services to teachers, preservice teachers, higher education institutions and stakeholders through a range of media;
- Develop a process for quality assurance of the process for progression from provisional to full registration;
- Continue the QCT research function through commissioning and managing related projects;
- Conduct research into the rates and causes of attrition from the register of Queensland graduate provisionally registered teachers;
- Work collaboratively with AITSL and other states and territories in research-based activities to benefit teachers;
- Provide additional targeted advice and resources to assist specific groups of teachers (e.g. beginning teachers and supply teachers) to meet registration requirements;
- 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;
- Undertake workshops and discussion with employing authorities on professional conduct issues including investigations and obligations under the Act;

- Conduct briefing sessions for preservice teachers at higher education institutions on professional conduct and ethics issues;
- Continue to review the legislation governing the QCT in light of government direction, national initiatives and stakeholder needs, liaise with stakeholders and progress amendments;
- Develop and implement the QCT's 2013 Compliance Management Plan;
- Improve the delivery of information about teacher registration and professional conduct issues through the QCT website;
- Review and improve processes for the assessment and investigation of matters relating to incompetency of teachers;
- Review of the QCT's framework for implementing Information Privacy and Right to Information requirements;
- Implement a Regulatory Risk Framework for the general offence provisions of the Act to ensure appropriate and consistent action is undertaken to address breaches;
- Introduce an online application form for moving from provisional to full registration and improvements to the online application for registration process;
- Pursue data analysis of the register of teachers to better inform policy development;
- 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;
- Develop strategies aimed at becoming more cost-effective by identifying potential savings based on:
  1. analysis of the QCT's expenditure
  2. benchmarking the QCT's operating model with comparable organisations;
- Transition the QCT's core operating system to its latest version to improve the functionality accessible to users and enhance the efficiency and maintenance of the system;
- Continue to improve the functionality of the QCT's core operating system to enhance its effectiveness and efficiency to users;
- Continue to review business processes to ensure efficient and effective service delivery, relying on electronic communications where practicable;
- Transition the QCT's archive-compliant, electronic document and record management system to current versions to ensure compatibility with wider interest groups and stakeholders and to access improved functionality;
- Continue to support activities aimed at achieving 100% uptake by users of the archive-compliant, electronic document and record management system, through ongoing training and targeted actions;
- Continue to improve the usability and accessibility of the QCT's website to enhance the delivery of the *Australian Professional Standards for Teachers*;
- Implement outstanding recommendations from the Internal Audit of Human Resources and payroll processing;
- Continue to monitor the QCT's risk management framework and processes, and ensure reporting timelines are adhered to;
- Facilitate an Internal Audit Review of the financial operations of the QCT;
- 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.

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# Strategic Plan 2012–2015

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The QCT Strategic Plan for 2012–2015 identifies the Goals, Strategies and Performance Indicators shown below. The following table (Table 1) summarises achievements in 2012 against the performance indicators. Details are provided in later sections of this Report, in the pages indicated.

The QCT's functions contribute to the Queensland's Government's five objectives for the community, viz.:

1. Grow a four-pillar economy
2. Lower the cost of living
3. Invest in better infrastructure and use better planning
4. Revitalise front-line services
5. Restore accountability in government

While the QCT could be seen as contributing especially to the sub-objective (under 'Revitalise front-line services') of 'making Queensland one of the leading states for student literacy and numeracy by 2020', from a broader perspective it can be seen that the QCT's functions contribute to all five objectives since without effective and ethical teachers to educate the state's next generation of workers, none of the other objectives can be achieved.

Some of the education policies being implemented by the federal government (e.g. its emphases on early childhood education and on improving teacher quality) 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 2012 the Board adopted a new Strategic Plan for 2013–2016. The goals and strategies identified in the Strategic Plan for 2012–2015 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 2012**

Objectives	Performance indicators (Targets)	Achievements	Pages
<b>Key Result Area 1 – Maintaining and improving quality teaching</b> <b>Overall objective: Apply standards to ensure teachers in Queensland schools are qualified, competent and ethical</b>			
Strengthen policies and practices by applying professional standards for Queensland teachers through:		On track to meet timelines set by SCSEEC:	9–10,
		All policies, guidelines, fact sheets revised to reflect Australian standards and national processes.	23, 24, 25–29, 33–34
<ul style="list-style-type: none"> <li>transitioning to the national professional standards for teachers and the national standards and processes for the accreditation of initial teacher education (ITE) programs</li> </ul>	Timelines for implementation of National directions (As set by SCSEEC)	Information sessions held for teachers to introduce the Australian standards.	
		Regular communication with higher education institutions about transition processes and requirements.	
		New ITE Programs accredited under the national system. Approval of continuing programs monitored.	
<ul style="list-style-type: none"> <li>finalising the development of and implementing pre-registration tests</li> </ul>		Training on national accreditation delivered for panel members.	
<ul style="list-style-type: none"> <li>implementing outcomes of A Flying Start: A Review of Teacher Education and School Induction</li> </ul>		Participated in various national forums.	
		Worked collaboratively with ATRA and AITSL regarding transition to national standards and processes.	
		English language proficiency on registration meets national benchmark.	
		Business process changes launched in late 2012 as a result of amendment to legislation and policy changes to ensure commitment to nationally consistent registration.	
	Timeline for implementation of Queensland Government ITE reforms and pre-registration test (As set by Qld government)	ITE programs required on review or approval to address the relevant recommendations.	26–28
		Pre-registration test not commenced (Qld government decision).	7
Implement a timely and targeted compliance framework and activities	% of annual compliance plan implemented (100%)	The QCT fully implemented the 2012 Compliance Management Plan, including undertaking an annual audit of schools, conducting the annual Census of schools, monitoring conditions and auditing CPD.	26, 33–34
Develop and implement annual compliance and audit plans		Engaged in investigation of process of progression to full registration to inform future compliance and quality assurance.	26
Implement and continue to improve the framework for disciplinary management	Number of disciplinary matters decided by QCAT for insufficiency of evidence, inappropriate investigative processes or being contrary to public interest (All disciplinary cases managed in accordance with procedural fairness)	No QCAT decisions were determined on the basis of QCT not managing the proceeding in accordance with procedural fairness; evidence was sufficient, investigative processes were appropriate and no QCT decisions were contrary to the public interest.	32

Objectives	Performance indicators (Targets)	Achievements	Pages
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## Key Result Area 2 – Leading as a contemporary regulator

Overall objective: Actively support and promote the teaching profession through state and national leadership as a contemporary regulatory body

Lead and influence future directions in the regulation of teaching at both state and national levels	Satisfaction rate of stakeholder groups with the QCT (At least 80% satisfaction)	Contributed to national initiatives including Australian Performance and Development Framework and evidence guide for progression to full registration.	6, 7, 9–10, 26, 29
Undertake and implement relevant research projects to enhance the evidence basis for regulatory policies		Developed research papers and delivered conference presentations to advocate for, and develop understanding of, regulatory functions and roles.  Research plan developed and implemented. Research undertaken and disseminated on identified priorities. Engaged in a range of collaborative research projects with Queensland and national partners.	9, 28–29
Enhance community awareness and understanding of the teaching profession and the QCT's role, by: <ul style="list-style-type: none"> <li>Showcasing the profession in regular planned ways e.g. through the annual QCT awards</li> <li>Providing formal opportunities for major stakeholders to give feedback to the QCT</li> </ul>		QCT Awards programs successfully conducted, achieving considerable positive publicity for the profession.  Regular meetings held with stakeholder groups. All stakeholder groups highly satisfied with QCT.	7, 10 36–37 6
Achieve QCT-identified improvements in policies and legislation relating to the profession of teaching through consulting with stakeholders		Major stakeholders consulted about policy amendments to reflect nationally consistent requirements.	6
Maintain and develop strategic alliances and partnerships with stakeholders locally, nationally and internationally to inform and influence future decision making		Maintained partnerships with ATRA and AITSL.  Developed a strategic alliance with Beginning and Establishing Teachers Association to support beginning teachers.	29 25

<i>Objectives</i>	<i>Performance indicators (Targets)</i>	<i>Achievements</i>	<i>Pages</i>
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### **Key Result Area 3 – Enhancing services to teachers**

*Overall objective: Engage, enrol and empower teachers by providing responsive, timely and accurate service delivery*

Enhance teachers' awareness of the QCT's role, processes and services by developing and implementing a communication plan	Teachers' satisfaction with the QCT (At least 80% satisfaction)	Program of professional engagement included face-to-face workshops and information sessions for teachers and preservice teachers. Evaluations indicated participants' level of understanding exceeded 80% upon workshop completion.	25
Enhance services for teachers and deliver services through a variety of media		Range of media used for communication with teachers.	25–29, 35
		Website information revised to enhance access to resources and information, including that about nationally consistent registration processes and requirements.	9–10, 27, 32–33
Strengthen the QCT's promotion of and support for the continuing professional development (CPD) of teachers		CPD Framework and policy for progression to full registration revised.	25–26
		Strategic alliance with Beginning and Establishing Teachers Association implemented, focusing on beginning teachers and supply teachers.	25
		Program of professional engagement emphasised the importance of CPD.	25
		Website resources enhanced.	9–10, 27, 32–33
		Engaged in collaborative project to develop CPD modules for supervising teachers.	29
		Worked in partnership with ATRA and AITSL focusing on teachers' professional learning.	29

### **Key Result Area 4 – Valuing our people**

*Overall objective: Nurture an engaged, skilled and productive workforce*

Continue to build capacity in our people by informing, engaging and providing opportunities for ongoing development through Performance Planning and Review	Satisfaction of QCT staff with their employment at QCT (At least 80% satisfaction)	Staff survey completed during 2012 –results to be analysed and acted upon in 2013	46
Develop an organisational leadership and innovation plan		Deferred to 2013	
Demonstrate recognition of staff contributions		Deferred to 2013	
Provide a wellbeing program for staff		Sessions held as part of wellbeing program.	46



Objectives	Performance indicators (Targets)	Achievements	Pages
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### Key Result Area 5 – Strengthening organisational capability and sustainability

Overall objective: Strengthen organisational capability and sustainability

Become more cost-effective in the delivery of services to approved teachers and stakeholders by: <ul style="list-style-type: none"> <li>analysing our expenditure</li> <li>benchmarking our operating model with comparable national and international organisations</li> </ul>		Deferred to 2013	-
Enhance governance systems and processes including risk and compliance management systems by <ul style="list-style-type: none"> <li>implementing improvements in IT governance strategy</li> <li>annually reviewing internal audit strategy</li> <li>implementing a quality framework</li> </ul>	Percentage of governance systems and processes implemented (90%)	Work continues on implementing improvements in IT governance, including development of framework and associated policies to ensure compliance with IS 18.	46
		Internal audit for 2012 completed in terms of agreed schedule.	45
Build on IT and other business systems to ensure they are contemporary, effective and efficient and support the delivery of user-friendly and accessible member services	Proportion of staff using eDRMS (100%)	Deployed improved IT hardware to assist the QCT to provide high availability of information systems and enhance Disaster Recovery processes.	46
		Reviewed present Business Continuity arrangements to ensure they remain current and effective.	45
		Transitioned the QCT's standard operating system to current versions to ensure compatibility with wider interest groups and stakeholders.	46
		Continued to improve the usability and accessibility of the QCT's website.	26, 33, 35, 46
Enhance organisational knowledge management		Ongoing development of records management knowledge and ongoing migration to archive-compliant eDRMS.	46
Embed strategic plan in the organisation through the development of a staff communication strategy		Strategic Plan communicated to staff through the development of units' operational plans.	47
Become an environmentally responsible organisation	Reduction of QCT's carbon footprint and waste (10% reduction by 2015)	Work not yet commenced on reducing carbon footprint and waste.	-
Develop a cohesive corporate social responsibility program		Work not yet commenced on corporate social responsibility program.	-

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# Queensland's approved teachers

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## 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 2012, as compared with the previous four years. At the end of 2012 the Register contained the names of 98,633 approved teachers.

**Table 2:** *Register of teachers in Queensland 2008–2012*

	2008	2009	2010	2011	2012
<b>Number of approved teachers</b> as at 31 December	96, 985	98,429	97,086	97,098	98,633
<b>Number of new applications</b> for teacher registration received	6,819	6,651	7,440***	6,410	6,681
Applications for teacher registration in progress as at 31 Dec*	1,158	1,660	1,388	1,138	698
Applications for teacher registration or Permission to Teach refused	119	73	102	117	97
Applications for teacher registration or Permission to Teach withdrawn	160	32	265	258	424
Applications for teacher registration or Permission to Teach approved	#	5,770	6,790	6,398	6,075
Applications for renewal/restoration of registration received	n/a	n/a	59,079**	21,940	3,902
Applications for renewal/restoration of registration processed	n/a	n/a	38,800	31,111	4,004
Applications for renewal/restoration in progress as at 31 Dec	n/a	n/a	n/a	347	185

\* Includes applications from graduates received at the end of 2012 but awaiting confirmation of course results early in 2013.

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

\*\*\* The spike in the total number of applications received in 2010 compared to other years was due 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.

# Statistics not available

n/a Not applicable.

The QCT received a total of 6,681 applications for teacher registration (an increase of 4 per cent on the previous year), including 804 from teachers whose initial teaching qualification was completed interstate (a decrease of 37 per cent from 2011) and 604 from teachers whose initial qualification was from overseas (a decrease of 38 per cent from the previous year). The decrease in the number of applications received from applicants whose initial teaching qualification was from overseas can be attributed to changing migration patterns and the higher level of English language proficiency required as a result of adopting a nationally consistent standard for English proficiency from 1 January 2012.

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.

During 2012 a total of 556 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 440 did not re-apply for registration by 31 December 2012 and their names were removed from the Register of teachers in Queensland.

## Registration status

During 2012, 3,206 provisionally registered teachers gained full registration. Of the total number of registered teachers as at 31 December, 14.3 per cent had provisional registration and the remainder had full registration. The proportion of registered teachers with provisional registration has remained constant for the past few years.

## Location and employment

Approximately 95.3 per cent of registered teachers have Queensland addresses, while 3.4 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 2012, 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 per cent of registered teachers were employed in other educational institutions (e.g. TAFE, universities, kindergartens).

Those not in permanent or long-term teaching positions include relief and short-term contract teachers; teachers on extended leave; teachers who are no longer employed in a school but are employed in education-related positions (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, 67.3 per cent were in State schools and 32.7 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	15.8%
Non State Secondary	16.9%
State Primary	43.5%
State Secondary	23.8%

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 recent years.

## 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

Average age of:	2009	2010	2011	2012
All applicants	33.4	33	33.1	33.3
Approved teachers on the register	44.4	43.6	43.7	43.7
Female applicants	33	32.5	32.5	32.8
Male applicants	34.8	34.7	35.1	34.9

Table 5 shows the age profile and gender breakdown of approved teachers by age group. Overall, three-quarters (75.6 per cent) of teachers on the Register are female and 48 per cent of teachers are 45 years of age or older.

**Table 5:** Age profile of approved teachers as at 31 December 2012

Age group	Proportion of approved teachers	Male	Female
0-24	4.4%	17.4%	82.6%
25-29	10.8%	20.4%	79.6%
30-34	12.3%	23.1%	76.9%
35-39	11.4%	23.0%	77.0%
40-44	13.1%	22.9%	77.1%
45-49	12.0%	23.8%	76.2%
50-54	12.1%	25.7%	74.3%
55-59	12.0%	28.5%	71.5%
Over 60	11.9%	34.5%	65.5%

## 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 (percentage figures rounded to nearest whole number)**

Qualification	Initial teaching qualification	Total qualification
4 years +	36%	85%
3 years	31%	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%	5%	94%
40-44	1%	18%	81%
45-49	1%	22%	77%
50-54	1%	23%	76%
55-59	1%	24%	75%
Over 60	12%	12%	76%

## 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 2012 is shown in Table 8.

**Table 8: Numbers of teachers granted registration under mutual recognition**

Origin	Number
Victoria	265
New Zealand	253
Northern Territory	100
Western Australia	80
South Australia	61
Tasmania	36
Australian Capital Territory	29
TOTAL	824

The total represents an increase of 12.4 per cent on the figure for the previous year of teachers granted registration under mutual recognition.

## Recognition of teachers with overseas qualifications

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 teachers with overseas qualifications as a means of moving towards a teaching force that reflects more closely the composition of the Queensland population.

In 2012, the QCT received a total of 604 applications from teachers whose initial teacher education was undertaken outside Australia. The number of applications received from such teachers was 9.4 per cent of the total applications received in 2012 (a decrease from 15 per cent in 2011).

The majority of such applications received by the QCT were from teachers whose initial preparation had been undertaken in the United Kingdom, South Africa, Canada and the United States of America. There was also a substantial number of applicants with initial teaching qualifications from New Zealand, most of whom applied for registration under Mutual Recognition.

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 from 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.

The QCT's English language policy changed from 1 January 2012 to align with nationally consistent registration processes, ensuring a consistent standard for English language proficiency for the registration of teachers across Australian states and territories. The QCT also introduced changes to business processes for dealing with applications where evidence of English language proficiency is required, including tightening of the time frame for provision of test results. Applications are now finalised and withdrawn where evidence of English language proficiency is not provided within a specified time frame, resulting in a significant decrease in the numbers of applications in progress by the end of 2012.

During 2012, 682 overseas-trained teachers were admitted to the register on the basis of their qualifications, English proficiency, and, in some cases, teaching experience. This is an increase of 21.8 per cent compared to the previous year.

## 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 2012, twelve such applications were assessed. This resulted in six applications being approved for provisional registration, and six 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 was not required to meet during 2012.

## 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 cannot 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 2012, 41 applications for PTT were approved, compared with 39 in 2011 and 43 in 2010. Thirty-five people approved for PTT in 2012 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, with Maths/Science and Primary being equal second.

Approximately 41 per cent of PTTs granted were for rural or remote areas, 32 per cent for provincial areas and the remainder for metropolitan areas. For the Primary PTTs, 71 per cent were for rural and remote areas, with the remainder being for provincial areas. Approximately 63 per cent 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.

Eight decisions of the QCT were reviewed by the IRC in 2012. There were three cases where the IRC recommended substituting another decision for the original decision, and one where amendment of the original decision was recommended. The Board endorsed the recommendation of the IRC in the six cases it considered, with the remaining two cases to be referred to the Board early in 2013.

QCT processes and procedures for dealing with applications for internal review were strengthened and streamlined during 2012, as a result of a comprehensive review.

## Renewal and restoration 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 2012, following learnings from the successful inaugural 2010 renewal project and in 2011, the application process for renewing teachers was continuously monitored and processes refined. In 2012 3773 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.

A total of 3871 applications for renewal or restoration of registration were received and 4004 were processed. These figures include the work undertaken on applications for renewal and restoration from 2011.

Amendments to the Act and Regulation were passed by Parliament in November 2012. This enables, from 2013, use of the *Australian Professional Standards for Teachers* and implementation of changes to recency of practice and continuing professional development required for renewal of registration purposes. During 2012 the QCT commenced preparing for the transition to the new standards and nationally consistent teacher registration.

## **‘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.

In 2012 106 renewing teachers had an RTT condition applied to their teacher registration. By the end of 2012 a total of 10,030 teachers had RTT conditions on their registration. 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.

In 2012, 699 requests for review of an RTT condition were received. A total of 512 RTT conditions were cancelled on evidence that the teacher had completed an RTT program. Forty-two RTT conditions were omitted based on the determination that on the information provided the teacher’s experience was equivalent to teaching in a Queensland school and 79 RTT conditions were removed for various other reasons. On 122 occasions the QCT refused to cancel an RTT condition and in 99 of these cases an extension of time was given to the teacher to comply with the condition. Ten requests for review were still in progress at the end of the year.



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# Strengthening the profession

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## 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 2012 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. Eleven sessions were provided across nine campuses, involving both undergraduate and graduate-entry students. In addition, two professional engagement sessions were held for preservice teachers involved in the Teacher Education Centres of Excellence.

The Professional Standards Unit personnel also delivered a series of 27 workshops and information sessions for provisionally and fully registered teachers in 13 locations throughout Queensland. In total, 1017 teachers attended the workshops, with 500 attending the Continuing Professional Development (CPD) information sessions and 517 the workshops on provisional registration. In comparison to previous years, this represented a significant increase in attendance with registrations for many sessions reaching capacity prior to the presentation date. Approximately 35 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. Complementing the provisionally registered teacher workshops were presentations and workshops to members of the Beginning and Establishing Teachers' Association in both metropolitan and one regional location.

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. In 2012, the professional engagement also provided an opportunity to introduce the *Australian Professional Standards for Teachers* to registered teachers in anticipation of the transition towards implementation of these Standards in 2013.

The QCT's commitment to the teaching profession and its proud history of registration is well-regarded both nationally and internationally. To this end, three presentations were made to delegations from both Vietnam and Japan on professional standards, professional development and registration requirements.

## Progression from provisional to full registration

There are two categories of teacher registration in Queensland, provisional registration and full registration. Full registration is usually granted upon completion of one year of full-time classroom practice or the part-time equivalent, successful demonstration of the Professional Standards for full registration and completion of a provisional to full recommendation report.

The period of provisional registration represents a supported introduction to the teaching profession in Queensland. It forms part of the continuum of ongoing development from preservice education to career-long learning. Features of this period include:

- teaching experience
- guided reflection on practice
- professional development and growth through supported development

- collegial support and participation in collegial activities.

To support provisionally registered teachers, principals and other authorised persons through this period and process, during 2012 the QCT enhanced its Policy on moving from provisional to full registration, revised the *Provisional Registration Fact Sheet* and developed an evidence guide, *Transition to Full Registration: Providing evidence of practice*, based on the *Australian Professional Standards for Teachers*.

The QCT also investigated how a sample of schools implement its policy on moving from provisional to full registration. This investigation was undertaken in light of a requirement of the new national processes for the initial period of registration, that teacher regulatory authorities undertake a quality assurance process to ensure consistency in judgements when granting full registration.

## 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 continuing 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.

Amendments to the *Education (Queensland College of Teachers) Act* and Regulation were passed by Parliament in November 2012. These changes were required in light of decisions by Australian Education Ministers to move towards nationally consistent registration practices and professional standards for teachers. The amendments enabled the use of the *Australian Professional Standards for Teachers* from 2013 and introduced a change to the amount of teaching required for recency of practice for teachers with a renewal of registration date after 31 December 2012.

In the latter part of 2012 the *Continuing Professional Development (CPD) Framework* was amended to take into account these changes.

Some schools and systems have specifically revised their performance development systems to align with the CPD Framework to enhance their processes and enable 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.

Under the QCT's policy on the auditing of teachers' CPD, at the time of renewal of registration, the QCT conducts an audit of random samples of registered teachers and requests that they supply records and evidence of their CPD and hours of teaching. The audit is used in making decisions about renewal of a teacher's registration, including, for example, whether registration will be renewed with a condition. A total of 244 teachers were audited during 2012.

During 2012 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. Relevant pages on the QCT website were extensively modified to enhance access to information about nationally consistent registration processes and requirements.

## Returning to Teaching programs

In 2012, 465 teachers completed approved 'Returning to Teaching' professional development programs, to satisfy this condition of their registration.

Programs which meet requirements are given approval for three years from the original date of approval. An additional program was approved during 2012, increasing to five the options available to teachers. The program providers continued to demonstrate a strong commitment to working with the QCT to ensure programs are current and benefitting teachers. Programs will be updated during 2013 to reflect the *Australian Professional Standards for Teachers*.

## Initial teacher education program accreditation and approval

As part of the move towards national teacher professional standards and nationally consistent registration processes, in 2011 standards and procedures for the accreditation of initial teacher education programs in Australia were endorsed by all Australian Ministers of Education, with the aim of creating a nationally consistent approach to the accreditation of initial teacher education programs.

2012 was a transition year for implementation of the national system, with all new programs proposed for commencement in 2013 or later being considered according to the national requirements. During 2012, the QCT's *Program Approval Guidelines* continued to inform the ongoing approval of continuing Queensland initial teacher education programs.

Under the national accreditation process, teacher education programs offered by Queensland higher education institutions have to address the *Accreditation of Initial Teacher Education Programs in Australia: Standards and Procedures* (AITSL 2011). Developed in consultation with stakeholders, including teacher registration authorities, the program standards address entry criteria and conditions, program structure, content, delivery and resourcing and partnerships for professional experience, as well as graduate outcomes through the requirement that graduates meet the *Australian Professional Standards for Teachers* (Graduate career stage).

The *Accreditation of Initial Teacher Education Programs in Australia: Standards and Procedures* (AITSL 2011) and QCT's *Program Approval Guidelines* are available on the QCT website under 'Teacher Education'.

In addition to national requirements, the QCT has retained some Queensland-specific elements that are not as strongly addressed by the national requirements, in particular the areas identified in the Queensland Government's 2011 Review of Teacher Education and School Induction.

Under the national system, state and territory regulatory authorities retain responsibility for the accreditation process. Program documentation for accreditation must provide explicit information about how the intended outcomes, content, teaching approaches and assessment of the program enable preservice teachers to meet the Professional 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 accreditation. The panels comprise representatives of experienced teacher educators, teachers and teacher employers. AITSL is informed of the decision and maintains a national database of accredited programs.

Graduates who successfully complete a program as approved or accredited are eligible for provisional teacher registration, subject to

meeting suitability and other requirements.

The national system includes the provision to review programs through reaccreditation. While similar to the initial accreditation, this includes the capacity for site visits to the institution and greater emphasis on the evidence that graduates of the program meet the Graduate Teacher Standards.

A standards-based approach to the approval of teacher preparation programs means that from the beginning of their involvement in the teaching profession, preservice teachers engage with the Professional Standards 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 preservice teachers, culminating in a final decision that leads to eligibility for graduation and provisional registration.

During 2012, programs from the Australian Catholic University, Central Queensland University, Christian Heritage College, 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 accreditation under the national system to the new Masters of Teaching (Primary) from the University of Queensland. Consideration for national accreditation purposes of eighteen programs from six universities also commenced during 2012. These processes will continue during 2013 as well as consideration of programs from a further three higher education institutions.

Program review visits to Central Queensland University, Christian Heritage College and the University of the Sunshine Coast were undertaken. The visits included discussions with institutional staff, teacher education students, school and employer personnel and recent graduates of the program. Five programs from four universities were granted Phase Two approval under QCT approval processes and a number of significant changes to programs were also considered.

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, granted extensions to a

number of graduate-entry programs to allow for the development of new programs to meet the national requirements.

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 2011 were considered by program panels during 2012.

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 approved for teacher registration purposes can be found on the QCT website and in Appendix 5.

## **Internships authorisations issued**

An internship is an advanced professional experience which provides a transition into the teaching profession. Preservice 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 2012 a total of 1648 final year students undertook teaching internships under authorisation. The participating Queensland higher education institutions were Australian Catholic University (57 students), Central Queensland University (193 students), Christian Heritage College (22 students), Griffith University (436 students), James Cook University (10 students), Queensland University of Technology (362 students), the University of Queensland (280 students), and the University of Southern Queensland (288 students).

## **Research**

The QCT's research involvement in 2012 focused on the following projects:

### ***1. Best practice in evidence-based assessment forum***

A research project to investigate ways to ensure the validity, reliability and consistency of the assessment of preservice teachers against the graduate level *Professional Standards for Queensland Teachers* within the range of teacher education programs currently offered by Queensland higher education institutions was commissioned in 2011.

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. The report was published on the QCT website in 2012.

The second phase of this project was an initiative by the Queensland Deans of Education Forum (QDEF) in collaboration with the QCT. Based on the findings of the 2012 report a two-day forum involving a range of stakeholders was undertaken in November 2012 to address specifically the Quality Assurance features of assessment practices within preservice teacher education programs.

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

The second year of this project continued the strong partnership between Queensland and Victorian state education departments, regulatory authorities and universities and reflects an ongoing commitment to collectively investigate the conditions under which preservice teacher education is conducted in the two states, and the effectiveness of current teacher education programs in preparing teachers for a variety of school settings when they start their careers.

### ***3. The transition from preservice teacher to early career teacher: the impact of a university-school teacher preparation partnership***

This pilot project is investigating the difference a work-based teacher preparation pathway makes to beginning teacher aspirations, confidence, expectations and retention – it compares a Master of Teaching (Professional Practice) and a traditional graduate-entry program. The findings from this project will help inform teacher education curriculum and benchmark effective induction strategies for beginning teachers.

#### 4. Professional Conduct Project

The focus of this project was an internal investigation into identifying major trends in conduct cases since the QCT began operation in 2006 to further inform the future work of the College in this area.

#### 5. 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 QCT being assigned responsibility for 16. The QCT amended requirements for accreditation or approval of initial teacher education programs to reflect the recommendations.

The remaining 41 recommendations were 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 reported to the Minister in 2012.

### National context

The QCT continued to play a significant role in 2012 in the area of national reform related to teacher quality.

An officer from the QCT 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 Australian Professional Standards for Teachers and a national system for the accreditation of initial teacher education programs.

The QCT partnered with the NSW Institute of Teachers and the Australian Institute for Teaching and School Leadership (AITSL) to develop a suite of modules to assist classroom teachers to enhance the skills required for supervising preservice teachers.

The QCT is a member of the incorporated association of 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.

Officers from the QCT continued to participate in the various ATRA networks: Senior Registration & Assessment Officers, Professional Teaching Standards, Professional Conduct & Legal Officers, Professional Learning, Initial Teacher Education Accreditation Officers, and ICT Officers. In 2012 QCT officers convened several of these networks.

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

During 2012, the QCT contributed to the work of AITSL in the areas of national professional standards for teachers, the Australian Performance and Development Framework, accreditation of initial teacher education programs and the elements of nationally consistent teacher registration. The QCT further developed its plan for transition to implementation of the national standards and processes and advised all relevant stakeholders accordingly. Some minor legislative amendments identified as a necessary precursor to implementation were progressed during 2012.

The year 2012 had been designated as a transition year to the Australian (formerly 'National') Professional Standards for Teachers endorsed by the Ministerial Council for Education, Early Childhood Development and Youth Affairs (MCEECDYA) in December 2010. Accordingly, during 2012 the QCT's *Professional Standards for Queensland Teachers* generally continued to be used for teacher registration purposes in Queensland.

2012 was similarly a transition year to the adoption of a national system for the accreditation of initial teacher education programs in Australia. 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. Full implementation of the national standards and procedures will occur by 2013.

The elements of nationally consistent registration were endorsed by MCEECDYA in October 2011. This required amendment to a range of QCT policies during 2012, with implementation generally from 2013. See also 'Nationally consistent registration' in the section below on **Protecting the public and the profession**.

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# Protecting the public and the profession

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## 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. This framework was reviewed in 2012 and amendments were made allowing a more streamlined approach to assessments. 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 2012 'suitability to teach' assessments were undertaken on 1025 applications (331 applications for renewal and 694 applications for teacher registration) as a result of criminal history information which related largely to traffic and minor criminal matters. Of those, 21 applications were considered by the STT Committee. Two applicants were 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 2012 the QCT received 33 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 2012, 57 notifications were received from the Commission of Police. These resulted in the suspension of twelve teachers' registration as a result their being charged with a serious offence.

Serious 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* and the *Classification of Publications Act 1991*.

The QCT determined to take no further action in regard to six 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 QCT.

## **Notifications from employing authorities**

Employing authorities are required to report certain matters to the QCT including the commencement and outcome of any investigation into allegations of harm to a child because of the conduct of a teacher and any dismissal of a teacher in circumstances calling the teacher's competency into question.

In 2012, 145 notifications were received from employing authorities; of these the QCT suspended the registration of one teacher believed to pose an imminent risk of harm to children and authorised four disciplinary investigations.

Whilst some of the notifications were referred for disciplinary action, either directly to a disciplinary committee or for QCT investigation, others were determined as requiring no further action. At the end of the year some matters were still awaiting additional information such as the outcome of an employing authority or police investigation or court proceeding 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 2012 the QCT received eight complaints against approved teachers. Of these, the QCT refused to deal with four, and with regard to the other four complaints, all of which were received in December 2012, commenced an

authorised disciplinary investigation in one and is considering the other three. All outstanding complaints at the commencement of 2012 were finalised.

## **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 2012; of these, four were finalised and referred for decision by a disciplinary committee, leaving one still being progressed. A further four QCT investigations carried forward from 2011 were also finalised. In addition to the investigations conducted, reports to disciplinary committees were finalised and referred in another eight matters. A total of 76 employing authority reports were reviewed and assessed as requiring no disciplinary action by the QCT.

## **Disciplinary committees**

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

In 2012 29 new disciplinary matters were referred to the PP&C Committee. The PP&C Committee determined as follows on these matters: to take no further action against the teacher in six matters; to take minor disciplinary action in 14 matters; and to refer five matters to the QCAT. The remaining four 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 2012 there were 27 disciplinary matters listed before QCAT. The QCT referred 24 new disciplinary matters to the QCAT in 2012, compared to 20 matters referred in 2011.

In 2012 the QCAT reviewed the suspension of twelve teachers and determined to continue the suspensions, deciding that the teachers' cases were not exceptional where the best interests of children would not be harmed if the suspension were ended. The QCAT determined to cancel or suspend nine teachers' registration or prohibit them from reapplying for registration for a period of up to ten years. In other matters the QCAT determined to 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 QCT for being convicted of a serious offence.

By year's end 26 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 2012 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 2012 external review was sought in one matter, where QCAT confirmed the QCT decision. One decision of QCAT was appealed where QCAT upheld the appeal which resulted in the disciplinary action imposed being reduced.

## Legislative amendment

The *Education and Training Legislation Amendment Act 2011* which was passed in 2011 came into effect on 16 January 2012, amending the *Education (Queensland College of Teachers) Act 2005*. The amendments included an expansion of the requirement to cancel a teacher's registration in circumstances of a conviction for a serious offence; 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 *Education Legislation Amendment Act 2012* amended the *Education (Queensland College of Teachers) Act 2005* to enable the QCT to adopt the National Professional Standards for Teachers which had been developed by the Australian

Institute of Teaching for Teaching and School Leadership (AITSL) and endorsed by Education Ministers. (Late in 2012, the Education Ministers decided the Standards should be known as 'Australian' rather than 'National'.)

Amendment to the *Education (Queensland College of Teachers) Regulation 2005* was also effected to provide a definition for *national professional standards* and to alter to 6 months the minimum period required to satisfy recency of practice requirements when renewing registration.

## Policy implementation and review

### *Nationally consistent 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.

From 1 January 2012 the QCT has implemented changes to the English language proficiency requirements for registration, to align with nationally consistent registration processes. Determinations on all applications received and in progress from 1 January 2012 have been based on the new policy.

Changes have included removing South Africa as an exempt country and increasing the level of result required on some tests. The basis for determining whether an applicant needs to provide evidence of English language proficiency has changed from a focus on only the preservice teacher education program, to the full four years of higher education studies required for registration. This has meant that graduates from Australian graduate courses of preservice teacher education who have completed their undergraduate degree in a non-exempt country now need to provide evidence of English language proficiency.

Business process changes were launched late in 2012 as a result of amendment to QCT policy and the Regulations and ensure commitment to nationally consistent registration.

For Queensland teachers whose five-year period of full registration ends after 31 December 2012, and who wish to renew their registration, the amount of teaching required for recency of practice will decrease to six months (100 days). The amount of Continuing Professional Development required



will be 20 hours per year. This applies only to those who teach for 20 days or more in the year.

### ***Letters of Professional Standing***

The QCT developed and implemented a policy and business process for responding to requests for letters of professional standing and confirmation of teacher registration.

A letter of professional standing and confirmation of teacher registration status is only issued for current and former registered teachers who meet stated requirements. It is a service additional to the normal activities associated with teacher registration. This service is to provide the person or agency with information for the purposes of accreditation, registration or employment outside of Australia.

The charge fixed for the QCT to issue letters of professional standing is the same rate as the fee charged for replacing a registration certificate or certificate of permission to teach, which was \$30 in 2012. During 2012 the QCT received 268 enquiries about letters of professional standing and issued 197 such letters.

## **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 2012 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. Work also commenced on the development of a *Regulatory Risk Framework* for the general offence provisions of the Act to ensure that action undertaken to address a compliance breach is consistent with the identified risks that failure to comply with the Act can result in.

## ***Compliance management***

The QCT fully implemented the *2012 Compliance Management Plan* to ensure that the regulatory compliance obligations of the Act are monitored and managed. This strategy includes reporting to the QCT Board on compliance activities and data, undertaking an annual program of school audits, conducting the annual census monitoring compliance with conditions on registration, auditing of Continuing Professional Development, and stakeholder engagement and information provision.

### ***Annual census***

The QCT conducted the 2012 annual census of teachers in schools from 13–15 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.

Improvements to the census functionality of online Employer Services provided additional reporting tools including the option for schools to list any 'unidentified' registered teachers. This led to a reduction in time spent by schools on the census as the names of 'unidentified' teachers were returned electronically to the QCT to locate. This in turn reduced enquiries and improved customer service.

By the end of the year 1522 schools (85 per cent of the total number of schools) had completed a census return. The number of individual schools participating in the census was down 7.5 per cent from the previous year. However, the regular exchange of information with the Department of Education, Training and Employment (DETE) included those state schools that did not

participate in the census. Overall only 87 non-State schools did not complete the census.

### ***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. In 2012 the QCT invested additional resources into assisting teachers, schools and employing authorities to manage their compliance obligations with the Act. This increased engagement with stakeholders has resulted in an increase in the number of issues identified and the number of school audits conducted.

As part of its compliance monitoring program, the QCT undertook audits of the employment records of eight selected schools. The audits indicated that the overall level of compliance with the Act is very high in Queensland schools. Two audits commenced in 2011 were completed in 2012 and one audit commenced in 2012 was still underway at the end of the year.

Of the nine audits completed in 2012 no anomalies were identified at four schools. The QCT engaged with the other five schools to assist in addressing twenty issues. 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 are approved teachers. All schools were co-operative and eager to use the information gained at audit to improve their systems and procedures.

In 2012 the QCT investigated 119 issues concerning schools and employing authorities about complying with the requirement under sections 82 and 83 of the Act that only approved teachers may be employed as teachers. On 73 occasions the school or employing authority (50 non-state and 23 state schools) was provided with advice about compliance with the Act and on 46 occasions the matter was not further pursued. One hundred and twenty-four issues concerning non-approved teachers were investigated, resulting in 72 individuals being issued with advice about their obligations under the Act; 64 of these were registered teachers.

### ***Stakeholder engagement***

To assist in promoting enhanced compliance with the Act, all five Catholic diocesan offices were consulted on the implementation of automated email advice about teachers recorded with the QCT as being employed at one of their schools who are about to be removed, or have been removed, from the register of teachers. This process has now been fully implemented.

A more rigorous process was also implemented for checking the data exchanged between the QCT and DETE, under the information-sharing agreement pursuant to section 287 of the Act, on teachers employed by the department. These enhancements have assisted both agencies in their regulatory obligations and reduced the regulatory burden in addressing potential breaches of the Act.

### ***Public Interest Test***

The QCT developed a policy to provide guidance to QCT officers on applying the public interest consideration when making decisions under the Act. The policy details factors which may be relevant in determining whether the public interest supports the making of a decision. The policy will be formally implemented and incorporated in business processes in 2013.

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# Communication with and promotion of the teaching profession

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## Quality customer service

The QCT experiences a peak in registration-related activities and customer-service contact from September to February. This includes assisting approximately 65,000 teachers with a registration expiry-date of 31 December and Queensland graduates applying for teacher registration. To ensure a responsive level of customer service during this period temporary personnel are employed in the Customer Service and Renewals Team and for the past three years a skeleton staff has worked between Christmas and New Year.

During 2012 the registration area of the QCT responded to over 32,954 telephone enquiries and 10,895 emails, in the main from registered teachers and applicants. The number of direct customer-service telephone contacts to the QCT has reduced by 28 per cent compared to 2011 when staff fielded an elevated number of enquiries as a result of the first cohort of fully registered teachers applying for five-yearly renewal or restoration. This reduction in telephone contacts also reflects increased confidence by teachers using their QCT online services account as is evident from the uploading by 49,000 teachers of 1,180,000 Continuing Professional Development entries and that the majority of teachers use electronic banking for fee payments.

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 2012 the QCT automatically lodged approximately 225,883 notices and introduced email notifications of all fee notices, receipts, advice of receiving online application forms and email advice when registration is granted. The introduction of automated electronic advice has mitigated the need for applicants and teachers to contact the QCT to check the progress of their applications, change their contact details or request information about their registration.

Significant business improvements and enhanced customer service have been derived from the implementation of the Automatic Bulk Lodgement Engine which provides for the QCT to ensure that all mail and email correspondence to individual applicants is converted to a PDF format and electronically filed in the person's QCT file. Since April 2012 a total of 197,637 mirror images of notices have been uploaded into the QCT record keeping system. These PDFs are available the same day the automated data is sent to the mailing house, thus enabling almost instant advice to the customer about the content of the notice and providing the ability to email the notice if required.

## ***QCT eNews***

*QCT eNews* is an email bulletin sent every second month during the school year (i.e. five times in total each year) 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.

## Teacher research grants

Under the QCT's Teacher Research Grants program, funding is provided on a competitive basis 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 2012 were awarded to three teachers to present papers to the conferences of Drama NSW (Sydney, in May), the Australian Association for Gifted and Talented Education (Adelaide, in July) and Australian Computers in Education (Perth, in October).

## World Teachers' Day— Friday 26 October 2012

The QCT's World Teachers' Day theme for 2012 was 'Teachers Inspire', acknowledging teachers from a wide range of teaching and leadership roles who go 'above and beyond' to help their students learn.

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 is available to encourage students and parents to thank their teachers.



## Awards for Excellence in Teaching

The QCT's Excellence in Teaching Awards were introduced in 2009 with two awards named after eminent Queensland educators associated with the QCT and its predecessor bodies: 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 third award was added 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*.

In 2012 a fourth award was introduced to acknowledge classroom teachers or school administrators who have taken a leading role in enhancing teaching and learning in their school: the *Dr John Dwyer Award for Excellent Leadership in Teaching and Learning*. A former Chair of the Board of Teacher Registration (predecessor of the QCT), Dr John Dwyer has over 50 years' experience in education and training, including as a teacher, principal, inspector, director and consultant.

Brisbane's Parliament House played host to the Queensland College of Teachers' annual Excellence in Teaching Awards ceremony on World Teachers' Day, Friday 26 October. Twenty-six finalists from state, Catholic and independent schools were recognised in four award categories for their passion and dedication to teaching in Queensland.

The awards, which attracted more than 120 nominations in 2012, were announced by Minister for Education, Training and Employment, the Honourable John-Paul Langbroek MP. QCT Board member, Ms Lisa Siganto, as awards MC, presented the Minister with a World Teachers' Day badge on behalf of the profession. An instrumental strings ensemble from Brisbane Girls Grammar School entertained guests.



## 2012 Finalists

### *Professor Betty Watts Memorial Award for Outstanding Contribution to Teaching* *Sponsored by The Courier-Mail*

#### *Awarded to:*

Fran Jones – Elanora State High School

#### *Finalists*

Meagan Curry – Marymount Primary School

Clare Patullo – Kenmore State School Support Centre

Adrian Pauley – St Joseph's College Gregory Terrace

John Rees – Cooloola Christian College Gympie

### *Dr John Dwyer Excellent Leadership in Teaching and Learning Award* *Sponsored by QT Mutual Bank*

#### *Awarded to:*

Garry Brown - Queensland Academy for Health Sciences, Southport

#### *Finalists*

Kumiko Frisby - Brisbane School of Distance Education

Sasha Jessop - Indooroopilly State High School

David Parrington - Djarragun College

Maria Salcedo - East Brisbane State School

### *Dr Alan Druery OAM Excellence in Teaching Award* *Sponsored by QT Mutual Bank*

#### *Awarded to:*

Fiona Altoft - Marymount College

#### *Finalists*

Teresa Anderson - Capricornia School of Distance Education

Jo Bierton - Victoria Point State High School

Lisa Cooper - Kawungan State School

Danielle Griffin - Centenary Heights State High School

David Lau - Indooroopilly State High School

Mark Lockett - The Southport School

Desiree McGann - Riverside Christian College Maryborough

Christine Moffatt - Queensland Academy for Health Sciences

Adam Richmond - Clontarf Beach State High School

Andrew Riordan - Loganlea State High School

### *Dr Roger Hunter Excellence in Beginning to Teach Award* *Sponsored by TUH (Teachers' Union Health)*

#### *Awarded to:*

Kerrie Johnstone - Moreton Bay Boys' College

#### *Finalists*

Amelia Duelberg - Caloundra State High School

Rachel Kousek - Palm Beach Currumbin State High School

Samantha Muir - Sinai College

Daniel White - Cairns West State School

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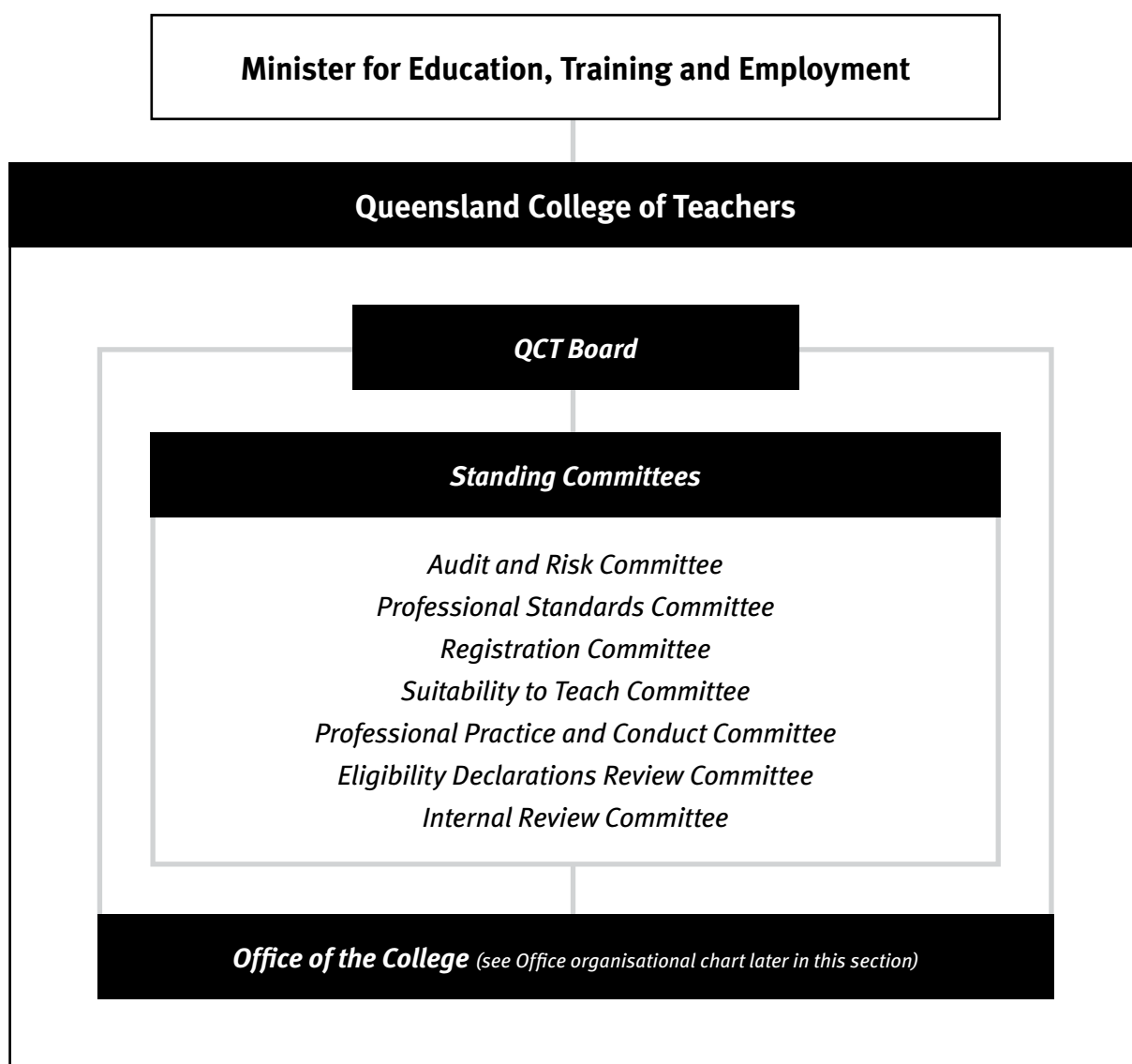
# Corporate governance

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## 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.

The QCT Board began its third three-year term in 2012, with eight of the 17 members carrying over from the previous term.

Members in 2012 were as follows:

**\*Dr Joseph McCorley, OAM (Chairperson)**  
*Nominee of the Minister*

**Ms Tracy Alder**  
(until May)  
*Nominee of Queensland Council of Parents and Citizens' Associations*

**Mr Craig Allen**  
Assistant Director-General, Human Resources, Department of Education, Training and Employment (DETE)  
*Nominee of the Director-General DETE*

**\*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, DETE  
*Practising teacher nominated by the Queensland Teachers' Union*

**\*Ms Melissa Burke**  
Principal, state school  
*Elected practising teacher – state sector*

**\*Ms Samantha Colbert**  
Teacher, state school  
*Practising teacher representing state schools, nominated by the chief executive*

**\*Ms Aleisha Connellan**  
Teacher, non-state school  
*Nominee of the Queensland Independent Education Union*

**\*Ms Susan Forsyth (Deputy chairperson)**  
Former Director, Organisational Development, SkillsTech Australia  
*Nominee of Queensland Public Sector Union*

**\*Dr Roger Hunter**  
*Nominee of the Association of Independent Schools of Queensland*

**Mrs Margaret Leary**  
(from October)  
*Nominee of Queensland Council of Parents and Citizens' Associations*

**\*Ms Alota Lima**  
Experienced senior teacher, state school  
*Elected practising teacher – state sector*

**\*Miss Amy Lunney**  
Deputy Principal, state school  
*Practising teacher representing state schools, nominated by the chief executive*

**\*Ms Marise McConaghy**  
Deputy principal, non-state school  
*Practising teacher representing non-state schools, jointly nominated by the Queensland Catholic Education Commission and Independent Schools Queensland*

**Mr James McGowan, AM**  
*Nominee of the Minister representing the interests of the community*

**\*Ms Stephanie Munday-Lake**  
Deputy Principal, non-state school  
*Elected practising teacher – non-state sector*

**Ms Lisa Siganto**  
*Joint Nominee of Federation of Parents and Friends Associations of Catholic Schools (Qld) and Qld Independent Schools Parents Council*

**\*Mr Kevin Twomey**  
Deputy Executive Director, Brisbane Catholic Education  
*Nominee of the Queensland Catholic Education Commission*

*\*Member was a registered teacher in 2012*

The Board met 10 times in 2012, holding ordinary meetings monthly from February to November. In addition, a meeting was held in January of a small group of members delegated by the Board to act on its behalf during the summer recess before the February 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 2012 were generally very positive.

**Queensland College of Teachers Board Meetings:**  
**Member attendance record 2012**

<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>	<i>TOTAL attended in person</i>
Dr Joe MCCORLEY (Chairperson)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	10/10
Mr Craig ALLEN	✓	✓	P	✓	✓	✓	✓	✓	✓	P	8/10
Professor Nola ALLOWAY	✓	✓	✓	A	✓	✓	✓	✓	✓	✓	9/10
Ms Tracy ALDER*	A	✓	✓	A							2/4
Mr Perry ANDERSON	✓	P	✓	✓	✓	✓	✓	✓	✓	✓	9/10
Ms Melissa BURKE	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	10/10
Ms Samantha COLBERT	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	10/10
MS Aleisha CONNELLAN	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	10/10
Ms Susan FORSYTH	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	10/10
Dr Roger HUNTER	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	10/10
Ms Margaret LEARY**					0	(✓)	(✓)	(✓)	✓	✓	2/2^
Ms Alota LIMA	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	10/10
Ms Amy LUNNEY	✓	✓	✓	✓	✓	✓	A	✓	✓	✓	9/10
Ms Marise MCCONAGHY	✓	✓	✓	✓	✓	✓	✓	A	✓	A	8/10
Mr James MCGOWAN	✓	A	✓	✓	✓	✓	✓	✓	✓	✓	9/10
Ms Stephanie MUNDAY-LAKE	✓	✓	✓	✓	✓	✓	A	✓	A	✓	8/10
Ms Lisa SIGANTO	P	✓	✓	✓	✓	✓	✓	✓	P	✓	8/10
Mr Kevin TWOMEY	P	✓	✓	✓	P	✓	✓	0	✓	✓	7/10

\* Resigned from Board in May 2012

\*\* Formally appointed 27 September 2012

^ Of meetings after member formally appointed

✓ – Attendance recorded; A – Apology; P – Attendance by proxy;  
0 – Observer attended in lieu; (✓) – Attendance as an observer



## Ministerial directions

No Ministerial directions were received during 2012.

## 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 its functions. Four additional committees established by the Board operated in recent years.

As a result of a review of the Board's committee structure by an external consultant late in 2011, the Board early in 2012 adopted revised terms of reference and membership (and in one case, a new name) for its committees. A new committee was also added.

The Board therefore operated in 2012 with five committees in addition to the two specified in legislation: Eligibility Declarations Committee, Professional Standards Committee, Registration Committee, Suitability to Teach Committee and Audit and Risk Committee (formerly titled 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.

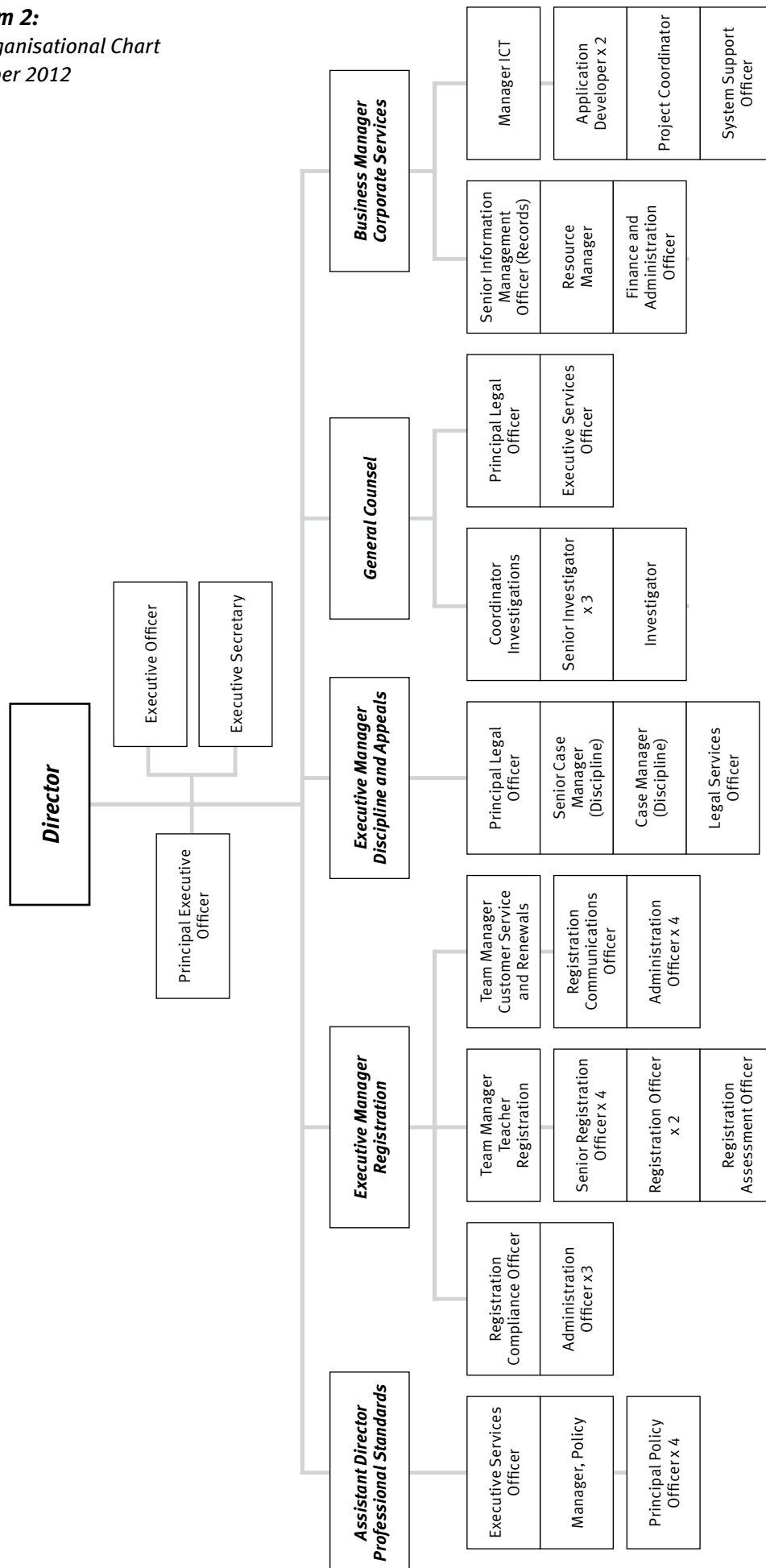
In 2012 the office had the following main operational areas: Professional Standards, Registration, Professional Conduct and Legal, Corporate Services, and the Office of the Director. The structure of the QCT office is shown in the organisational chart below (Diagram 2).

## Executive management

The executive team in the Office as of late 2012 consisted of:

- Director, Mr John Ryan DipT, BEd, MEd, Grad Dip Mgmt;
- Assistant Director, Professional Standards, Ms Roslyn Bell DipT, BCom;
- Executive Manager, Registration, Ms Kim Newman, B Bus(Comm), MA(Applied Ethics);
- General Counsel, Mr Andrew (Drew) Braban LL.M; and
- Business Manager, Mr Robert Beazley BCom, BAcc, CA (SA).

**Diagram 2:**  
QCT Organisational Chart  
December 2012



## 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 periodically.

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 \$3.53 million, after seven 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 for Education, Training and Employment prior to and during 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 2012*

	Notes	2012 Actual \$'000	Revised 2012 Budget \$'000	Variation %
<i>Income from Continuing Operations</i>				
<i>Revenue</i>				
Fees		7,831	7,548	-4%
Interest	1	372	423	12%
Criminal history checks		165	174	5%
Other revenue	2	44	93	53%
<b>Total Income from Continuing Operations</b>		<b>8,411</b>	<b>8,237</b>	
<i>Expenses from Continuing Operations</i>				
Employee expenses	3	5,164	5,523	7%
Supplies and services	4	2,193	2,463	11%
Depreciation and amortisation		220	222	1%
Impairment losses		1,160	1,160	0%
Criminal history checks		217	223	3%
<b>Total Expenses from Continuing Operations</b>		<b>8,954</b>	<b>9,592</b>	
Operating Result from Continuing Operations		(543)	(1,355)	
Other Comprehensive Income		-	-	
<b>Total Comprehensive Income</b>		<b>(543)</b>	<b>(1,355)</b>	

## Statement of Financial Position

as at 31 December 2012

	Notes	2012 Actual \$'000	Revised 2012 Budget \$'000	Variation %
<i>Current Assets</i>				
Cash and cash equivalents		9,316	9,484	2%
Receivables	5	209	68	-209%
Other		22	30	25%
<b>Total current assets</b>		<b>9,547</b>	<b>9,582</b>	
<i>Non Current Assets</i>				
Intangible assets		702	638	-10%
Plant and equipment		262	266	2%
<b>Total non-current assets</b>		<b>963</b>	<b>903</b>	
<b>TOTAL ASSETS</b>		<b>10,510</b>	<b>10,485</b>	
<i>Current liabilities</i>				
Payables	6	369	530	30%
Accrued employee benefits	7	453	532	15%
Unearned fees	8	175	722	76%
<b>Total current liabilities</b>		<b>997</b>	<b>1,783</b>	
<b>NET ASSETS</b>		<b>9,514</b>	<b>8,702</b>	

### Notes

1. The variance is mainly due to the general softening in interest rates which was not envisaged when the budget was prepared.
2. The variance is mainly due to budgeted income from consulting not being realised.
3. The favourable variance arises predominantly from budgeted restructuring costs which were not ultimately required and a number of budgeted positions which were not filled.
4. The variance is linked to the deferral and cessation of some initiatives during the period.
5. The variance results from significantly higher than anticipated levels of long service leave utilisation at the end of financial 2012.
6. The variance results from the significant underspend mentioned at 4 above.
7. The variance results from the payment of significant recreation leave balance to terminating employees which was not anticipated.
8. The variance is due to better than expected registration processing activity prior to year end and a reduction in the level of refundable monies from that budgeted.

## Audit and Risk Committee

The Audit and Risk Committee (ARC) 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 ARC includes two Board members, one of whom chairs the Committee. Full membership and terms of reference for the ARC are given in Appendix 2. No member of the Committee is remunerated.

The ARC observed its terms of reference and had due regard to Queensland Treasury's audit committee guidelines. The ARC considered all recommendations of the Queensland Audit Office resulting from the 2011 financial year.

In 2012 the Internal Audit section of the Department of Education, Training and Employment conducted Human Resources and payroll processing audits of the QCT. The recommendations arising from the report of Internal Audit will be implemented through 2013. Further areas of the QCT's operations as identified will be subject to Internal Audit review in 2013.

The independent audit report on the QCT's financial statements for the year ending 31 December 2012 did not identify any issues to be addressed.

## Oversight and management of risks

The QCT continues to manage risk in accordance with its own framework which formalises a consistent approach to Risk Management across the organisation. Appropriate strategies to avoid or mitigate corporate risks identified as part of this process have been developed. Risk is reported on quarterly through the Audit and Risk Committee.

### *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 Treasury guidelines each year to assist in catering for potential increases in its expenses such as rent for its premises.

### *Human capital*

During 2012 the QCT has continued to focus on maintaining staff levels that support the delivery

of quality customer service to all our clients and stakeholders. Ongoing reviews of the QCT staffing establishment have been undertaken in alignment with the organisational strategies and budgetary requirements. The state government's introduction of the Establishment Management Program (EMP) in March 2012 greatly impacted on these review processes placing greater emphasis on the need to manage our establishment in alignment with the Whole of Government fiscal reform priorities.

Following discussion and consultation with all stakeholders a revised and more streamlined QCT structure was finalised in August 2012. This reflected the commitment by the QCT to improve efficiencies by reducing costs and maximising current resources in line with government's rationalisation of the Queensland Public Service. Flowing on from this in October 2012 the Corporate Administration Agency (CAA) was engaged to conduct a review of the Professional Standards Unit. The subsequent recommendations were implemented in November 2012 and this included a hierarchy change within the unit.

The QCT Performance Planning and Review process continues to assist with the development of employees' skills to ensure the College is equipped to meet the customer needs and achieve the business objectives. The QCT Wellbeing Program has been introduced to target organisational and environmental practices to improve the overall health and safety of the workplace. Increasingly these programs are recognised for potentially influencing worker productivity and performance at work.

### *Disaster Recovery/Business Continuity Plan*

To minimise the effects of potential major disruptions to its business, the QCT has partnered with the Corporate Administration Agency<sup>3</sup> ("CAA"), a shared service provider<sup>4</sup> 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 is currently

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

4 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.

under review to ensure that they remain valid and effective. Various refinements to the Disaster Recovery Plan and associated hardware have been tested in 2012 and will be further refined in 2013.

## Staffing establishment

The revised QCT Establishment resulted in a reduction in staff numbers through finalising five temporary contracts and the acceptance of one Voluntary Redundancy Package. The recruitment “freeze” initiated by the State Government and managed by the Public Service Commission (PSC) has required the QCT to report weekly on our permanent vacancies and any temporary contracts that exceed a twelve month period. This strategy was introduced to ensure any Employees Requiring Placement (ERP) who were displaced during the EMP process are given first priority when filling any vacancies. No advertising can be undertaken unless it is approved by the PSC (with the exception of defined frontline positions).

## 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 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 has been extended for a further three year term and will expire on 31 December 2015. In the intervening period its formal strategy to obtain an alternative premises solution to cater for its needs after 2015 will be developed.

## Information systems and record keeping

Publication of this information is available via the following page of the QCT website:  
[www.qct.edu.au/Publications/CorporatePub.html](http://www.qct.edu.au/Publications/CorporatePub.html).

## Consultancies and overseas travel

Publication of this information is available via the following page of the QCT website:  
[www.qct.edu.au/Publications/CorporatePub.html](http://www.qct.edu.au/Publications/CorporatePub.html).

## Human resources

As part of the QCT Wellbeing program during 2012 the following were implemented:

- Flu Vaccination Program for staff in April 2012
- Resilience & Managing Stress Seminar held in September 2012
- Workplace Skin Cancer Screening for staff in December 2012

Members of the Workplace Health and Safety Committee and the Consultative Committee, consisting of management, union and staff representatives were supportive of these initiatives. No major workplace health and safety issues were encountered during the reporting period.

QCT staff members were surveyed in December using the QPASS, a survey of workplace culture. Strategies are being considered for 2013 based on the results of this survey.

Department of Education, Training and Employment auditors conducted an internal audit on QCT Human Resources and Payroll activities in October 2012. The report was delivered and recommendations are currently being addressed within the suggested timeframes.

## Staffing profile

As at the last pay day in December the QCT directly employed 47.4 (full-time equivalent) staff members; in addition 4 casual staff were employed giving a total complement of 51.4.

### *Number of staff employed (full-time equivalent)*

	<i>Female</i>	<i>Male</i>	<i>Total</i>
Permanent	22.4	17	39.4
Fixed Term	6.5	1.5	8
Casual	3	1	4
Total	31.9	19.5	51.4

The reduction in full-time equivalent staff numbers compared with 2011 (51.1 directly-employed and 4 casual) is largely attributable to the restructure of the QCT establishment and driven by the state government EMP.

The permanent retention rate for the period under review was 88 per cent and the permanent separation rate was 12 percent. One Voluntary Redundancy Package was taken in 2012 and no retrenchments were made.

### **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.

### **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 has moved to conduct as much as possible of its business online or electronically. 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 electronic document and records management system is expected to reduce paper use in the office. Used toner cartridges and surplus computers are disposed of in an environmentally responsible manner.

### **Strategic Plan and Annual Report**

The QCT's Strategic Plan for 2012- 2015 was communicated to staff through the development of operational plans in each team.

The Board's Strategic Plan for 2013-2016 was developed in the latter part of 2012 and submitted to the Minister.

The QCT's Annual Report for the 2011 calendar year was submitted to the Minister before the due date of 31 March.

### **Public interest disclosures**

No disclosures were received during the 2012 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, Training and Employment policy and guidelines, and any future disclosures will be reported to the office of the Queensland Ombudsman which will then report on these in their annual report.

### **Right to Information and Information Privacy**

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 2012 no formal requests for information were received by the QCT under the *Right to Information Act 2009* or the *Information Privacy Act 2009*.

# Financial Statements

for the financial year ended 31 December 2012



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# Financial Statements 2012

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## *General information*

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

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

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

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

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

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 2012

	Notes	2012 \$	2011 \$
<i>Income from Continuing Operations</i>			
<i>Revenue</i>			
Fees	2	7,830,912	8,605,868
Interest		371,885	474,354
Criminal history checks		164,966	156,675
Other revenue	3	43,667	98,859
<b>Total Income from Continuing Operations</b>		<b>8,411,430</b>	<b>9,335,756</b>
<i>Expenses from Continuing Operations</i>			
Employee expenses	4	5,163,915	5,285,890
Supplies and services	6	2,192,500	2,963,422
Depreciation and amortisation	7	220,452	190,451
Impairment losses	8	1,160,468	-
Criminal history checks	9	217,092	568,118
<b>Total Expenses from Continuing Operations</b>		<b>8,954,427</b>	<b>9,007,881</b>
Operating Result from Continuing Operations		(542,997)	327,875
Other Comprehensive Income		-	-
<b>Total Comprehensive Income</b>		<b>(542,997)</b>	<b>327,875</b>

The accompanying notes form part of these financial statements.



# Statement of Financial Position

as at 31 December 2012

	Notes	2012 \$	2011 \$
<i>Current assets</i>			
Cash and cash equivalents	10	9,316,052	10,070,520
Receivables	11	208,679	153,576
Other	12	22,401	44,391
<b>Total current assets</b>		<b>9,547,132</b>	<b>10,268,487</b>
<i>Non-current assets</i>			
Intangible assets	13	701,747	1,936,847
Plant and equipment	14	261,594	325,577
<b>Total non-current assets</b>		<b>963,341</b>	<b>2,262,424</b>
<b>TOTAL ASSETS</b>		<b>10,510,473</b>	<b>12,530,911</b>
<i>Current liabilities</i>			
Payables	15	369,180	1,626,842
Accrued employee benefits	16	452,635	492,977
Unearned fees	17	174,844	354,281
<b>Total current liabilities</b>		<b>996,659</b>	<b>2,474,100</b>
<b>NET ASSETS</b>		<b>9,513,814</b>	<b>10,056,811</b>
<i>Equity</i>			
Accumulated Surplus	22	9,513,814	10,056,811
<b>TOTAL EQUITY</b>		<b>9,513,814</b>	<b>10,056,811</b>

The accompanying notes form part of these financial statements.



# Statement of Changes in Equity

for the year ended 31 December 2012

		<i>Accumulated Surplus</i>	
	Note	2012 \$	2011 \$
<b>Balance as at 1 January</b>		<b>10,056,811</b>	<b>9,728,936</b>
Operating results from continuing operations		(542,997)	327,875
Total Other comprehensive income		-	-
<b>Balance as at 31 December</b>	22	<b>9,513,814</b>	<b>10,056,811</b>

The accompanying notes form part of these financial statements.



# Statement of Cash Flows

for the year ended 31 December 2012

	Notes	2012 \$	2011 \$
<i>Cash Flows from operating activities</i>			
<i>Inflows:</i>			
Receipts from customers		7,908,588	7,266,699
Interest		371,885	474,354
GST input tax credits from ATO		368,929	383,504
GST collected from customers		4,304	8,244
<i>Outflows:</i>			
Employee expenses		(5,309,499)	(5,289,689)
Supplies and services		(3,645,265)	(4,296,084)
GST paid to suppliers		(366,507)	(295,128)
GST remitted to the ATO		(5,066)	(11,116)
<b>Net cash used in operating activities</b>	<b>18</b>	<b>(672,631)</b>	<b>(1,759,216)</b>
<i>Cash Flows from investing activities</i>			
<i>Outflows:</i>			
Payments for intangibles		(61,405)	(45,459)
Payments for plant and equipment		(20,432)	-
<b>Net cash used in investing activities</b>		<b>(81,837)</b>	<b>(45,459)</b>
Net decrease in cash and cash equivalents		(754,468)	(1,804,675)
Cash and cash equivalents at beginning of financial year		10,070,520	11,875,195
<b>Cash and cash equivalents at end of financial year</b>	<b>10</b>	<b>9,316,052</b>	<b>10,070,520</b>

The accompanying notes form part of these financial statements.



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# Notes To and Forming Part of the Financial Statements

*for the year ended 31 December 2012*

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## 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 receipt of the re-registration assessment documentation as this constitutes a valid application for re-registration. Any amounts received which are not accompanied by assessment documentation are disclosed in note 17 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 2012

### (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 allowance 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 2012

### (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 are 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 2012

### *(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. The College does not hold any Finance leases.

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 19.



# Notes To and Forming Part of the Financial Statements

## for the year ended 31 December 2012

### (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.

#### *Annual Leave*

A provision is recognised in the College's financial statements for annual leave as the liability vests with the entity and is reported in these financial statements at note 16. The provision covers the cost of employees' annual leave (including leave loading). A fortnightly allowance is levied based on employees annual leave allocation with amounts paid to employees for annual leave being deducted from the provision.

#### *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.

The QSuper scheme has defined benefit and defined contribution categories. The liability for defined benefits is held on a whole-of-government basis and reported in those financial statements 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 of 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 2012

### (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 (see note 11).

### (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) Accounting Estimates and Judgements

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.

Estimates and assumptions that have a potential significant effect are outlined in the financial statement notes: Plant and Equipment note 14 and Contingencies note 23.

The Australian government passed its Clean Energy Act in November 2011 with a start date of 1 July 2012. The legislation will result in the introduction of a price on carbon emissions made by Australian businesses from 1 July 2012.

The flexible market-based price phase of the carbon pricing mechanism will commence on 1 July 2015. It will be preceded by a three-year period during which the price of permits will be fixed at \$23 per tonne or carbon dioxide equivalent in year one, \$24.15 in year two and \$25.40 in year three.

Section 4.3.4 of Queensland Treasury's report on 'Carbon Price Impacts for Queensland' dated August 2011 indicates that, for non-residential construction activities, costs may increase by between 0.7 per cent and 0.8 per cent over the period 2012-13 to 2015-16.

On this basis and other information available, the introduction of the carbon pricing mechanism is not expected to have a significant impact on the College's critical accounting estimates, assumptions and management judgements.

### (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.



# Notes To and Forming Part of the Financial Statements

## for the year ended 31 December 2012

### (t) New and Revised Accounting Standards

The College did not voluntarily change any of its accounting policies during 2012. Australian accounting standard changes applicable for the first time for 2012 have had minimal effect on the College's financial statements, as explained below.

AASB 2010-4 *Further Amendments to Australian Accounting Standards arising from the Annual Improvements Project* [AASB 1, AASB 7, AASB 101 & AASB 134 and Interpretation 13] became effective from reporting periods beginning on or after 1 January 2011. Given the College's existing financial instruments, there was only a minor impact on the College's financial instruments note (19 (c)), in relation to disclosures about credit risk. That note no longer needs to disclose amounts that best represent the maximum exposure to credit risk where the carrying amount of the instruments already reflects this. As this was the case with all the College's receivables as at 31 December 2012 (and as at 31 December 2011), receivables are not included in the credit risk disclosure in this year's financial statements.

As the College held no collateral or other credit enhancements in respect of its financial instruments, and did not renegotiate the terms of any financial assets, during the reporting periods presented in these financial statements, there were no other changes required to the College's financial instruments note arising from the amendments to AASB 7 *Financial Instruments: Disclosures*.

AASB 1054 *Australian Additional Disclosures* became effective from reporting periods beginning on or after 1 July 2011. Given the College's previous disclosure practices, AASB 1054 had minimal impact on the College. One of the footnotes to note 6 Supplies and Services, regarding audit fees, has been slightly amended to identify the College's auditor and clarify the nature of the work performed by the auditor.

AASB 2011-1 *Amendments to Australian Accounting Standards arising from the Trans-Tasman Convergence Project* [AASB 1, AASB 5, AASB 101, AASB 107, AASB 108, AASB 121, AASB 128, AASB 132 & AASB 134 and Interpretations 2, 112 & 113] also became effective from reporting periods beginning on or after 1 July 2011. The only potential implication for the College from this amending standard was the deletion from AASB 101 Presentation of Financial Statements of the requirement for disclosure of commitments. However, Treasury Department's Financial Reporting Requirements require continuation of commitments disclosures, so this deletion from AASB 101 has no impact on the College's commitments note (note 21).

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

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

AASB 2011-9 *Amendments to Australian Accounting Standards – Presentation of Items of Other Comprehensive Income* [AASB 1, 5, 7, 101, 112, 120, 121, 132, 133, 134, 1039 & 1049] applies as from reporting periods beginning on or after 1 July 2012. The only impact for the College will be that, in the Statement of Comprehensive Income, items within the "Other Comprehensive Income" section will need to be presented in different sub-sections, according to whether or not they are subsequently re-classifiable to the operating result. Whether subsequent re-classification is possible depends on the requirements or criteria in the accounting standard/interpretation that relates to the item concerned.



# Notes To and Forming Part of the Financial Statements

## for the year ended 31 December 2012

### (i) *New and Revised Accounting Standards (continued)*

AASB 13 Fair Value Measurement applies from reporting periods beginning on or after 1 January 2013. AASB 13 sets out a new definition of “fair value”, as well as new principles to be applied when determining the fair value of assets and liabilities. The new requirements will apply to all of the College’s assets and liabilities (excluding leases) that are measured and/or disclosed at fair value or another measurement based on fair value. The potential impacts of AASB 13 relate to the fair value measurement methodologies used, and financial statement disclosures made in respect of, such assets and liabilities. At this stage, no consequential material impacts are expected for the College.

AASB 13 will require an increased amount of information to be disclosed in relation to fair value measurements for both assets and liabilities. To the extent that any fair value measurement for an asset or liability uses data that is not “observable” outside the College, the amount of information to be disclosed will be relatively greater.

AASB 9 Financial Instruments (December 2010) and AASB 2010-7 Amendments to Australian Accounting Standards arising from AASB 9 (December 2010) [AASB 1, 3, 4, 5, 7, 101, 102, 108, 112, 118, 120, 121, 127, 128, 131, 132, 136, 137, 139, 1023 & 1038 and Interpretations 2, 5, 10, 12, 19 & 127] become effective from reporting periods beginning on or after 1 January 2013. The main impacts of these standards on the College 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 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 and classified accordingly “ (instead of the measurement classifications presently used in notes 1(q) and 20). 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, as they are short term in nature the carrying amount is considered to be a reasonable approximation of fair value.

Changed disclosure requirements will be applicable once AASB 9 becomes effective. A number of one-off disclosures will be required in the 2013 financial statements to explain the impact of adopting AASB 9.

The following new and revised standards apply from reporting periods beginning on or after 1 January 2013. These have been assessed and will not have a material impact on the College’s financial statements.

A revised version of AASB 119 Employee Benefits applies from reporting periods beginning on or after 1 January 2013. The revised AASB 119 is generally to be applied retrospectively. One of the implications for the College is that the revised standard clarifies the concept of “termination benefits”, and the recognition criteria for liabilities for termination benefits will be different. If termination benefits meet the timeframe criterion for “short-term employee benefits”, they will be measured according to the AASB 119 requirements for “short-term employee benefits”. Otherwise, termination benefits will need to be measured according to the AASB 119 requirements for “other long-term employee benefits”. Under the revised standard, the recognition and measurement of employer obligations for “other long-term employee benefits” will need to be accounted for according to most of the requirements for defined benefit plans.



## Notes To and Forming Part of the Financial Statements

for the year ended 31 December 2012

### (t) New and Revised Accounting Standards (continued)

The other implication for the College of the revised AASB 119 is the changed criteria for accounting for employee benefits as “short-term employee benefits”. Under the revised AASB 119, only benefits expected to be settled wholly within 12 months after the end of the reporting period in which the employees render the related service are classified as “short-term employee benefits”. Due to this change in criterion, annual leave will be classified as “long-term employee benefits” and discounted to its present value. However, this change has minimal impact on long service leave as the College is a member of the Queensland Government central scheme. The revised AASB 119 also includes changed requirements for the measurement of employer liabilities/assets arising from defined benefit plans, and the measurement and presentation of changes in such liabilities/assets. The College only contributes to QSuper, and the corresponding QSuper employer benefit obligation is held by the State.

AASB 1053 *Application of Tiers of Australian Accounting Standards* applies as from 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.

Details of which disclosures in standards and interpretations are not required under tier 2 reporting are set out in amending standards AASB 2010-2, AASB 2011-2, AASB 2011-6 and AASB 2011-11 (which also apply from reporting periods beginning on or after 1 July 2013). However, Treasury Department’s Financial Reporting Requirements effectively do not allow application of AASB 2011-6 in respect of controlled entities, associates or interests in jointly controlled entities.

Pursuant to AASB 1053, public sector entities like the College may adopt tier 2 requirements for their general purpose financial statements. However, AASB 1053 acknowledges the power of a regulator to require application of the tier 1 requirements. In the case of the College, the Treasury Department is the regulator. Treasury Department has advised that it’s policy decision is to allow statutory bodies not captured for whole-of-Government reporting purposes, to elect to adopt either Tier 1 or Tier 2 reporting requirements. The College is not captured in the whole –of – government reporting and will determine its election in due course.

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



## Notes To and Forming Part of the Financial Statements

for the year ended 31 December 2012

	2012 \$	2011 \$
<b>2 Fees</b>		
Teacher Registration and Application fees	7,612,621	8,543,079
Late Payment fees	213,643	61,226
Other fees	4,648	1,564
<b>Total</b>	<b>7,830,912</b>	<b>8,605,868</b>

### 3 Other Revenue

Copyright fees	-	15,704
Contracting fees	7,500	46,611
Advertising	34,091	34,091
Reimbursement	1,928	2,264
Sundry	148	189
<b>Total</b>	<b>43,667</b>	<b>98,859</b>

### 4 Employee Expenses/Number of Employees

#### *Employee benefits:*

Wages salaries and annual leave	4,299,834	4,405,036
Employee superannuation contributions*	496,826	511,749
Long service leave levy *	84,914	88,738

#### *Employee related expenses*

Workers compensation premium *	10,849	10,597
Payroll tax *	217,913	214,919
Other salary related expenses	53,579	54,851

<b>Total</b>	<b>5,163,915</b>	<b>5,285,890</b>
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\* 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 2012	As at 31 December 2011
<b>Number of Employees</b>	<b>47.4</b>	<b>51.1</b>





# Notes To and Forming Part of the Financial Statements

for the year ended 31 December 2012

## 5 Key Executive Management Personnel and Remuneration

### (a) Key Executive Management Personnel

The following details for key executive management personnel includes those positions that had authority and responsibility for planning, directing and controlling the activities of the Queensland College of Teachers during 2012. 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. Position designated redundant effective 06/11/2012
Executive Manager, Professional Standards	The Executive Manager, Professional Standards leads the development, implementation and promotion of College's policy approach to Professional Standards, Continuing Professional learning, and reporting.	AO 8 classification level under sections 119 of the <i>Public Service Act 2008</i>	Appointment date 11/06/2007.
General Counsel, Legal and Investigations	The General Counsel, Legal and Investigations is responsible for the development and implementation of strategies to support the investigative aspect of the College's professional conduct functions.	PO 6 classification level under sections 119 of the <i>Public Service Act 2008</i>	Appointment date 20/04/2009.





# Notes To and Forming Part of the Financial Statements

for the year ended 31 December 2012

## 5 Key Executive Management Personnel and Remuneration (continued)

### (a) Key Executive Management Personnel (continued)

Position	Responsibilities	Current Incumbents	
		Contract classification and appointment authority	Date appointed to position (Date resigned from position)
Executive Manager, Discipline and Appeals	The Executive Manager, Discipline and Appeals is responsible for the development and implementation of strategies to support the disciplinary aspect of the College's professional conduct functions.	PO 6 classification level under sections 119 of the <i>Public Service Act 2008</i>	Appointment date 05/01/2009.
Executive Manager, Registration	The Executive Manager, Registration is responsible for the development and implementation of strategies to support the College's registration functions	AO 8 classification level under sections 119 of the <i>Public Service Act 2008</i>	Appointment date 30/10/2006.
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.

### (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 provides for the provision of motor vehicle benefits.

For the 2012 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.



# Notes To and Forming Part of the Financial Statements

for the year ended 31 December 2012

## 5 Key Executive Management Personnel and Remuneration (continued)

### (b) Remuneration (continued)

- 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.
- Performance bonuses are not paid under contracts in place.

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.

1 January 2012–31 December 2012

Position (Date Resigned if applicable)	Short Term Employee Benefits		Long Term Employee Benefits	Post Employment Benefits	Termination Benefits	Total Remuneration
	Base \$'000	Non- Monetary Benefits \$'000	\$'000	\$'000	\$'000	\$'000
Director	152	23	4	19	-	198
Assistant Director, Professional Standards Division +	101	-	-	13	151	252
General Counsel, Legal and Investigations*	116	-	3	14	-	133
Executive Manager, Discipline and Appeals*	107	-	3	13	-	123
Executive Manager, Registration*	105	-	3	13	-	121
Executive Manager, Professional Standards+	115	-	3	14	-	132
Business Manager, Corporate Services	108	-	3	14	-	125
<b>Total Remuneration</b>	<b>804</b>	<b>23</b>	<b>19</b>	<b>100</b>	<b>151</b>	<b>1,084</b>

+ Position abolished in terms of internal restructure effective 30 September 2012 and replaced by Executive Manager Professional Standards.

\*Positions replace Assistant Director - Registration and Professional Conduct effective 1 January 2012.



# Notes To and Forming Part of the Financial Statements

for the year ended 31 December 2012

## 5 Key Executive Management Personnel and Remuneration (continued)

### (b) Remuneration (continued)

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
<b>Total Remuneration</b>	<b>525</b>	<b>23</b>	<b>13</b>	<b>62</b>	<b>623</b>

## 6 Supplies and services

	2012 \$	2011 \$
Administration and finance *	829,321	1,158,725
Asset operating costs	33,316	32,808
Consulting, contracting and bureau fees	742,322	1,250,550
Professional Conduct and Disciplinary costs	89,376	43,757
Property costs & maintenance	498,165	477,582
<b>Total</b>	<b>2,192,500</b>	<b>2,963,422</b>

\*Total external audit fees paid to the Queensland Audit Office relating to the 2012 financial statements are estimated to be \$20,700 (2011: \$19,500). There are no non-audit services included in this amount. The College also engaged the services of Internal Audit from the Department of Education, Training and Employment to perform performance audits of Human Resources and payroll processing at a cost of \$9,840 (2011: \$9,091).



## Notes To and Forming Part of the Financial Statements

for the year ended 31 December 2012

	2012 \$	2011 \$
<b>7 Depreciation and Amortisation</b>		
Depreciation and amortisation were incurred in respect of:		
Plant and equipment	84,415	54,788
Software Purchased	136,037	135,663
<b>Total</b>	<b>220,452</b>	<b>190,451</b>

<b>8 Impairment losses</b>		
Intellectual Property WIP	1,160,468	-
<b>Total</b>	<b>1,160,468</b>	<b>-</b>

For details of the recognised impairment loss refer to Note 13

<b>9 Criminal History Checks</b>		
Incurred in respect of Applications	142,267	109,466
Incurred in respect of Renewal of Registration*	74,825	458,652
<b>Total</b>	<b>217,092</b>	<b>568,118</b>

\*Teacher registrations are required to be renewed every five years. Approximately 3,410 teachers who registered during 2007 were consequently required to renew their registration in 2012 (2011: 76,000).

## 10 Cash and cash equivalents

Cash on hand	600	600
Cash at bank	1,025,184	1,228,698
Deposits at call	8,290,268	8,841,222
<b>Total</b>	<b>9,316,052</b>	<b>10,070,520</b>

Cash deposited with the Queensland Treasury Corporation earned interest at rates between 5.29% and 3.96% (2011: 5.53% and 5.17%).

Funds totalling \$3.53 million (2011: \$3.16 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 22.



# Notes To and Forming Part of the Financial Statements

for the year ended 31 December 2012

	2012 \$	2011 \$
<b>11 Receivables</b>		
GST receivable	61,157	63,579
GST payable	(74)	(835)
	<b>61,083</b>	<b>62,744</b>
Long service leave reimbursements	142,498	37,256
Refundable Deposit	-	50,000
Other receivables	5,098	3,576
<b>Total</b>	<b>208,679</b>	<b>153,576</b>
<b>12 Other current assets</b>		
Prepayments	22,401	44,391
<b>Total</b>	<b>22,401</b>	<b>44,391</b>
<b>13 Intangible assets</b>		
<i>Intellectual Property WIP</i>		
At cost	1,115,009	1,053,604
Less: accumulated impairment losses	(1,115,009)	-
	-	<b>1,053,604</b>
<i>Software purchased</i>		
At cost	1,086,801	1,086,801
Less accumulated amortisation	(385,054)	(249,017)
	<b>701,747</b>	<b>837,784</b>
<i>Software WIP</i>	45,459	45,459
Less accumulated impairment losses	(45,459)	-
	-	<b>45,459</b>
<b>Total</b>	<b>701,747</b>	<b>1,936,847</b>



# Notes To and Forming Part of the Financial Statements

for the year ended 31 December 2012

## 13 Intangible assets (continued)

### Intangibles reconciliation

	Carrying amount at 1 January	Acquisitions	Disposals	Impairment Losses*	Amortisation	Carrying amount at 31 December
2012	\$	\$	\$	\$	\$	\$
Intellectual Property WIP	<b>1,053,604</b>	61,405	-	(1,115,009)	-	-
Software purchased	<b>837,784</b>	-	-	-	(136,037)	<b>701,747</b>
Software WIP	<b>45,459</b>	-	-	(45,459)	-	-
	<b>1,936,847</b>	61,405	-	(1,160,468)	(136,037)	<b>701,747</b>
2011	\$	\$	\$	\$	\$	\$
Intellectual Property WIP	<b>147,557</b>	906,047	-	-	-	<b>1,053,604</b>
Software purchased	<b>973,447</b>	-	-	-	(135,663)	<b>837,784</b>
Software WIP	-	45,459	-	-	-	<b>45,459</b>
	<b>1,121,004</b>	951,506	-	-	(135,663)	<b>1,936,847</b>

\*Impairment losses and reversals of impairment losses are shown as separate line items in the Statement of Comprehensive Income. Amounts previously capitalised to Intellectual Property WIP and Software WIP, representing the development of a pre-registration testing process, the field trialling thereof and enhancements to the College's core IT system, have been written down to their fair values at 31 December 2012 as substantial uncertainty exists as to whether the test will proceed and the final form thereof if implemented. An impairment loss of \$1,160,468 has been recognised in the Statement of Comprehensive Income.

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).



# Notes To and Forming Part of the Financial Statements

## for the year ended 31 December 2012

	2012	2011
	\$	\$

### 14 Plant and equipment

#### *Plant and equipment*

At cost	589,937	569,505
Less accumulated depreciation	(328,343)	(243,928)
<b>Total</b>	<b>261,594</b>	<b>325,576</b>

The College has plant and equipment with an original cost of \$140,983 (2011: \$140,983) 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
	\$	\$	\$	\$	\$
2012					
Plant and equipment	<b>325,576</b>	20,432	-	(84,415)	<b>261,594</b>
2011					
Plant and equipment	<b>225,711</b>	154,654	-	54,788	<b>325,576</b>

	2012	2011
	\$	\$

### 15 Payables

Trade creditors	29,040	27,258
Contractual payments for pre-registration testing	-	1,102,974
Criminal history checks	45,060	27,463
Other creditors and accruals*	295,080	469,147
<b>Total</b>	<b>369,180</b>	<b>1,626,842</b>

\*Invoices totally \$28,500 have been excluded as the suppliers claim is disputed.

### 16 Accrued Employee Benefits

#### *Current*

Salaries Payable	40,200	-
Annual leave	375,788	448,212
Salaries on costs payable	36,647	44,765
<b>Total</b>	<b>452,635</b>	<b>492,977</b>

### 17 Unearned fees

Unearned fees	<b>174,844</b>	<b>354,281</b>
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# Notes To and Forming Part of the Financial Statements

for the year ended 31 December 2012

	2012 \$	2011 \$
<b>18 Reconciliation of Operating Surplus to Net Cash from Operating Activities</b>		
Operating surplus	(542,997)	327,875
Depreciation and amortisation	220,452	190,451
Impairment Losses	1,160,468	-
Change in assets and liabilities		
Decrease/(Increase) in other receivables	48,478	(24,166)
Decrease in GST receivables	2,422	88,376
Increase in LSL reimbursement	(105,242)	(25,677)
Decrease in prepayments	21,990	82,427
Decrease in payables	(1,257,662)	(796,969)
(Decrease)/Increase in accrued employee benefits	(40,342)	21,878
Decrease in unearned revenue	(179,437)	(1,620,535)
Decrease in GST payable	(761)	(2,876)
<b>Net cash used in operating activities</b>	<b>(672,631)</b>	<b>(1,759,216)</b>

## 19 Financial Instruments

### (a) Categorisation of Financial Instruments

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

Category	Note	2012 \$	2011 \$
<b>FINANCIAL ASSETS</b>			
Cash and cash equivalents	10	9,316,052	10,070,520
Receivables	11	208,679	103,576
<b>Total</b>		<b>9,524,731</b>	<b>10,174,096</b>
<b>FINANCIAL LIABILITIES</b>			
Financial liabilities measured at amortised cost:			
Payables	15	369,180	1,626,842
<b>Total</b>		<b>369,180</b>	<b>1,626,842</b>

### (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 2012

## 19 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 allowance 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.

Aging of past due but not impaired are disclosed in the following tables:

#### 2012 Financial Assets Past Due But Not Impaired

	Overdue				
	Less than 30 Days \$	30 –60 Days \$	61 –90 Days \$	More than 90 Days \$	Total \$
Receivables	208,679	-	-	-	208,679
<b>Total</b>	<b>208,679</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>208,679</b>

#### 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
<b>Total</b>	<b>103,576</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>103,576</b>



# Notes To and Forming Part of the Financial Statements

for the year ended 31 December 2012

## 19 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. The College's obligation to conduct Criminal History Checks together with the funding thereof is detailed in note 24.

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.

2012 Payable in					
	Note	< 1 year \$	1 – 5 year \$	> 5 years \$	Total \$
Financial liabilities Payables	15	369,180	-	-	369,180
<b>Total</b>		<b>369,180</b>	<b>-</b>	<b>-</b>	<b>369,180</b>

2011 Payable in					
	Note	< 1 year \$	1 – 5 year \$	> 5 years \$	Total \$
Financial liabilities Payables	15	1,626,842			1,626,842
<b>Total</b>		<b>1,626,842</b>			<b>1,626,842</b>

### (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 2012

## 19 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 \$93,160 (2011: \$100,700). This is attributable to the college's exposure to variable interest rates on its cash invested.

Financial Instruments	Carrying Amount	2012 Interest Rate Risk			
		-1% Profit '000	-1% Equity '000	+1% Profit '000	+1% Equity '000
<b>Financial Assets</b>					
Cash	9,316,052	(93)	(93)	93	93
<b>Overall effect on profit and equity</b>		<b>(93)</b>	<b>(93)</b>	<b>93</b>	<b>93</b>

Financial Instruments	Carrying Amount	2011 Interest Rate Risk			
		-1% Profit '000	-1% Equity '000	+1% Profit '000	+1% Equity '000
<b>Financial Assets</b>					
Cash	10,070,520	(101)	(101)	101	101
<b>Overall effect on profit and equity</b>		<b>(101)</b>	<b>(101)</b>	<b>101</b>	<b>101</b>

### 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.

## 20 Segment Information

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

## 21 Commitments for Expenditure

### 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	2012	2011
	\$	\$
Outstanding lease commitments are due for payment as follows:		
not later than one year	452,415	467,962
later than one year and not later than five years	914,487	1,813
	<b>1,366,902</b>	<b>469,775</b>



# Notes To and Forming Part of the Financial Statements

## for the year ended 31 December 2012

### 22 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 \$2.35 million (2011: \$2.11 million).

As such, the College has earmarked \$3.53 million (2011: \$3.16 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 10) 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 were that it should 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. As detailed in Note 13 substantial uncertainty now exists as to whether the test will be implemented and in what form. All activities associated with the test implementation have ceased.

An amount of \$383,000 of the grant funding is unspent at 31 December 2012 (2011:\$1.728 million) and forms part of the College's accumulated surplus at this date. In consultation with the Department of Education, Training and Employment these funds have been retained in order to enable the College to provide assistance with any further work required to facilitate the finalisation and implementation of the test including residual contractual payments totalling \$68,783 which are contingent on the continuation of the testing process as initially envisaged.

#### *Revenue Recognition*

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

As a consequence the 2012 reporting period contains \$4.18 million (2011:\$3.86 million) representing the receipt of 2013 renewal fees received during November and December 2012. Given the profile of the College's teacher register, its future operations will require the utilisation of this portion of the retained income and associated cash balances in the short term to meet expenditure until the receipt of 2014 fees in November and December 2013.



# Notes To and Forming Part of the Financial Statements

## for the year ended 31 December 2012

### 23 Contingencies

Other than as detailed in note 15, there were no known contingent assets or liabilities of a significant nature as at 31 December 2012 (2011: Nil).

### 24 Remuneration of Board Members

The College's Board comprises the following members as at 31 December 2012:

<i>Name</i>	<i>Membership Category</i>
Dr J McCorley (Chairperson)	Nominee of the Minister of Education, Training and Employment
C Allen	Nominee of the Director-General
Professor N Alloway	Nominee of the Higher Education Forum who is a practising teacher educator
P Anderson	Practising teacher nominated by the Queensland Teachers' Union
M Burke	Elected State school practising teacher
S Colbert	Practising teacher representing state schools, nominated by the Director-General
A Connellan	Practising teacher nominated by the Queensland Independent Education Union
S Forsyth	Nominee of the Qld Public Sector Union who is a registered teacher
Dr R Hunter	Nominee of the Association of Independent Schools of Queensland (AISQ).
M Leary Replaced T Anderson-Adler with effect from 27 September 2012.	Nominee of Qld Council of Parents and Citizens' Associations
A Lima	Elected State school practising teacher
A Lunney	Practising teacher representing state schools, nominated by the Director-General
M McConaghy	Practising teacher representing non-state schools, jointly nominated by the QCEC and AISQ
J McGowan	Nominee of the Minister representing the interests of the community
S Munday-Lake	Elected non-state school practising teacher
E Siganto	Joint Nominee of Federation of Parents and Friends Associations of Catholic Schools and Qld Independent Schools Parents Council
K Twomey	Nominee of the Qld Catholic Education Commission (QCEC)



## Notes To and Forming Part of the Financial Statements

for the year ended 31 December 2012

### 24 Remuneration of Board Members (continued)

#### Total Remuneration paid to Board Members

	2012	2011
	\$	\$
Dr J McCorley(Chairperson)	9,333	6,906
Professor N Alloway	3,376	4,019
T Anderson-Alder (2011: G Donaldson)	619	4,637
S Forsyth	6,339	4,328
Dr R Hunter	4,746	4,328
M McConaghy	3,277	-
J McGowan (2011:N Grayson)	3,909	4,328
S Munday-Lake (2011: M Chock Man)	3,244	4,637
E Siganto (2011: J Beaton)	3,017	928
	<b>37,860</b>	<b>34,111</b>

Board Remuneration included fees of \$34,538 and superannuation of \$3,322 (2011: fees of \$31,295 and superannuation of \$2,816).

Board members employed by the Department of Education, Training and Employment are not entitled to remuneration from the College.

### 25 Events occurring after balance date

There were no significant events occurring after 31 December 2012 requiring disclosure in these financial statements.

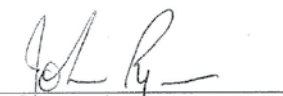


## CERTIFICATE OF QUEENSLAND COLLEGE OF TEACHERS

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 2012 and of the financial position of the College at the end of that year.



J. Ryan  
Director

08 February 2013



Dr J McCorley  
Chairperson

08 February 2013

## 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 2012, 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 gives a true and fair view and 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 2012 to 31 December 2012 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 2012. Where the financial report is included on the Queensland College of Teacher's website the Board is responsible for the integrity of the Queensland College of Teacher's website and I have not been engaged to report on the integrity of the Queensland College of Teacher's 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.

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



Queensland Audit Office  
Brisbane

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# Appendices

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## 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 230–236 of the Act, as follows:

### *230 College's functions about registration and permission to teach*

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

- (a) to be responsible to the Minister for granting registration or permission to teach to persons under this Act;
- (b) deciding how a person must satisfy initial and ongoing eligibility requirements for registration and permission to teach;
- (c) deciding applications for registration or permission to teach and applications for renewal of registration or permission to teach;
- (d) ensuring approved teachers continue to meet the eligibility requirements mentioned in paragraph (b), including, for example, monitoring the compliance of approved teachers with conditions of registration or permission to teach;
- (e) arranging checks of the criminal history of approved teachers and applicants for registration or permission to teach;
- (f) reviewing registration of teachers, and the granting of permission to teach to teachers;
- (g) reporting, and making recommendations, to the Minister about the matters mentioned in paragraph (f);
- (h) approving and monitoring preservice teacher education programs for provisional registration;
- (i) developing or adopting, 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—
  - (a) adopt the national professional standards; or
  - (b) with the approval of the Minister, adopt or develop standards other than the national professional standards.
- (2) The college may amend standards it has adopted or developed under subsection (1)(b).
- (3) When acting under subsection (1) or (2), the college—
  - (a) must consult with the chief executive and the representative entities; and
  - (b) may consult with other entities it considers appropriate.
- (4) The purpose of the professional standards is to detail the abilities, experience, knowledge or skills expected of teachers to help the college decide—
  - (a) whether to approve a preservice teacher education program; and
  - (b) whether an applicant for provisional or full registration, or an applicant for the renewal of full registration, meets the professional practice requirements.
- (5) The professional 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.
- (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 professional standards, and each document applied, adopted or incorporated by the standards, are kept available for inspection, free of charge, at the office.
- (8) In this section—

*national professional standards* means the national professional standards prescribed under a regulation.

## **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 in 2012 are indicated below.

All committees are chaired by a Board member and (except for the Suitability to Teach and Eligibility Declarations Committees, where a deputy is unnecessary) have a deputy chair who is also a Board member. In each case, the Committee chairperson and deputy chairperson are appointed by the Board from among the Board members on the Committee.

Appointments to committees are subject to annual review.

### ***Audit and Risk Committee***

#### ***Terms of Reference:***

- To review the QCT's compliance with relevant legislation and government policy, including financial reporting, accounting policies and disclosures, ensuring compliance with its statutory responsibilities;
- To oversee the QCT's internal and external audit relationships, including the charter, authority and effectiveness of the internal audit function;
- To monitor the QCT's investment policy and performance of fund investments;
- To reviewing significant transactions which are not part of the QCT's normal business;
- To oversee major contracts (over \$250,000);
- To provide advice to the Board of the QCT on:
  - The QCT's Annual Budget;
  - The QCT's Annual Financial Statements prior to their submission to the Board for approval;
  - 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;
  - Other matters referred to the Committee by the Board.

#### ***Membership:***

- Two Board members with specific skills or interest in governance and risk;
- An external representative with high-level financial or audit expertise;
- An external representative with high-level ICT expertise;
- An external representative with high-level expertise in an area relevant to the Committee's current work plan; and
- The Director of the Office of the QCT, or his/her nominee (*ex officio*).

The Committee may, in consultation with the Director, request any officer or employee of the QCT or the QCT'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.

All Committee members will be financially literate or become financially literate within a reasonable period of appointment.

#### ***Internal Review Committee***

##### ***Terms of Reference:***

The Committee is established under section 211 of the *Education (Queensland College of Teachers) Act*:

- 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:***

Three Board members (including one who is a practising teacher and one who is a representative of major teacher employing authorities) and two nominees of the Director (of whom at least one is a practising teacher educator from the higher education sector).

#### ***Professional Practice and Conduct Committee***

##### ***Terms of Reference:***

The Committee is established under section 113 of the *Education (Queensland College of Teachers) Act* to hear and decide minor disciplinary matters, authorise investigations and refer matters to the Queensland Civil and Administrative Tribunal (QCAT).

##### ***Membership:***

Under section 114 of the Act, the Committee is to comprise three Board members of whom two are to be registered teachers and one is to be not a registered teacher.

#### ***Suitability to Teach Committee***

##### ***Terms of Reference:***

- To determine the suitability to teach of applicants for registration or permission to teach who have criminal history or other 'suitability' matters not clearly within the delegated authority of the QCT Office to determine;
- To determine the suitability to teach of applicants for registration or permission to teach who have previously received a prohibition order from a disciplinary committee;
- To determine the suitability to teach of applicants with eligibility declarations.

### ***Membership:***

Three members of the Board including at least one of the members who constitute the PP&C Committee. Of the three committee members, two must be registered practising teachers. The third member must not be a registered teacher and must be one of the community/parent nominees (QCPCA nominee, Minister's community nominee or joint nominee of Catholic P&F and Independent Parents).

The Director QCT and the General Counsel are delegated/authorised to appoint a chair and replace members in the event of unavailability or conflict of interest of usual members.

### ***Eligibility Declarations Committee***

#### ***Terms of Reference:***

- To determine eligibility declaration applications.

#### ***Membership:***

The Director QCT and the General Counsel are delegated/authorised to appoint members to constitute the committee as required, with membership to consist of two appropriate members of the QCT Office and a Board member who is a practising teacher and is not a member of the Suitability to Teach Committee.

### ***Registration Committee***

#### ***Terms of Reference:***

To make decisions about matters referred by the Director of the Office of the QCT; these will be contentious matters or matters in which the Director considers that s/he has a conflict of interest, including those regarding:

- applications for teacher registration (e.g. where it is not clear that applicants meet the *professional practice requirements* for registration);
- applications for full registration (e.g. 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);
- applications for renewal of full registration;
- applications from approved teachers for review of conditions imposed on registration or permission to teach;
- 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
- failure by a teacher holding full registration to comply with a 'returning to teaching' condition.

#### ***Membership:***

- A member of the Board of the QCT;
- A nominee of the Deans of Education Forum;
- A nominee of Department of Education, Training and Employment;
- A joint nominee of Queensland Catholic Education Commission and Independent Schools Queensland who is a Board member;
- Two practising registered teachers who are not Board members of whom:
  - One is identified by the Queensland Teachers' Union; and
  - One is identified by the Queensland Independent Education Union; and
- A nominee of the Director of the Office of the QCT (*ex officio*).

All members should have expertise relevant to the Committee's terms of reference.

## *Professional Standards Committee*

### *Terms of reference:*

- To oversee the application of professional standards for teachers to the range of QCT functions;
- To deal with and determine applications for approval of initial teacher education programs;
- To oversee the development, application, monitoring and review of the CPD framework;
- To oversee the development, application, monitoring and review of policies and guidelines for Returning to Teaching programs and to endorse appropriate programs developed by external providers;
- To monitor national initiatives in the areas of professional standards, teacher registration, teacher education including professional experience, accreditation and professional development; and
- To provide advice to the Board of the QCT on policy issues relating to professional standards and their application to the range of QCT functions, including implications of national initiatives in these areas for QCT policies and processes.

### *Membership:*

- Two members of the Board of the QCT who must be practising teachers, at least one of whom must be an elected teacher representative;
- One additional Board member;
- Three nominees of the Deans of Education Forum (two from metropolitan institutions and one from a non-metropolitan institution);
- A nominee of the Department of Education, Training and Employment, who must be a member of the committee established to coordinate the implementation of the teacher education review recommendations;
- A nominee of Education Queensland who must be a practising teacher;
- A nominee of Queensland Catholic Education Commission;
- A nominee of Independent Schools Queensland;
- A nominee of the Director of the Queensland Studies Authority;
- Two practising 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;
- A nominee of the Queensland Indigenous Education Consultative Committee; and
- The Assistant Director (Professional Standards) in the Office of the QCT (ex officio).

All members should have expertise relevant to the Committee's terms of reference.



### **Appendix 3: Remuneration paid to Board members**

The total amount of fees paid to members of the Board for the period 1 January 2012 to 31 December 2012 was \$34,538.

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 2012 was \$39,318.

### **Appendix 4: Voluntary Early Redundancy**

During the 2012 financial year one Voluntary Early Redundancy package was offered and accepted by a QCT employee on the basis that their duties or functions were no longer required and that their skills and abilities were unable to be reasonably used in other vacancies within the College. The total monetary value of the severance benefit was \$151,274.

### **Appendix 5: 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 Arts/ Bachelor of Education (Secondary)  
Graduate Diploma in Education (Primary)  
Graduate Diploma in Education (Secondary)

#### *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 (Years 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 (Preservice 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 (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 (Prep to Year 3)  
Graduate Diploma in Education (Primary)  
Graduate Diploma in Education (Secondary)  
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 6: Approved *Returning to Teaching* programs

<i>Provider</i>	<i>Name of program</i>
Griffith University	<i>Recommencing Teaching</i>
Department of Education, Training and Employment, Queensland	<i>Restart Teaching</i>
Australian Catholic University	<i>Return to Teaching in Schools</i>
Teacher Training Australia	<i>Return to Teaching</i>
University of Sunshine Coast	<i>Return to Teaching Course</i>

## Appendix 7: Publications

Publications of the QCT in 2012 were as follows:

### Research Report

- *An Investigation of Best Practice in Evidence-Based Assessment Within Preservice Teacher Education Programs and Other Professions*, Report of research commissioned by the Queensland College of Teachers 2012, submitted by the University of Queensland School of Education, Teaching and Educational Development Institute and School of Human Movement Studies

### Annual Report

- *Annual Report of the Queensland College of Teachers for 2011*

### Strategic Plan

- *Strategic Plan 2012–2015*

### Periodicals

- *QCT eNews*, February, April, June, August, October
- *QCT News*, December

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# Glossary

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<b>ACER</b>	Australian Council for Educational Research
<b>AEI-NOOSR</b>	Australian Education International – National Office of Overseas Skills Recognition
<b>AIHQ</b>	Association of Independent Schools of Queensland (now known as ISQ)
<b>AITSL</b>	Australian Institute for Teaching and School Leadership
<b>ARC</b>	Audit and Risk Committee
<b>ATRA</b>	Australasian Teacher Regulatory Authorities
<b>CAA</b>	Corporate Administration Agency
<b>COAG</b>	Council of Australian Governments
<b>CPD</b>	Continuing Professional Development
<b>DETE</b>	Department of Education, Training and Employment
<b>eDRMS</b>	Electronic Document and Record Management System
<b>EMP</b>	Establishment Management Program (EMP)
<b>ICT</b>	Information and Communication Technology
<b>IRC</b>	Internal Review Committee
<b>ISQ</b>	Independent Schools Queensland
<b>IT</b>	Information Technology
<b>ITE</b>	Initial teacher education
<b>MCEECDYA</b>	Ministerial Council for Education, Early Childhood Development and Youth Affairs
<b>NOOSR</b>	National Office of Overseas Skills Recognition
<b>PP&amp;C</b>	Professional Practice and Conduct (Committee)
<b>PSC</b>	Public Service Commission
<b>QCAT</b>	Queensland Civil and Administrative Tribunal
<b>QCEC</b>	Queensland Catholic Education Commission
<b>QCPCA</b>	Queensland Council of Parents and Citizens' Associations
<b>QCT</b>	Queensland College of Teachers
<b>QIEU</b>	Queensland Independent Education Union
<b>QPASS</b>	Queensland Public Agency Staff Survey
<b>QPS</b>	Queensland Police Service
<b>QPSU</b>	Queensland Public Sector Union
<b>QTU</b>	Queensland Teachers' Union
<b>RTI</b>	Right to Information
<b>SCSEEC</b>	Standing Council on School Education and Early Childhood (formerly MCEECDYA)
<b>STT</b>	Suitability to Teach (Committee)
<b>UNESCO</b>	United Nations Education, Scientific and Cultural Organisation

# Reader feedback form

The QCT is keen to obtain responses from readers of its *Annual Report for 2012* 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:**

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

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

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

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**7. Do you identify with any of these groups?**

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

Thank you for participating in this survey.

**Please return completed feedback forms to:**

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

Fax: 07 3870 5006

Email: [enquiries@qct.edu.au](mailto:enquiries@qct.edu.au)





