

2014 Annual Report

Queensland College of Teachers

Purpose of this report and how to access a copy

This report describes the way in which the Queensland College of Teachers (QCT) fulfilled its obligations under the *Education (Queensland College of Teachers) Act 2005* during the year ending 31 December 2014.

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

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

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

Interpreter Service Statement



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

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ISSN 1837-8463 (Print) and 1837-8471 (Online)

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2014 Annual Report to the Minister

Letter of compliance

27 February 2015

The Honourable Kate Jones MP
Minister for Education
Education House
Mary Street
BRISBANE QLD 4000

Dear Minister

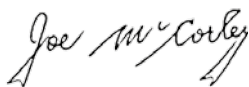
I am pleased to present the Annual Report, including financial statements, for the Queensland College of Teachers for the year ending 31 December 2014.

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*.

The Report can be accessed at the Queensland College of Teachers' website:
www.qct.edu.au/Publications/Corporate/QCT_Annual_Report_2014.pdf
and a checklist outlining the annual reporting requirements can be accessed at:
www.qct.edu.au/Publications/Corporate/QCT_Annual_Report_2014_Compliance.pdf

Yours sincerely



Joe McCorley OAM
Chairperson of the Board

Queensland College of Teachers
39 Sherwood Road
TOOWONG QLD 4066

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About the Queensland College of Teachers

The Queensland College of Teachers (QCT) is the regulatory body for the teaching profession in Queensland. It is a Queensland Government statutory body and is responsible to the Minister for Education for a range of functions to do with registration of teachers. Established on 1 January 2006 by the *Education (Queensland College of Teachers) Act 2005*, the QCT builds on the work of previous Queensland authorities, the Board of Teacher Education (1971–1989) and the Board of Teacher Registration (1989–2005).

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

Vision, purpose and values

Our vision

Quality regulation—quality teachers

Our purpose

- To uphold the standards of the teaching profession
- To maintain public confidence in the teaching profession
- Protect the public and the profession

Our values

- Professionalism—we demonstrate through our own actions the highest standards of professional and personal performance
- Accountability—we act in a transparent, fair 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 high quality regulatory framework suitable for contemporary educational contexts in Queensland
- Exemplary service—we demonstrate effective, efficient and capable service delivery
- Government shared values—we support the Queensland Public Service Commission shared values: *Customers first; Ideas into action; Unleash potential; Be courageous; and Empower people*

Chairperson's overview

Teachers and members of the public are often surprised at the breadth and variety of the work the Queensland College of Teachers (QCT) does. As indicated by the achievements and activities listed in our '2014 in review' section below, this work goes far beyond simply maintaining a list of those approved to teach in Queensland schools.

In a nutshell we develop, maintain and apply professional standards, codes of practice and policies to underpin initial entry to and continuing membership of the teaching profession. Our functions include:

- maintaining a register of approved teachers, including maintaining a system for five-yearly renewal of registration
- approving and monitoring Queensland initial teacher education programs
- promoting the teaching profession to the public
- managing notifications and complaints about teachers that allege grounds for disciplinary action, and conducting investigations into the conduct of approved teachers when required
- managing and hearing disciplinary matters
- monitoring compliance with the Act and disciplinary orders
- identifying and undertaking research relevant to the work of the QCT and the profession.

As suggested by our Vision statement (see page 5), the QCT aims to use the best regulatory practices to achieve the ultimate aim of ensuring that the teachers in front of Queensland school students are of high quality.

This report summarises how the QCT performed its varied functions in 2014, including our efforts to take a more contemporary approach to regulation. This year we made further enhancements to the QCT's customer service activities, and continued our ongoing move to online services and engagement with teachers through web-based media such as webinars. We also increased our social media presence in order to better engage with various audiences.

Our work on developing professional standards for further education and training (FET) practitioners continued apace. This project is in response to an invitation from the former Minister¹ and is part of the Queensland Government's action plan to reform the state's FET sector. The action plan includes the development of standards of accreditation and the creation of voluntary accreditation arrangements from 2016.

The Government's review of the legislation underpinning the QCT was ongoing during 2014. The former Minister's aim in initiating the review was to 'fully consider options for providing a streamlined legislative framework that supports teacher registration and regulation, and reflects current priorities and reforms in relation to the teaching profession'. The QCT was represented on the reference group for the review and the Board provided input to a QCT response to a Government issues paper on aspects of the legislation.

The maintenance of good relationships with the QCT's stakeholder groups has always been important to us. Along with QCT Director, John Ryan, I continued a program of meeting twice yearly with the then Minister for Education, Training and Employment and with the chief executives of all the interest groups represented on the Board, including the teacher employing authorities, the teacher unions, and parent and community associations. A high level of satisfaction with the QCT was expressed by all those we met with.

The work of the QCT is overseen by the Board and I wish to thank all Board and committee members for their focussed and collaborative approach in meetings and their commitment to regulating in the best interests of both school students and the teaching profession. I know I speak for all Board members when I congratulate the QCT staff, led by John Ryan, on their professionalism and the high quality of their work in carrying out the QCT's many and varied functions.



Dr Joe McCorley OAM,
Chairperson

¹ The Minister and the title of the portfolio changed subsequent to the reporting period.

2014 in review

Quality teaching and quality teacher education

- 2,664 teachers progressed from provisional to full registration
- 95,619 teachers and employers created 342,676 Continuing Professional Development entries in individual teachers' online services accounts
- 16 ITE* programs received national accreditation with an additional 4 to be finalised in early 2015
- Provided training for new and existing members of panels for national accreditation of ITE programs
- Piloted monitoring of ITE programs in consultation with Queensland HEIs
- Trained a pool of experienced assessors to assist with registration decision-making using the *Australian Professional Standards for Teachers*
- The number of preservice teachers accessing QCT information sessions increased significantly
- Provided input to development of *Professional Experience Reporting Framework* initiated by employers

Protecting the public and the profession

- 99% of Queensland schools participated in the 2014 census of teachers in schools
- 72 Permissions to Teach granted
- 12 teachers had their registration cancelled for failure to comply with a condition placed on their registration to meet eligibility requirements
- 11,093 'suitability to teach' checks conducted
- 104 applications for teacher registration or Permission to Teach refused on eligibility grounds
- 38 teachers or former teachers had their registration cancelled or suspended or were prohibited for various periods from re-applying for registration as a result of disciplinary proceedings
- Developed (in conjunction with ATRA) guidelines to assist teachers in their interactions with students

Further education and training

- Developed draft professional standards in consultation with sector

2014 in review (continued)

Customer satisfaction

- New public register search page on QCT website provided better user experience and enhanced search functionality
- 97% of surveyed applicants for registration under Mutual Recognition were satisfied with the QCT's service

Public value

- Lowest annual teacher registration fee in Australia—\$75.50

Organisational sustainability

- Small budget surplus—\$183k
- Unqualified audit report
- Financial sustainability
- Workshops held to help develop a culture of innovation amongst QCT staff

Reduced regulatory burden

- Centralised data exchange with DETE to reduce reporting requirements of 1,300 principals
- Reviewed regulatory framework in light of 'right touch' regulation
- Established Principals Reference Group to enhance QCT's work with schools
- Contributed to review of the *Education (Queensland College of Teachers) Act 2005*

Digital strategy

- Updated and promoted *myQCT* Online Services Account which allows transacting with the QCT at any time
- Installed an Application Progress Tracker in *myQCT* Online Services Account to allow applicants to view the progress of their applications
- Reviewed the online application for teacher registration to reduce regulatory burden on applicants and enhance user experience

- Provided more options for teachers to access professional development about their registration requirements—face-to-face workshops, web conferences and recorded sessions through online services
- Reactivated the QCT Twitter account as part of enhancing our engagement with various audiences via social media

Promotion of the profession

- Held World Teachers' Day ceremony to recognise award finalists
- Gained extensive publicity for Excellence in Teaching Awards finalists

Research and data

- 49.1% of registered teachers are 45 years of age or older
- 76.2% of teachers on the register are female
- Surveyed particular groups of registered teachers to gain better understanding of their backgrounds, current situations and teaching intentions

Strategic partnerships

- Collaborated with DETE to develop 'How to teach...' modules for teachers
- Collaborated with AITSL on accreditation of ITE programs and on evaluation of the implementation of the *Australian Professional Standards for Teachers*
- Provided professional leadership to ATRA
- Worked with Queensland employing authorities to promote the APST and progress 'A Fresh Start' initiatives

*See Glossary for meanings of acronyms

Outlook for 2015

Quality teaching and quality teacher education

- Support approximately 60,000 teachers to renew their registration in 2015–2016
- Commence monitoring of ITE programs' 'Numeracy Strategies'
- Investigate teachers' and reviewers' understanding of the process of transitioning from provisional to full registration
- Develop support materials for teachers supervising professional experience

Protecting the public and the profession

- Develop an online ethics course for teachers
- Consult with stakeholders and publish guidelines to assist teachers in their interactions with students

Research and data analysis

- Capture additional data on qualifications of teachers and on applicants' initial teacher specialisation
- Analyse QCT data to identify trends associated with attraction, retention and attrition of male teachers
- Identify good practice in the teaching of numeracy
- Publish two research digests

Promotion of the profession

- Increase use of social media to better promote the profession to the public

Reduced regulatory burden

- Launch online identity document verification for applicants for teacher registration
- Review CPD Framework
- Revise additional Queensland requirements for ITE program accreditation
- Contribute further to review of *Education (Queensland College of Teachers) Act 2005*

Further education and training

- Finalise the professional standards for the FET sector
- Commence planning for voluntary accreditation

Digital strategy

- Launch a new online application for teacher registration to provide a better user experience and reduce regulatory burden
- Further develop online transaction capability through *myQCT* online services accounts
- Investigate key platforms for teachers to engage digitally with the QCT
- Contribute data to the Government's open data strategy

Strategic Partnerships

- Partner with Department of Education and Training to develop online modules to assist beginning teachers

Sustainability

- Prepare for the transition to a new Act and subordinate legislation from 2016
- Investigate options for premises for the QCT to meet future business needs

Strategic Plan 2014–2017

The QCT Strategic Plan for 2014–2017 identifies the objectives, strategies and performance indicators shown in Table 1 below. The table indicates achievements against the performance indicators in 2014. More information on the QCT's activities in pursuit of the objectives and strategies is included in subsequent sections of this report.

Contribution to State Government Objectives

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 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.

The QCT's objectives and strategies support the Queensland Government's 30-year plan and its policy objectives to promote economic growth, enhance government accountability and lower the costs of living. We support these by:

- Enhancing teacher quality through the use of professional standards to achieve better student outcomes and thus enable greater economic productivity
- Enhancing our governance and decision making processes
- Supporting the Open Data initiative
- Conducting an efficient administrative operation
- Enhancing the capability of the further education and training workforce to deliver high quality training and assessment
- Enhancing teachers' knowledge of the teaching of literacy and numeracy skills

Contribution to the National Agenda

Our strategies support the Council of Australian Governments (COAG) agenda through National Agreements, National Partnerships and other initiatives for:

- Implementation of the *Australian Professional Standards for Teachers*
- Nationally consistent accreditation of initial teacher education programs
- Nationally consistent teacher registration
- Reform of early childhood education

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 Governments' National Education Agreement, that all Australian school students acquire the skills and knowledge to participate effectively in society and employment in a global economy.

Strategic risks and opportunities

Emerging technologies

Use of new technologies such as digitization and social media provides many opportunities to engage teachers, teacher applicants and other stakeholders and deliver services more efficiently and effectively. However, new technologies also present many risks. The new technologies can provide greater reach and access to people but at the same time the QCT must develop strategies to mitigate the possibility of information security breaches or reputational damage.

Stakeholder engagement

Teaching is a complex and demanding profession. Involving stakeholders in the development and implementation of solutions to complex issues increases the sense of 'ownership' of the proposed solution. This increases the likelihood of success of programs and projects.

Application of regulation

The application of regulation must be balanced, inclusive, efficient and utilise reasonable discretion. A Queensland government objective is to reduce regulation and unnecessary bureaucracy. Realistic application of regulation will enhance relationships with stakeholders including the Minister.

People and organisational capability

The Board, management and staff of the QCT must anticipate or recognise change and adapt accordingly. Appropriate judgements will increase the probability of the QCT remaining relevant to its stakeholders and the wider public.

Minimum standards

The QCT applies threshold standards to many critical decisions about registration. Threshold standards must be set at an appropriate level to ensure the public and other stakeholders have continued confidence in those people teaching in Queensland schools.

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 thorough 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 2014 the Board adopted a new Strategic Plan for 2015–2018. The objectives and strategies identified in the Strategic Plan for 2014–2017 remain relevant and the objectives identified in the Strategic Plan for the next financial year are similar.

Table 1: Achievements against Strategic Plan in 2014

<i>Strategic objective</i> <i>Provide public protection and confidence</i>	
Outcomes	<ul style="list-style-type: none"> • Approved teachers are qualified, competent and ethical • Improved professional standards in FET sector
Strategies	<ul style="list-style-type: none"> • Maintain the integrity and improve the quality of information about Queensland approved teachers to inform strategic policy development and business processes • Undertake relevant research projects and implement findings to enhance bases of quality teaching • Admit to, and retain on, the register of teachers only persons considered appropriate for the Queensland teaching profession • Develop and /or apply appropriate standards and procedures to registration/ accreditation related decisions
<i>Performance indicators</i> <i>Achievements in 2014</i>	
<p>Satisfaction rates</p> <p>Level of satisfaction of employers with graduates of Queensland initial teacher education programs</p> <p>Stakeholder satisfaction levels</p>	<ul style="list-style-type: none"> • Majority of principals who responded to a QCT survey were satisfied with preparedness of new graduate teachers employed in their schools • Participants in QCT workshops for teachers reported high level of understanding of professional teaching standards upon workshop completion • Stakeholders expressed satisfaction with QCT during biannual meetings
<p>Regulatory compliance</p> <p>Proportion of people refused entry to the profession or removed from the profession due to disciplinary action</p> <p>Number of regulation breaches addressed by the QCT</p>	<ul style="list-style-type: none"> • 104 applications for teacher registration or Permission to Teach were refused for failure to meet eligibility requirements • 5 applications for registration or renewal of registration were refused due to being assessed as not suitable to teach • 12 teachers had their registration cancelled for failure to comply with a condition placed on their registration to meet eligibility requirements • 38 teachers or former teachers had their registration cancelled or suspended or were prohibited for various periods from re-applying for registration • Audited employment records of selected schools and HEIs and assisted them to address compliance issues identified • Assessed 153 potential compliance matters regarding requirement that only approved teachers be employed as teachers; issued 95 warning letters

Table 1: Achievements against Strategic Plan in 2014 (continued)

<i>Performance indicators</i>	<i>Achievements in 2014</i>
Innovation Research documents, reports and policies produced by the QCT	<ul style="list-style-type: none"> • Developed draft professional standards for FET practitioners in consultation with sector • Surveyed particular groups of registered teachers to gain better understanding of their backgrounds, current situations and teaching intentions • Developed and published position paper to assist schools and employers to comply with legislative requirements to employ only approved teachers in schools • Developed and published comprehensive overview of registration eligibility requirements and processes • Reviewed accreditation of Queensland initial teacher education programs under national standards and processes • Continued research into trends in professional conduct and competence cases dealt with by QCT • Published <i>Research Digest No. 10</i>, providing teachers with a summary of research on interacting with parents
<i>Outcomes and strategies also addressed through the following activities:</i>	<ul style="list-style-type: none"> • Provided training for new and existing members of panels for national accreditation of ITE programs • Piloted monitoring of ITE programs in consultation with Queensland HEIs • Trained a pool of experienced assessors to assist with registration decision-making using the <i>Australian Professional Standards for Teachers</i> • Provided input to development of Professional Experience Reporting Framework initiated by employers • Developed (in conjunction with ATRA) guidelines to assist teachers in their interactions with students • Provided small grant to assist a teacher to present their research at a national education conference

Table 1: Achievements against Strategic Plan in 2014 (continued)

<i>Strategic objective Risk-manage regulation</i>	
Outcomes	<ul style="list-style-type: none"> Regulatory burden on stakeholders is reduced while rigour is maintained
Strategies	<ul style="list-style-type: none"> Lead, influence and collaborate with major stakeholders on future direction in the regulation of teaching at both state and national levels Reduce unnecessary bureaucracy Implement a robust and cost-efficient regulatory framework that reflects risk, necessity and proportionality
<i>Performance indicators Achievements in 2014</i>	
Satisfaction rates Stakeholder satisfaction levels	<ul style="list-style-type: none"> Stakeholders expressed satisfaction with QCT during biannual meetings
Regulatory burden Business processes improved	<ul style="list-style-type: none"> Centralised data exchange with DETE to reduce reporting requirements of 1,300 principals Undertook preparatory work on new online application form for teacher registration, to be launched in 2015 Contributed to review of the <i>Education (Queensland College of Teachers) Act 2005</i> Reviewed regulatory framework in light of 'right touch' regulation Established Principals Reference Group to enhance QCT's work with schools Collaborated with AITSL on accreditation of ITE programs and on evaluation of the implementation of the <i>Australian Professional Standards for Teachers</i> Provided professional leadership to ATRA Worked with Queensland employing authorities to promote the APST and progress 'A Fresh Start' initiatives

Table 1: Achievements against Strategic Plan in 2014 (continued)

<i>Strategic objective Deliver client services</i>	
Outcomes	<ul style="list-style-type: none"> Services are delivered efficiently and effectively through contemporary mediums
Strategies	<ul style="list-style-type: none"> Develop innovative approaches to the delivery of services Apply fair and just practices and processes Enhance transparency of information by releasing data sets to the public
<i>Performance indicators</i>	<i>Achievements in 2014</i>
Innovation Number of new approaches to service delivery	<ul style="list-style-type: none"> Updated and promoted <i>myQCT</i> Online Services Account which allows transacting with the QCT at any time Installed an Application Progress Tracker in <i>myQCT</i> Online Services Account to allow applicants to view the progress of their applications Reviewed the online application for teacher registration to reduce regulatory burden on applicants and enhance user experience Provided more options for teachers to access professional development about their registration requirements—face-to-face workshops, web conferences and recorded sessions through online services
Satisfaction rates Stakeholder satisfaction level	<ul style="list-style-type: none"> New public register search page on QCT website provided better user experience and enhanced search functionality 97% of surveyed applicants for registration under Mutual Recognition were satisfied with the QCT's service Stakeholders expressed satisfaction with QCT during biannual meetings
Fairness and justice Number of QCAT decisions against the QCT for insufficiency of evidence, inappropriate investigation processes or for being contrary to public interest	<ul style="list-style-type: none"> No QCAT decisions against the QCT for insufficiency of evidence, inappropriate investigation processes or for being contrary to public interest

Table 1: Achievements against Strategic Plan in 2014 (continued)

<i>Strategic objective Develop partnerships and engagement</i>	
Outcomes	<ul style="list-style-type: none"> Stakeholders are empowered and enrolled by partnering with the QCT to develop solutions to issues
Strategies	<ul style="list-style-type: none"> Develop productive partnerships with all key stakeholders to support and improve Queensland teachers and applicants for teacher registration Work collaboratively with stakeholders to enforce regulatory framework
<i>Performance indicators</i>	<i>Achievements in 2014</i>
Satisfaction rates Stakeholder satisfaction levels	<ul style="list-style-type: none"> Stakeholders expressed satisfaction with QCT during biannual meetings
Innovation Number of new initiatives with stakeholders	<ul style="list-style-type: none"> Established Principals Reference Group to enhance QCT's work with schools Collaborated with DETE to develop 'How to teach...' modules for teachers Collaborated with AITSL on accreditation of ITE programs and on evaluation of the implementation of the <i>Australian Professional Standards for Teachers</i> Provided professional leadership to ATRA Worked with Queensland employing authorities to promote the APST and progress 'A Fresh Start' initiatives, including development of Professional Experience Reporting Framework
<i>Strategic objective Improve organisational capacity</i>	
Outcomes	<ul style="list-style-type: none"> The QCT has an agile, engaged, skilled and productive workforce, overseen by good governance
Strategies	<ul style="list-style-type: none"> Support QCT staff to build their professional capacity Enhance governance systems and processes within the QCT
<i>Performance indicators</i>	<i>Achievements in 2014</i>
Satisfaction rates Stakeholder satisfaction levels Employee satisfaction levels	<ul style="list-style-type: none"> Stakeholders expressed satisfaction with QCT during biannual meetings Staff survey yields favourable response regarding organisational morale Workshops held to help develop a culture of innovation amongst QCT staff

Queensland's approved teachers

The state of the register

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

The following table (Table 2) illustrates the state of the Register on 31 December 2014, as compared with the previous four years. At the end of 2014 the Register contained the names of 101,768 approved teachers.

Table 2: Register of teachers in Queensland 2010–2014

	2010	2011	2012	2013	2014
Number of approved teachers as at 31 December	97,086	97,098	98,633	99,984	101,768
Number of new applications for teacher registration received	7,440***	6,410	6,681	6,364	6,872
Applications for teacher registration in progress as at 31 December*	1,388	1,138	698	1,210	1,113
Applications for teacher registration or Permission to Teach refused	104	117	97	76	104
Applications for teacher registration or Permission to Teach withdrawn	265	258	424	162	155
Applications for teacher registration or Permission to Teach approved	6,790	6,398	6,075	5,645	6,645
Applications for renewal/restoration of registration received	59,079**	21,940	3,902	3,841	3,368
Applications for renewal/restoration of registration processed	38,800	31,111	4,004	3,878	3,293
Applications for renewal/restoration in progress as at 31 December	n/a	347	185	181	281

* Includes applications from graduates received at the end of the previous year but awaiting confirmation of course results early in the relevant year.

** In 2010 this figure was based on cases where the form (but not necessarily also the fee) had been received. An application for renewal/restoration is now counted only 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.

n/a Not applicable.

Registration activity

Applications received

The QCT received a total of 6,872 applications for teacher registration (an increase of 7.9 per cent on the previous year) including 933 from teachers whose initial teaching qualification was completed interstate and 582 from teachers whose initial qualification was from overseas.

During 2014, 2,664 provisionally registered teachers were successful in applying to move from provisional to full registration. One application to move from provisional to full registration was refused.

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.

A total of 625 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 510 did not re-apply for registration by 31 December 2014.

Mutual recognition

Under the provisions of the mutual recognition Acts, the teacher registration authorities in the Australian Capital Territory, the Northern Territory, Queensland, South Australia, Tasmania, Victoria, and Western Australia 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 jurisdiction who were granted registration in Queensland under mutual recognition in 2014 is shown in Table 3.

Table 3: Numbers of teachers granted registration under mutual recognition in 2014

State	Number
Australian Capital Territory	39
Northern Territory	121
South Australia	67
Tasmania	43
Victoria	268
Western Australia	98
New Zealand	152
Total	788

In 2014, 97 per cent of surveyed applicants for registration under mutual recognition were satisfied with the QCT's service.

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.

Overseas qualifications are 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 aligns with nationally consistent registration processes, ensuring a consistent standard for English language proficiency for the registration of teachers across Australian states and territories.

In 2014, the QCT received a total of 582 applications from teachers whose initial teacher education was undertaken outside Australia. The proportion of applications received from overseas applicants was 8.4 per cent of all applications received in 2014.

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

During 2014, 480 overseas-trained teachers were admitted to the register on the basis of their qualifications, English proficiency, and, in some cases, teaching experience.

Assessing complex and non-standard applications

The QCT has a number of mechanisms in place for the assessment of complex and non-standard applications. The QCT holds a substantial bank of information and resources to assist in complex qualification assessments, and subscribes to online databases which provide information, advice and opinion on the assessment of qualifications from overseas countries.

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. Applicants submit a structured professional portfolio addressing the *Australian Professional Standards for Teachers* (APST), using guidelines and a proforma submission developed by the QCT.

In 2014, 23 such applications were assessed. This resulted in 15 applicants being approved for registration—one for full registration, 10 for provisional registration and four for provisional registration with a study condition. The remaining eight applicants were refused registration.

Permission to Teach

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

- a. has been offered a teaching position in a school and the employing authority for, or principal of, the school 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 2014, 72 people were teaching under the authority of a PTT. This continues the recent trend of an increased number each year, and is approximately one-third more than in 2013. Sixty-five per cent of people approved for PTT in 2014 were enrolled in an initial teacher education program, the same proportion as in 2013.

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 in 2014 was Mathematics, followed by Arabic. PTTs are consistently required each year for the teaching of Manual Arts, and there has been an increased need for PTTs for General Primary.

Approximately 33 per cent of PTTs in 2014 were for rural or remote areas, 29 per cent for provincial areas and 38 per cent for metropolitan areas. Forty PTTs were in primary schools, 30 in secondary schools, and two in special schools. Approximately 68 per cent of PTTs were granted a period of less than six months.

Internal review of decisions

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

Twelve decisions of the QCT were reviewed by the IRC in 2014. There were three cases where the IRC recommended substituting another decision for the original decision, with confirmation of the original decision being recommended for the remaining nine cases. The QCT Board endorsed the recommendation of the IRC in all cases.

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.

In 2014 3,721 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.

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.

Registration data analysis

Registration status

Of the total number of registered teachers as at 31 December, 14.4 per cent had provisional registration and the remainder had full registration.

Age profile and gender

Table 4 shows the average age of applicants and approved teachers compared with the previous four years. The average age of applicants is 34.2 years and the average age of teachers on the register is 44.4 years.

Table 4: Average age (in years) of applicants and approved teachers—2010–2014

Average age of:	2010	2011	2012	2013	2014
All applicants	33.1	33.3	33.6	33.9	34.2
Approved teachers on the register	43.7	43.7	43.9	44.2	44.4
Female applicants	32.5	32.8	32.9	33.2	33.7
Male applicants	35.1	34.9	35.9	36	35.8

NB Minor adjustments have been made to the figures reported in some previous years due to a data error.

Table 5 shows the age profile and gender breakdown of approved teachers by age group. Overall, three-quarters (76.2 per cent) of teachers on the register are female and 49.1 per cent of teachers are 45 years of age or older.

Table 5: Age profile of approved teachers as at 31 December 2014

Age group	Proportion of register	Male	Female
0–24	4.0%	18.5%	81.5%
25–29	10.1%	20.4%	79.6%
30–34	12.2%	21.7%	78.3%
35–39	11.8%	23.0%	77.0%
40–44	12.8%	22.4%	77.6%
45–49	12.4%	23.9%	76.1%
50–54	11.3%	24.7%	75.3%
55–59	11.8%	27.1%	72.9%
Over 60	13.6%	32.9%	67.1%

Location and employment

Approximately 96 per cent of registered teachers have Queensland addresses, while just over 3 per cent have interstate addresses (1.9 per cent being in New South Wales), and less than 1 per cent are located overseas.

According to data on the Register, at the end of 2014, 63.6 per cent of registered teachers were known to be employed in permanent or long-term temporary teaching positions in Queensland schools. Less than one per cent of registered teachers were known to be employed in other educational institutions (e.g. TAFE, universities, and 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, 67.8 per cent were in State schools and 32.2 per cent were in non-State schools. Table 6 shows the distribution of teachers across employment sectors.

Table 6: Percentages of registered teachers recorded on the register on 31 December 2014 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	Per cent
Non-State Primary	15.8%
Non-State Secondary	16.4%
State Primary	43.5%
State Secondary	24.3%

Of those employed in a permanent or long-term temporary teaching position in a Queensland school, 94.3 per cent held full registration and the remainder provisional registration. The ratio of fully registered teachers to provisionally registered teachers in schools in 2014 was comparable to that of 2013.

Qualifications

The great majority of registered teachers (86 per cent) have at least four years of teacher education (i.e. four years of higher education including at least one year of professional teaching studies). Tables 7 and 8 indicate the qualifications of registered teachers overall and by age group.

Table 7: Proportion of approved teachers by initial and total qualifications (percentage figures rounded to nearest whole number)

Qualification	Initial teaching qualification	Total qualification
4 Years +	39%	86%
3 Years	29%	12%
Other	32%	2%

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

Age group	% with less than 3 years	% with 3 years	% with 4 or more years
0–24	0%	0%	99%
25–29	0%	1%	99%
30–34	0%	1%	99%
35–39	1%	2%	98%
40–44	1%	12%	87%
45–49	1%	21%	79%
50–54	1%	21%	78%
55–59	1%	24%	75%
Over 60	9%	15%	76%

Strengthening the profession

Registration policy

Sections 8 and 9 of the Act specify the eligibility requirements for full and for provisional registration. In 2014 the QCT conducted an extensive review of internal policies and guidelines associated with these sections of the Act and identified a number of policies and guidelines that were either obsolete or in need of re-development. The QCT also identified policy gaps. Following the review a policy, *Teacher registration eligibility requirements*, was developed and published on the QCT website. The policy represents a comprehensive overview of eligibility requirements and registration and review processes. A number of guidelines were also developed to assist QCT staff in assessing applications. Reducing regulatory burden, while maintaining high professional standards, was a key concept behind the registration policy review in 2014.

Engaging the profession

In order to ensure that 'approved teachers are qualified, competent and ethical' the QCT takes an active role in engaging with teachers and providing professional development opportunities to support teachers in understanding registration requirements and the application of the *Australian Professional Standards for Teachers* (APST) throughout their teaching career.

During 2014 the QCT visited various Queensland university campuses, including those in regional areas, to provide preservice teachers with information about the APST as a central reflective framework, as well as modelling their use to reflect on, plan and develop teachers' teaching knowledge and practice across their careers. Fifteen sessions were provided across nine campuses, involving approximately 2600 undergraduate and graduate-entry students.

The Professional Standards team also delivered the following workshops, information sessions and web conferences:

- 31 workshops and information sessions for provisionally and fully registered teachers in 16 locations throughout Queensland
- 25 interactive web conferences on a range of topics, each designed to meet the needs of targeted audience groups across all sectors

- 11 presentations to individual school or cluster groups, including Principals.

Some workshops and web conferences were designed for specific audiences; for example, two Saturday workshops, and a presentation at the Crèche and Kindergarten Queensland Early Childhood Annual Conference, were conducted for teachers in the early childhood sector with the workshops well attended and well received by kindergarten teachers. Participants at face-to-face sessions received copies of the Standards and the Evidence Guide.

In total, over 1220 teachers participated in these professional learning sessions, with 588 attending the Continuing Professional Development (CPD) information sessions and 632 the workshops on provisional registration. The web conferences attracted 435 teacher participants (269 registrations from the State school sector, 166 from non-State schools).

Evaluations indicated participants' level of understanding of the APST and their use in reflective practice and registration processes exceeded 80 per cent upon workshop completion.

Progression from provisional to full registration

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 the application and review process, during 2014 the QCT reviewed and updated a range of resources including policy, fact sheets, and website content. Content for the professional engagement workshops, information

sessions and web conferences for provisionally registered teachers and their mentors/supervisors was revised to optimise opportunities for the use of interactive digital applications.

Recognising the differences in support structures between sectors, the QCT has continued to support provisionally registered teachers delivering approved kindergarten programs in early childhood settings. The QCT worked with individual teachers and key stakeholders to ensure consistency in the development and assessment of teaching practice in the process for moving to full registration. In 2014, the QCT recognised 229 fully registered teachers as appropriately qualified and experienced 'reviewers' of provisionally registered kindergarten teachers to assist their transition to full registration.

Renewal of full registration and the Continuing Professional Development Framework

The QCT's *Continuing Professional Development (CPD) Framework* outlines requirements for renewal of registration. 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. The Framework will be reviewed in 2015 as employers move to implement standards-based performance development practices.

As part of Queensland's commitment to nationally consistent registration practices, teachers renewing their registration are required to have taught for at least 100 days in a five-year registration period to maintain recency of practice. Fully registered teachers who teach for 20 days or more in a year are required to complete a minimum of 20 hours of CPD annually.

The QCT supports fully registered teachers by not only providing professional development opportunities through workshops and web conferences, but also by using those activities to focus on the reflective aspects of APST Standard 6—Engage in professional learning.

Returning to Teaching condition

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, i.e. has taught for less than 100 days in their five-year

registration period, 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 2014, 79 renewing teachers had a RTT condition applied to their teacher registration. At the end of 2014 a total of 7,554 fully registered teachers had a RTT condition on their registration. Should they wish to continue or return to teaching in a Queensland school they are 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.

In 2014, 145 teachers completed approved 'Returning to Teaching' professional development programs to satisfy this condition of their registration. Approved 'Returning to Teaching' programs are listed in Appendix 4.

Teachers can also choose an alternative pathway to comply with their RTT condition by engaging in a range of professional development activities which together satisfy the elements, program content and duration set out in the legislation, but which have not been formally approved by the QCT. Notice of program completion is provided to the QCT by the Principal of a school at which the teacher teaches at the time the notice is given. In 2014, 22 teachers used this pathway to meet the RTT condition on their registration.

Initial teacher education program accreditation and approval

During 2014 program accreditation panels (each including an interstate panellist) applied national accreditation processes (see *Accreditation of Initial Teacher Education Programs in Australia: Guide to the accreditation process* published by AITSL in 2013) to recommend 16 programs from seven higher education institutions for national accreditation and commenced the national accreditation process for another four programs to be finalised early in 2015.

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. In addition to adopting 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*.

Staff of the QCT continued to support stakeholders in the transition to national accreditation through a variety of mechanisms including national accreditation training updates, tailored workshops on 'strategies for successful submissions' and the appointment of officers to liaise with specific higher education institutions.

During 2014 the QCT granted accreditation under the national system to the following programs:

Central Queensland University

- Master of Teaching (Primary)

Christian Heritage College

- Bachelor of Education (Primary)
- Bachelor of Education (Secondary)
- Bachelor of Arts/Bachelor of Education (Secondary)

James Cook University

- Bachelor of Education (Secondary)
- Bachelor of Education (Primary)
- Bachelor of Education (Early Childhood Education)

Queensland University of Technology

- Master of Teaching (Early Childhood)
- Master of Teaching (Primary)

University of Queensland

- Bachelor of Health, Sport And Physical Education (Honours)

University of Southern Queensland

- Bachelor of Education (Early Childhood)

University of the Sunshine Coast

- Bachelor of Education (Secondary) (Graduate Entry)
- Bachelor of Education (Secondary)/Bachelor of Science
- Bachelor of Education (Secondary)/Bachelor of Arts
- Bachelor of Primary Education
- Bachelor of Education (Primary) (Graduate Entry)

During 2014, the QCT's *Program Approval Guidelines* continued to inform the ongoing approval of continuing Queensland initial teacher education programs, including an extension of

the approval of Graduate Diplomas of Education (Secondary) until December 2017 at eight Queensland higher education institutions (HEIs).

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 both by HEI academic staff and by 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.

Standards 7.2 and 7.3 of the Standards and Procedures for national accreditation require providers to report annually to the jurisdiction outlining challenges or any changes in the implementation of programs and to supply data to contribute to a cumulative database of evidence related to the quality of teacher education. This information is primarily provided through the submission of the Annual Statement of Programs to the QCT. The statements on the operation of programs at all Queensland HEIs in 2013 were considered by program panels during 2014. A review of the information sought via the Annual Statement of Programs was considered with stakeholders through the Teacher Quality Reference Group (see below) and the QCT's Professional Standards Committee. Minor changes were made to Statement format to incorporate recent initiatives.

In 2013, in collaboration with the Queensland Deans of Education forum, the QCT commenced a monitoring pilot focussed on the identified priority of 'Interpreting Student Data' (APST Standard 5.4). The project provided a number of key opportunities in 2014 to promote the continuous improvement of initial teacher education programs in Queensland in the identified priority area, including:

- peer moderation processes for HEIs about making judgements of student knowledge and practice in the priority area (June 2014)
- consideration of HEI submissions about the priority area by a QCT expert panel (including representation from each employing sector) to support continuous improvement processes in the priority area (September 2014).

HEIs will respond to the QCT expert panel feedback via their Annual Statement on Programs 2014 (due March 2015). The monitoring project for 2015 will focus on 'Numeracy Strategies' (Standard 2.5).

The QCT initiated a review of the first two years of the implementation in Queensland of the accreditation of initial teacher education programs under the national standards and procedures, with a view to making recommendations to the QCT based on the findings of the review about possible modifications to the standards and procedures of the national system. The findings are due for release early in 2015.

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, Christian Heritage College and University of Southern Queensland.

A list of Queensland initial teacher education programs currently approved by the QCT for teacher registration purposes can be found on the QCT website and in Appendix 3 of this Report.

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 half a normal full-time teaching load. Internships need to be authorised by the QCT because the interns are not directly supervised by a registered teacher.

In 2014 a total of 1742 final year students undertook teaching internships under authorisation. The participating Queensland HEIs were Australian Catholic University (39 students), Central Queensland University (291 students), Christian Heritage College (20 students), Griffith University (255 students), Queensland University of Technology (392 students), the University of Queensland (348 students), the University of Southern Queensland (379 students) and the University of the Sunshine Coast (18 students).

Research and Data Analysis

Principals' Perceptions of Graduate Teachers' Preparedness for Work

In 2014, the QCT conducted a targeted online survey of Queensland principals to determine their perceptions of graduate teacher preparedness. This was to garner not general perceptions but comment on specific graduates employed in their schools. Principals from

Education Queensland, the Catholic sector and all independent schools who had been identified as having employed graduate teachers in their schools in the first half of 2014 had an opportunity to respond during the survey's release in Term 3. The survey found that 71.4 per cent of responding principals were satisfied to extremely satisfied with graduates' preparedness. The top three challenges for beginning teachers were identified as classroom management, workload expectations and the complexity of their role, as well as knowledge of curriculum and its effective implementation. Twenty-five percent of principals also saw a need for a different approach to current teacher preparation models.

Registered teachers not in a permanent teaching position in a Queensland school

In 2014 a survey was conducted to establish a better understanding of approximately 34,000 registered teachers not in a permanent teaching position in a Queensland school. The survey was emailed to 4,986 teachers in September 2014. There were 893 completed responses, giving an overall response rate of 17.9 percent.

Of the 812 survey respondents who confirmed that they were not currently teaching in a Queensland school on a permanent (full-time or part-time) basis, 36 percent had most recently been employed as a casual/supply teacher, 32 per cent were most recently employed on a permanent (full-time or part-time) basis, 22 per cent were employed on a contract (full-time or part-time) and 10 per cent had never been employed as a teacher in a Queensland school. Sixteen per cent of those respondents not teaching in a Queensland school at the time of the survey said they had retired from teaching.

2013 Queensland graduate teachers

Each year over 3,000 Queensland graduates from Queensland accredited initial teacher education programs are granted teacher registration by the QCT. In October 2014 the QCT surveyed registered teachers who completed such a program between 1 January 2013 and 31 December 2013 in order to develop a better understanding of these beginning teachers and their background. The findings will be reported on in 2015.

The QCT also aided the dissemination of research through the *QCT Research Digest* and the Teacher Research Grants program (see 'Communication with and promotion of the teaching profession' later in this Report).

National leadership

The QCT continued to play a significant role in 2014 in the area of national reform related to teacher quality.

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 or 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, Initial Teacher Education Accreditation Officers, and ICT Officers. In 2014 QCT officers convened several of these networks. A QCT officer represented ATRA on AITSL's National Initial Teacher Education Advisory Committee which meets several times a year.

The chairing of ATRA rotates among member bodies. At the ATRA Annual General Meeting in September 2014 the QCT Chair and Director were reappointed Chair and Deputy Chair, respectively, of ATRA and will serve in these positions until the next AGM in September 2015.

The QCT (in conjunction with the Queensland Deans of Education Forum) was selected as a case study for the evaluation of the implementation of the *Australian Professional Standards for Teachers* in the area of national accreditation of initial teacher education programs. The selection is based on a range of activities that have been initiated by the QCT to add value to national processes and establish best practice in program accreditation including:

- specialist workshops for program providers in national processes and requirements
- dual participation by two QCT officers per panel to increase capability and consistency
- leading national pilots with other relevant agencies to reduce regulatory burden and promote aligned approaches
- monitoring pilot—2013–2014.

The QCT made a submission to the federal government in response to the Teacher Education Ministerial Advisory Group's issues paper.

Contribution to State issues

The QCT regularly provides advice on national issues to both the Queensland Minister for Education, Training and Employment and the Director-General of the Department of Education, Training and Employment (DETE). A QCT staff member is currently involved in the Teacher Quality Reference Group for 'A Fresh Start', the Queensland government's suite of initiatives to enhance teacher preparation and beginning teaching, and a member of the Professional Standards team contributed as an expert writer to the development of Queensland's *Professional Experience Reporting Framework* and common final professional experience evaluation due for implementation in 2015.

The QCT contributed to the Queensland Government's draft Queensland Plan and Education Accord. The QCT also provided input to the Queensland Review of senior assessment and tertiary entrance procedures conducted by the Australian Council for Educational Research. A QCT submission was made in response to the state government discussion paper on the review of the *Education (Queensland College of Teachers) Act 2005*.

Protecting the public and the profession

Assessing suitability to teach

For an applicant to be eligible for registration or Permission to Teach, the QCT must be satisfied that the person is 'suitable to teach' and that they meet professional practice requirements. In deciding a person's suitability to teach, the QCT considers criminal history information and information about a person's conduct in previous employment or during professional registration. Criminal history checks are undertaken through the Queensland Police Service on all persons applying for or renewing their teacher registration or Permission to Teach.

The Board of the QCT has endorsed a framework for the assessment of an applicant's criminal history information. The Suitability to Teach (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 2014 'suitability to teach' assessments were undertaken on 711 applications for teacher registration and 259 applications for renewal of registration (a total of 970 assessments) as a result of criminal history information, self-disclosures and prior disciplinary information, the large proportion of which related to traffic and minor criminal matters. Of those, 20 applications were considered by the STT Committee. Five applicants were assessed as not suitable to teach. The remaining applicants were assessed as being suitable to teach.

One further matter was referred to a special STT Committee in circumstances where the applicant sought registration having previously been subject to disciplinary action. The STT Committee was assisted by a psychologist and determined the applicant was 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

The Act imposes obligations on approved teachers and the Queensland Police Service (QPS) to report to the QCT any change in a registered teacher's 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 (whether a conviction is recorded or not). The *Criminal Law (Rehabilitation of Offenders) Act 1986* does not apply to this definition.

Notifications from approved teachers

In 2014 the QCT received 56 notifications from teachers about changes to their criminal history.

Notifications received were as a result of a teacher's understanding of and compliance with their legislative obligation to report a change. Following notification, 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 daily monitoring system in place that checks whether there has been any change to approved teachers' criminal histories.

In 2014, 76 notifications were received from the Commissioner of Police. These resulted in fourteen teachers having their registration suspended as a result of their being charged with serious offences (as defined by the Act). Serious offences include serious child-related sexual offences under the *Criminal Code* and certain offences in relation to the *Classification of Computer Games and Images Act 1995*, the *Classification of Films Act 1991* and the *Classification of Publications Act 1991*.

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 2014, the QCT received 163 notifications from employing authorities. Ten investigations were authorised and a further four matters were referred directly for disciplinary action. In addition, the QCT also suspended the registration of seven teachers, believing them to pose an imminent risk of harm to children. The remaining notifications were assessed as requiring no further action or requiring further information from other entities such as employing authorities or police and/or further review.

Complaints against teachers

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 if the complaint has already been adequately dealt with or could more appropriately be dealt with by another entity. 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 2014 the QCT received 21 complaints from members of the community. During this period, the QCT refused to deal with 11 complaints and authorised investigations in a further three. The remaining complaints are currently awaiting further requested information or review.

Disciplinary proceedings statistics

In 2014, proceedings conducted by the QCT in QCAT resulted in the following outcomes:

- Three teachers or former teachers had their registration cancelled and/or were prohibited from reapplying for teacher registration for periods of time ranging from three months to four-and-a-half years.
- Nine teachers had their registration cancelled pursuant to s56 of the Act, following convictions for serious offences.
- Eighteen teachers currently have their registration suspended after being charged with serious offences (those charges may have been laid either this year or in years prior and those offences are yet to finalise).
- Eight teachers have their registration currently suspended whilst QCAT proceedings continue.

In no case did QCAT find against the QCT for insufficiency of evidence, inappropriate investigative processes or being contrary to the public interest.

By year's end there were 35 open disciplinary matters before 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 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 2014 the IRC did not receive any applications for review of decisions made by the STT Committee. The IRC received two applications for review of decisions made by the PP&C Committee and in both cases the original decision was confirmed.

External reviews/appeals

A person may seek external review by QCAT of 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 2014 one external review was sought. This matter is currently before QCAT.

Data analysis and professional conduct education

The QCT continued a research project into trends in conduct and competence cases dealt with by the QCT since it began operation in 2006. The study looks at the implications of those trends for the work of the QCT, for example in professional conduct training for preservice teachers. The study will continue in 2015 and be expanded to include details from other teacher regulatory authorities in Australia and New Zealand.

As part of its commitment to protecting the public, the QCT provided professional conduct and ethics training to preservice students in three initial teacher education courses.

Communication with and promotion of the profession

Quality customer service

The QCT pursued a number of initiatives to build on its digital services to transform the way it delivers good customer services and engages with its stakeholders.

A new public register search page was launched on the QCT website in June 2014. This initiative delivers a better user experience including an enhanced search functionality and streamlined results page.

The QCT hosts over 120,000 online services accounts for applicants and teachers to undertake various transactions with the QCT. In 2014 the online service provision was rebranded as *myQCT* Online Services Account where teachers can apply to move from provisional to full registration, keep their details updated, pay fees, update Continuing Professional Development (CPD) records and access resources. The landing pages in *myQCT* were redesigned to provide a better user experience and a campaign was launched to promote the ability to transact with the QCT at any time. The “*ANY time*” promotion was included on fee notices, certificates and envelopes.

Over 100,000 certificates and cards are issued to registered teachers annually. Several thousands of these include an approval notice to first-time registrants or people re-registering and for some a relevant information sheet is included. These packages have been reviewed and revitalised. All collateral in these packages now has a similar look and feel and uniformly promotes the QCT's corporate identity.

A targeted electronic approach to customer service supports applicants, teachers and employers to access QCT services at anytime. For instance, in 2014 a total of 95,619 teachers and employers created 342,676 CPD entries in individual teachers' *myQCT* online services accounts.

An Application Progress Tracker was installed in *myQCT* Online Services Account to allow applicants to view the progress of their applications.

During 2014 the registration area of the QCT responded to over 30,000 telephone enquiries and 5,792 emails, in the main from registered

teachers and applicants, and as in previous years a skeleton staff worked between Christmas and New Year to ensure continuity of customer service during the period where approximately 63,000 teachers pay their annual fee.

The QCT issues letters of professional standing and confirmation of teacher registration status for teachers seeking accreditation, registration or employment outside of Australia. This is a service additional to the normal activities associated with teacher registration and is provided only for current and former registered teachers who meet stated requirements. During 2014 the QCT received approximately 400 enquiries about letters of professional standing and issued 241 such letters.

Business improvement

As a result of work undertaken in 2014 a new, intuitive, online application form for teacher registration and online identity document verification facility for applicants for teacher registration will be launched in 2015. These initiatives will reduce regulatory burden on applicants and QCT staff in the processing of applications for registration. The application form will also capture additional data on teaching specialisations in applicants' initial teaching qualifications.

Registration communications

Annually the QCT issues to approved teachers notices for fees (including renewal and restoration fees), registration approvals, certificates and annual registration cards. In 2014 the QCT automatically lodged over 230,000 notices against individuals' electronic files and continued the policy of providing email notifications of all fee notices, receipts, receipt of online application forms and advice when registration is granted.

The QCT's Automatic Bulk Lodgement Engine (ABLE) has provided significant business improvements and enhanced customer service as it enables all mail and email correspondence to teachers and applicants to be converted to a PDF format and electronically filed in the person's QCT file. In 2014 this was extended to include scanning of all correspondence including applications for teacher registration.

A total of 721,295 mirror images of notices were uploaded into the QCT record-keeping system; this is more than double the volume in 2013. These PDFs are available the same day the automated data is received from the service provider and shortly after the data for notices has been generated by the mailing house. This process enables staff to almost instantaneously advise a customer about the content of a notice and to email the notice to them if required.

Periodical publications

Newsletters

QCT *eNews* is an email bulletin sent to all teachers for whom the QCT holds an email address. In 2014 five issues were produced (one every second month during the school year). 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, to provide professional development on professional standards and professional conduct, and to update teachers on QCT activities and recent publications from the QCT. All past issues can be accessed from the QCT website.

During the main fee-payment period of October to March, a printed newsletter (this year retitled *The Queensland Teacher*) is mailed to teachers with their receipts for payment of the annual fee. The 2014 edition featured an article about a student teacher about to take up a teaching position, a variety of articles about QCT services and resources for teachers, and a promotion for the 2015 QCT Excellence in Teaching Awards.

QCT Research Digest

These periodic digests are produced for the QCT by the Australian Council for Educational Research. Each digest focuses on a single topical issue, and provides a review of major messages from research on the issue. A key feature of the digests is an emphasis on what the research means for teachers and teaching. Over the course of several editions, a wide range of issues is covered, so that teachers from different areas of schooling can find topics of relevance to their needs and interests. Editions from No. 9 onwards relate the topic to the *Australian Professional Standards for Teachers*.

Edition 10 of the Research Digest, published in December 2014, focuses on parent-teacher collaboration, considering what research can tell us about why parental engagement is important, key features of effective collaborations, critical challenges and issues that teachers and parents may face, and strategies that have helped teachers and parents build effective relationships.

Teacher research grants

Under the QCT's Teacher Research Grants program, funding is provided on a merit 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. In 2014 a grant was awarded to a state high school teacher to present a paper to the joint conference of the Australian Association for Research in Education and the New Zealand Association for Research in Education, held in Brisbane in December.

World Teachers' Day

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. In Australia the day is celebrated on the last Friday in October.

The QCT has dedicated pages on its website focussed on World Teachers' Day and the QCT Excellence in Teaching Awards (see below). The World Teachers' Day pages provide information about the day's origin, suggestions for celebrating the day, and links to other relevant sites. An array of downloadable appreciation certificates is available to encourage students and parents to thank their teachers.



Awards for Excellence in Teaching

In their sixth year in 2014, the QCT's Excellence in Teaching Awards include four award categories named after eminent Queensland educators associated with the QCT and its predecessor bodies: the *Alan Druery OAM Excellence in Teaching Award* is for inspirational Queensland teachers, the *Dr Roger Hunter Excellence in Beginning to Teach Award* is for teachers with up to four years' experience, the *Professor Betty H Watts OBE Memorial Award for an Outstanding Contribution to Teaching* recognises teachers who have enriched the profession with an outstanding history of service, and the *Dr John Dwyer Award for Excellent Leadership in Teaching and Learning* acknowledges classroom teachers or school administrators who have taken a leading role in enhancing teaching and learning in their school.

The awards focus on individual or school achievements, innovation and creativity leading to effective student learning outcomes, and professional relationships within the school community.

The annual Excellence in Teaching Awards ceremony was held at Parliament House in Brisbane on World Teachers' Day, Friday 31 October. Twenty-two finalists from state, Catholic and independent schools were recognised in the four award categories for their passion and dedication to teaching in Queensland.

The awards, which attracted some 160 nominations in 2014, were announced by the former Minister for Education, Training and Employment, the Honourable John-Paul Langbroek MP. QCT Board member, Ms Lisa Siganto, was master of ceremonies. An instrumental strings ensemble from St Joseph's Catholic Primary School, Kangaroo Point, entertained guests.

QCT staff interviewed most of the finalists at the awards presentation about what motivates them as teachers and their tips for beginning teachers. Videos of the interviews have been posted on the QCT's YouTube channel.

This year the Awards gained far more media exposure for Queensland teachers than ever before, in a range of state and local print and broadcast (television and radio) media. This included a cover story featuring Betty Watts Award co-winner Bevan Penrose in *The Courier-Mail's QWeekend* magazine.

2014 Finalists

Dr Roger Hunter Excellence in Beginning to Teach Award

Awarded to:

David Rawson, St Ursula's College, Toowoomba

Finalists:

Samantha Carpenter, Riverside Christian College, Maryborough

Rhiannen Gimpel, John Paul College, Daisy Hill
Ashleigh Kahler, James Nash State High School, Gympie

Catherine Smeeton, Redlands College
Glen Sinclair, Grace Lutheran College, Clontarf

Dr Alan Druery OAM Excellence in Teaching Award

Awarded to:

Lisa Miller, The Southport School

Finalists:

Marian Schneid, Pine Rivers State High School

Amy Sullivan, Woodridge State High School

Mark Turpin, Queensland Academy of Health Sciences, Ashmore

Rose Wright, Maryborough Special School

Dr John Dwyer Excellent Leadership in Teaching and Learning Award

Awarded to:

Michelle Bond, Royal Children's Hospital School, Herston

Finalists:

Steve Coleman, Goodwood State School

Patricia Hosking, St Aidan's Girls' School

John Livingston, Kirwan State High School

Paul Mackay, St Peter Claver College, Riverview

The Courier-Mail Professor Betty H Watts OBE Memorial Award for Outstanding Contribution to Teaching

Awarded to:

Daryl Hanly, St Joseph's Nudgee

Bevan Penrose, Bundamba State Secondary College

Finalists:

Kay Bishop, Somerville House

Denis Callaghan, Marist College Ashgrove

Dr Phillip Moulds, Rockhampton Grammar School

John Wallace, The Southport School



Student Challenge

Inspirational teachers were thanked by students across the state in videos and other digital productions entered in the inaugural QCT World Teachers' Day student challenge. Entries showcased children's digital technology skills, displayed powerful communication skills and gave an insight into how their teachers inspire them.

Teachers featured in the entries included Everton Park State High School's Robyn Ferguson, Moggill State School teacher Angela Janus, Linda Van Der Hulst from Nambour Christian College, Kern Palmer at St Catherine's Catholic Primary School at Wishart and Golden Beach State School teachers Tracy Sleeman and Ali Foster.

The entries—open to all Queensland school students—were judged on three criteria: did the digital entry convey a message about how or why their teacher was inspirational, was it original work and did the digital tools convey the message?

Students won the following QT Mutual Bank cash prizes for their schools to invest in digital technology:

Independent schools prize

\$1500—Nambour Christian College

State schools prizes

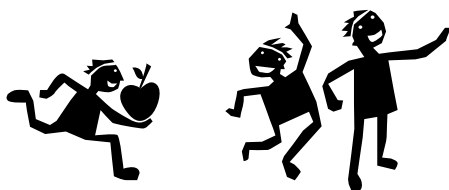
\$500—Everton Park State High School

\$500—Golden Beach State School

\$500—Moggill State School

Catholic schools prize

\$1500—St Catherine's Catholic Primary School, Wishart



Regulating the profession

The QCT's 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 consequences for non-compliance. The *QCT Regulatory Compliance Framework* provides an overarching structure for the QCT to manage its obligations as the regulator of the teaching profession in Queensland. The *QCT Compliance Management Strategy* details the way in which potential compliance matters are monitored and managed.

The QCT 2014 *Compliance Management Plan* included reporting on QCT compliance activities and data, monitoring compliance with conditions on registration, conducting the annual census, undertaking an annual program of audits, stakeholder engagement and information provision.

Registration conditions

The Act provides for the QCT to place a condition on a person's registration or Permission to Teach only if the QCT is reasonably satisfied the condition is necessary to ensure a person meets the eligibility requirements to be approved to teach in Queensland. An approved teacher who is subject to a condition may make a written application to the QCT asking for the condition to be reviewed and amended or cancelled.

In 2014—

- 233 approved teachers had their condition regarding an overseas criminal history check cancelled due to meeting the requirements of the condition.
- Ten approved teachers had their condition regarding further study removed due to meeting the requirements of the condition.
- Six met the requirements of their condition regarding English language proficiency.
- Four people had their teacher registration cancelled for failure to comply with the requirements of their study condition.

- One person had their teacher registration cancelled for failure to comply with a condition regarding English language proficiency.
- Seven others had their registration cancelled for failure to comply with an overseas criminal history check condition.
- 225 requests for review of an RTT condition were received.
- 167 RTT conditions were cancelled on evidence that the teacher had completed an RTT program.
- Six RTT conditions were omitted based on a determination that the teacher's experience was equivalent to teaching in a Queensland school.
- 62 RTT conditions were removed for various other reasons.
- On nine occasions the QCT refused to cancel an RTT condition.
- In 42 of these cases an extension of time was given to the teacher to comply with the condition.

Annual census

The QCT conducted the 2014 annual census of teachers in schools from 1 to 2 May via the QCT's web-based Employer Services facility. Principals at non-State schools 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.

To capture census information for State schools, the QCT worked with the Department of Education, Training and Employment (DETE) to trial a centralised transfer of information on teachers employed in all State schools. This initiative ensures a regular exchange of information about DETE teachers and negates the need for approximately 1,300 DETE principals to respond individually to the QCT annual school census. This process also ensures that all state schools are checked whereas in the past the return rate has been less than 75 per cent.

By the end of the year 1,772 schools (99 per cent) had completed a census return. Overall only 20 non-State schools did not complete the census in 2014.

Position paper

The QCT works with all teacher employing authorities to ensure that only approved teachers are employed as teachers in prescribed schools. As a result of learnings from school audits, in 2014 the QCT developed and implemented a strategy to help school Principals and teacher employing authorities resolve issues and comply with the Act.

A position paper, *Only approved teachers may be employed as teachers in prescribed schools in Queensland*, was designed to provide quick access to information about the responsibility of schools and employing authorities under the Act. The paper dispelled the incorrect notion that 'teaching under supervision' was an acceptable alternative to QCT approval as a teacher; and gave a clear account of the value of the regulatory role of the QCT. The position paper was also published on the QCT website.

Audit activities

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 2014 the QCT undertook audits of the employment records of seven schools. Six of these audits were completed during the year. The QCT has assisted schools to address compliance issues identified.

Six higher education institutions were audited to monitor compliance with section 83 of the Act—*a person who is not a registered teacher must not supervise, or assess the work of, a teacher or student teacher in a prescribed school*. As a result of the audits, the QCT wrote to the institutions and to individual staff members within these to remind them of the legislative requirement and invite them to contact the QCT if they required assistance or information about eligibility for registration and/or the application process.

General offences

In relation to potential compliance issues concerning the requirements under sections 82 and 83 of the Act, the QCT assessed 153 matters, issued 95 warning letters and determined no further action was required in 61 cases. One case of a person teaching without approval, referred to the Queensland Police Service in 2013, resulted in a mediated outcome in 2014.

Professional conduct matters

The QCT liaises with stakeholders, by telephone and in person, about their legislative obligations concerning professional conduct matters such as the requirement for schools to notify the QCT in certain circumstances. In 2014 discussions occurred with both State and non-State employing authorities.

Professional standards for further education and training

Background

The QCT was tasked and funded by the Queensland Government in late 2013 to create a set of standards for further education and training (FET) (also known as vocational education and training or VET) teachers, trainers and assessors.

The Queensland Government's reform action plan, *Great Skills, Real Opportunities* outlines a number of changes to the operation and delivery of FET in Queensland. These include an increased emphasis on the quality of the training received by FET students and a desire to ensure the quality of those delivering this training (Action 2.7). The Government intends to facilitate these outcomes through a voluntary accreditation process to be in operation in 2016.

FET providers are nationally regulated through the Australian Skills Quality Authority and under the current Vocational Education and Training Quality Framework, FET teachers and trainers must have certain qualifications and experience. However, unlike teachers in primary and secondary schools, FET practitioners (teachers, trainers and assessors) have no national professional standards of practice and no state or national registration or accreditation to assist in the achievement of quality teaching, training, learning and assessment.

Project organisation

A Steering Committee comprising FET sector representatives and two nominees from the QCT Board was established and provided advice and guidance for the project throughout 2014. A coordinator was appointed in late 2013 and the project has engaged a number of external specialists and contractors for facilitation, research, writing and publication development as required.

A reference group was established with wide representation from the sector and related organisations and institutions. The reference group has provided input to the organisation and development of the professional standards and provided feedback on the draft versions of the professional standards.

The planned project completion date is June 2015, with the following deliverables:

- A validated set of professional standards for FET practitioners in Queensland.
- An agreed language set underpinning the professional standards
- Recommendations for the implementation of a model for accreditation of FET practitioners against the professional standards.

Stakeholder engagement

Providers in the FET sector include not only the public provider, TAFE Queensland, and private RTOs but also schools, universities and enterprises who deliver their own internal training. There are, in addition, a large number of stakeholders with an interest in the development and implementation of professional standards at both national and state levels. These stakeholders include National Skills Councils, practitioner groups, regulatory bodies, industry peak bodies, industry associations, and practitioners.

Support from representatives of these various groups has been and remains essential to the success of the project. A stakeholder engagement and communication plan details a range of strategies used to inform, consult and engage with identified stakeholders, including face-to-face meetings, focus groups, web conferencing and workshops.

The QCT coordinated an extensive consultation process through the Reference Group with training providers, unions and the FET sector. An issues paper commissioned by the QCT in late 2013 from an external consulting firm raised a number of relevant questions that have been addressed through the consultation phase.

Professional Standards framework

The major output of the consultation phase was an organisational framework for the professional standards for FET practitioners. A set of guiding principles was developed by the focus groups and underpins the development of the professional standards: *Standards should be—*

- *a reflection of what is excellent about VET practice*
- *values based, aspirational and ethical*
- *about professional growth*
- *measurable, that is, written in a way that can be measured.*

The focus group meetings also developed a set of purpose statements for the initiative. The purpose of professional standards for FET practitioners is to:

- provide a public statement as to the nature and scope of the work of FET practitioners
- affirm consumer confidence in the quality of vocational learning
- define the professional identity of FET practitioners
- promote professionalism within the sector

Focus group members supported a single aspirational set of standards organised around three domains: professional knowledge, professional practice and professional engagement underpinned by a strong set of professional values.

This framework was tested in a series of webinars and was positively received by the participants and by other reference group members who have been an integral part of the consultation activities. This framework formed the basis of the Draft Professional Standards.

Draft Professional Standards

The first version of the Draft Professional Standards was completed in September 2014 and sent for comment to a range of organisations. Comments and feedback were incorporated into the second version of the Professional Standards which was then made available for comment and feedback. A series of 24 workshops in major centres around the state to review the draft professional standards with practitioners was completed in November. The primary intention of the workshops was to seek feedback directly from teachers and trainers. Two webinars were also held which were open to interested practitioners and other stakeholders throughout Australia.

The Draft Professional Standards (version 3) and the report on the results of the Review Phase will be presented to the QCT Board for endorsement in February 2015. These documents will be publicly available once endorsed and released.

Accreditation against the Standards

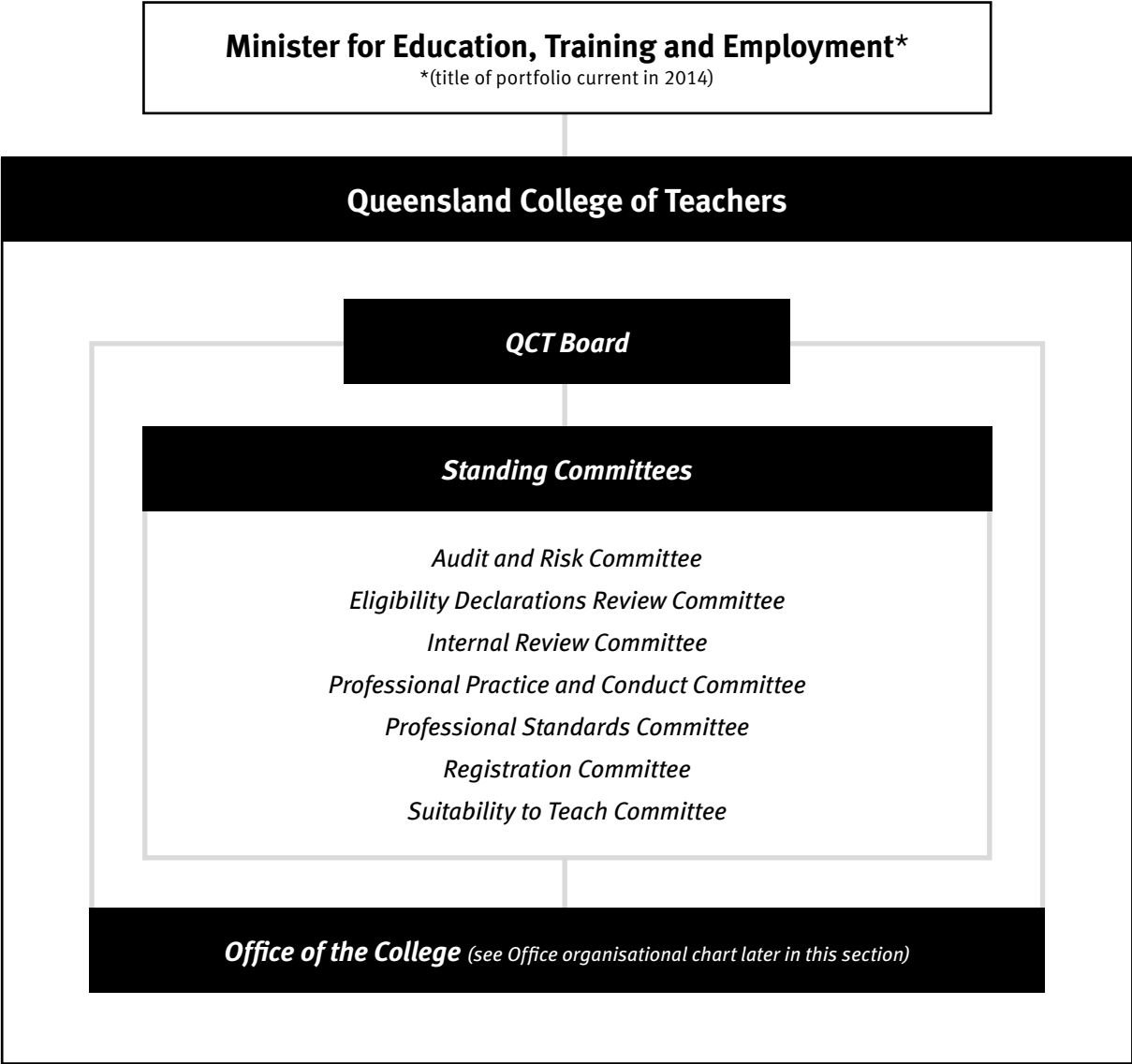
A research paper, *Professional Standards for VET Practitioners: Potential Uses*, was completed in late December 2014. The paper will inform the development of models for accreditation against Professional Standards for Practitioners in Further Education and Training. The models for accreditation and pathways for teachers, trainers and assessors to achieve accreditation against the professional standards are a focus of work in early 2015.

Corporate governance

Organisational structure

Diagram 1 shows the relationship of the governing body (the Board) and its committee structure with the executive management structure of the QCT.

Diagram 1: *Organisational structure*



Role and achievements of the QCT Board

The Board is the governing body of the QCT. Under the *Education (Queensland College of Teachers) Act 2005*, the Board decides the policies of the College, controls its affairs, carries out its functions and exercises its powers. Anything done by the Board

is taken to have been done by the College. The functions and achievements reported throughout this Annual Report are therefore essentially those of the Board.

Members of the QCT Board

Board members are appointed by the Governor in Council, on the recommendation of the Minister, normally for a three-year term. The Chairperson, who is nominated by the Minister, is appointed for up to four years. Under the Act, the Board must appoint a member to be deputy chairperson. In 2014 the QCT Board was in the third year of its third three-year term.

During 2014 a review of the *Education (Queensland College of Teachers) Act 2005* was being undertaken by the Department of Education, Training and Employment with a view to new legislation being in place for 2016. In light of this review, at the end of the year the former Minister extended Board members' terms of appointment by one year (as permitted under the Act) to 31 December 2015. The one exception to this was Ms Marise McConaghy, who was unavailable after 31 December 2014.

Members in 2014 were as follows:

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

Mr Craig Allen
Assistant Director-General,
Human Resources, DETE
Nominee of the chief executive (until February)

***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

Ms Cathy Heffernan
Assistant Director-General, Human Resources,
DETE
Nominee of the chief executive (from December)

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

Mrs Margaret Leary
*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 2014

The Board met 8 times in 2014, holding ordinary meetings every six weeks from February to December.

The total amount of fees paid to members of the Board for the period 1 January 2014 to 31 December 2014 was \$25,726. 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 was \$29,228.

Table 9: QCT Board member attendance record 2014

<i>Name</i>	<i>Feb</i>	<i>Mar</i>	<i>May</i>	<i>Jun</i>	<i>Aug</i>	<i>Sep</i>	<i>Oct</i>	<i>Dec</i>	<i>TOTAL attended in person</i>
Dr Joe MCCORLEY (Chairperson)	✓	✓	✓	✓	✓	✓	✓	✓	8/8
VACANCY D-G's nominee (from 4 Feb to 11 Dec 2014)	O	O	O	O	A	A	A	A	-
Professor Nola ALLOWAY	✓	✓	✓	✓	✓	✓	✓	✓	8/8
Mr Perry ANDERSON	✓	✓	P	✓	✓	✓	✓	✓	7/8
Ms Melissa BURKE	✓	A	✓	✓	A	A	✓	✓	5 / 8
Ms Samantha COLBERT	✓	✓	✓	✓	✓	✓	✓	A	7/8
MS Aleisha CONNELLAN	✓	✓	✓	A	✓	P	✓	A	5 / 8
Ms Susan FORSYTH	✓	✓	A	✓	✓	A	✓	✓	6 / 8
Dr Roger HUNTER	✓	✓	✓	✓	✓	✓	✓	✓	8 / 8
Ms Margaret LEARY	✓	✓	✓	✓	✓	A	✓	✓	7 / 8
Ms Alota LIMA	✓	✓	✓	✓	✓	✓	✓	A	7 / 8
Ms Amy LUNNEY	✓	✓	✓	A	✓	✓	✓	A	6 / 8
Ms Marise MCCONAGHY	A	A	✓	A	✓	P	A	A	2 / 8
Mr James MCGOWAN	A	A	✓	✓	✓	✓	✓	✓	6 / 8
Ms Stephanie MUNDAY- LAKE	✓	✓	A	✓	✓	A	✓	A	5 / 8
Ms Lisa SIGANTO	✓	✓	✓	✓	A	✓	✓	P	6 / 8
Mr Kevin TWOMEY	✓	✓	✓	P	✓	✓	P	✓	6 / 8

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

Ministerial directions

No Ministerial directions were received during 2014.

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.

The Board operated in 2014 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.

Terms of reference and composition of all QCT committees and the number of meetings held in 2014 are given in Appendix 2.

The office of the Queensland College of Teachers

The QCT has an office at Toowong in Brisbane with a permanent staff establishment consisting of a Director and other staff appointed under the *Public Service Act 2008*. 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.

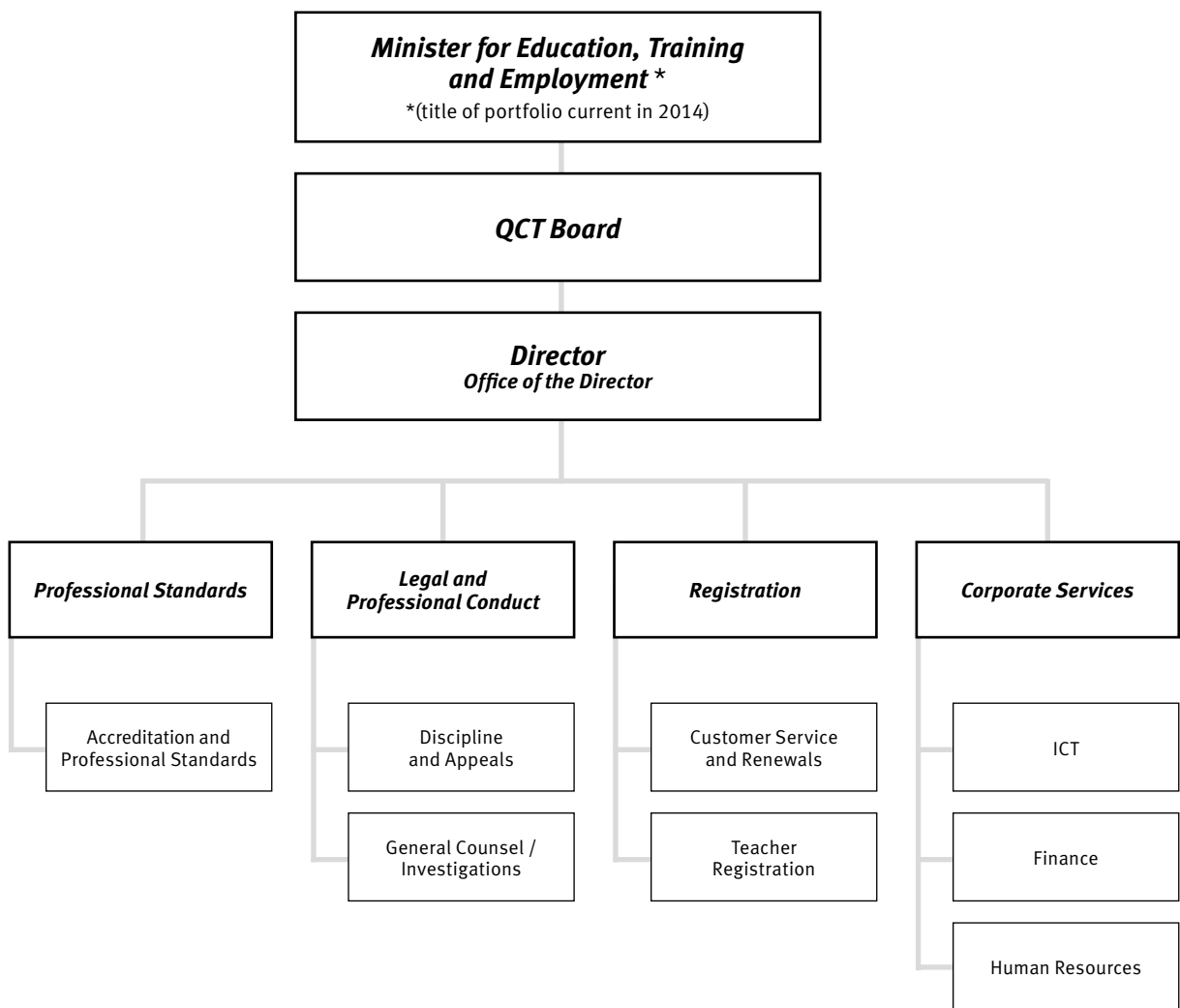
In 2014 the office had the following main operational areas: Professional Standards, Registration, Legal and Professional Conduct, Discipline and Appeals, Corporate Services, and the Office of the Director. The structure of the QCT office is shown in the organisational chart below (Diagram 2).

Executive management

The executive team in the Office during 2014 consisted of:

- Director, Mr John Ryan Dip T, B Ed, MEd, Grad Dip Mgmt;
- Executive Manager, Registration, Ms Kim Newman B Bus (Comm), MA (Applied Ethics);
- Executive Manager, Professional Standards, Ms Deanne Commings B Int Bus, PG Dip Ed;
- General Counsel and Executive Manager, Legal and Investigations, Mr Andrew (Drew) Braban LL.M;
- Executive Manager, Discipline and Appeals, Ms Kylie Mercer LLB/B Bus (Acc), Grad Dip Legal Practice;
- Business Manager, Mr Robert Beazley B Com, B Acc, CA (SA).

Diagram 2: QCT Organisational Chart



Summary of financial position

The QCT's budget was approved by the former 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 \$ 3.79 million, after nine 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 former 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 2014

	Notes	2014 Actual \$'000	Revised 2014 Budget \$'000	Variation %
Income from Continuing Operations				
Revenue				
Fees		8,516	8,341	-2%
Interest	1	303	350	13%
Criminal history checks		171	161	-6%
Other revenue		103	85	-22%
Total Income from Continuing Operations		9,094	8,938	
Expenses from Continuing Operations				
Employee expenses		5,593	5,569	0%
Supplies and services	2	2,823	3,307	15%
Depreciation and amortisation	3	270	230	-17%
Criminal history checks	4	225	181	-24%
Total Expenses from Continuing Operations		8,911	9,287	
Operating Result from Continuing Operations		183	(349)	
Other Comprehensive Income				
		-	-	
Total Comprehensive Income		183	(349)	

Statement of Financial Position

as at 31 December 2014

	Notes	2014 Actual \$'000	Revised 2014 Budget \$'000	Variation %
Current Assets				
Cash and cash equivalents	5	10,707	10,243	-5%
Receivables		122	110	-11%
Other		57	40	-42%
Total current assets		10,886	10,393	
Non-Current Assets				
Intangible assets		430	426	-1%
Plant and equipment		212	218	3%
Total non-current assets		642	644	
TOTAL ASSETS		11,528	11,037	
Current liabilities				
Payables	6	384	493	22%
Accrued employee benefits	7	542	462	-17%
Unearned fees		209	221	5%
Total current liabilities		1,135	1,176	
NET ASSETS		10,393	9,861	

Notes

1. The interest rates used for budget purposes were higher than those which prevailed during 2014.
2. This variance is linked to savings across a number of initiatives and projects during the period.
3. Capital acquisitions in late 2013, which were not budgeted for, resulted in a higher expense for 2014.
4. Registration activity for the year was higher than planned resulting in an increased expense for this category.
5. The variance results from the overall significant variances detailed in the Statement of Comprehensive Income.
6. Actual activity at year end was lower than that estimated for budget purposes also reflecting the savings mentioned in 2 above.
7. The variance is attributable to higher levels of employee benefits (mainly recreation leave) than were budgeted for.

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. Membership and terms of reference for the ARC are given in Appendix 2. Members in 2014 were: Mr J McGowan (Chair), Ms L Siganto, Ms L Lalley, Mr T Dwan and Professor A Woods. No member of the Committee is remunerated.

The ARC met three times during the reporting period, monitoring identified risk areas and reporting to the Board on progress made. The Committee observed its terms of reference and had due regard to Queensland Treasury's audit committee guidelines. There were no recommendations from the Queensland Audit Office's audit of the 2013 financial year.

The independent audit report on the QCT's financial statements for the year ending 31 December 2014 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 fees are increased in line with Treasury guidelines each year to assist in catering for potential increases in the QCT's expenses such as rent for its premises.

Disaster Recovery/Business Continuity Plan

To minimise the effects of potential major disruptions to its business, the QCT has partnered

with the Corporate Administration Agency² ('CAA'), a shared service provider³ 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 under review to ensure that they remain valid and effective. Various refinements to the Disaster Recovery Plan and associated hardware were implemented in 2014 after a review of the Business Continuity Plan was undertaken in late 2013.

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 from the Queensland Government to develop professional standards for the further education and training sector (see above) and to account for these funds separately. All investment accounts provide access to more favourable interest rates.

Building and facilities

The QCT's present lease over its Toowong premises will expire on 31 December 2015. A formal process to identify suitable future premises for the QCT was conducted in late 2014 and a solution to cater for the QCT's needs after 2015 is under development.

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 or on the Queensland Government Open Data website at www.qld.gov.au/data.

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

3 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.

Human capital/Staffing establishment

The QCT continued throughout 2014 to closely monitor the staffing establishment in compliance with the Employee Management Program and the Employees Requiring Placement processes. All permanent positions and temporary arrangements that exceeded 12 months were submitted to the Employees Requiring Placement pool for possible placement. In each case the positions were advertised externally and rigorous recruitment and selection processes were undertaken.

As at the last pay day in December 2014 the QCT directly employed 56.2 (full-time equivalent) staff members; in addition 0.35 casual staff were employed giving a total complement of 56.55.

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

	Female	Male	Total
Permanent	22.80	17.00	39.80
Temporary (fixed term)	16.40	-	16.40
Casual	0.35	-	0.35
Total FTE	39.55	17.00	56.55

The increase in full-time equivalent staff numbers compared with 2013 (53.04 directly-employed and 1.27 casual) is largely attributable to temporary fixed-term arrangements created to undertake specific projects and the restructuring of some positions to adapt to the changing business requirements of the QCT in regard to digital and media communications.

The permanent retention rate for the period under review was 93.5 per cent and the permanent separation rate was 6.5 percent.

No Voluntary Early Redundancy packages were offered in 2014 to QCT employees.

Workforce planning, attraction and retention and performance plans

In line with the government's response to the recommendations of the *Queensland Commission of Audit*, the QCT introduced a three-year Workforce Plan to align with the current Strategic Plan. The aim was to develop a more flexible, agile workforce that can meet the changing demands of our work environment. Driven by the impact of both improved technology and digitalisation the QCT will require new skills and

knowledge to deliver our services. Stage one of the Workforce Plan has been implemented and this included an environment scan, determining 'roles of interest' and a skills audit. The QCT remains committed to attracting and retaining high performing staff and this initiative will assist in establishing a succession plan to ensure staff members have the skills and competencies required to maintain our high standards of service delivery. The final stages of the Workforce Plan development will continue into 2015.

The QCT continued its focus on the development and review of its Human Resource policies and procedures in 2014. This ensured ongoing compliance with changing legislation and government directives. All policies and procedures are made available on the QCT intranet and implemented with the support of management. In 2014 a total of nine policies were reviewed, seven of these were approved, two are in final draft and two new policies have been developed for consideration.

Ongoing Personal Performance Plans were developed in 2014 for employees together with their team leaders or managers. These plans are developed in line with the QCT's Strategic Plan and Operational Plans. The process places emphasis on matching employee training and development to business requirements and QCT's strategic direction. The progress and outcomes are monitored throughout the year.

Opportunities were provided to individual staff and groups to attend a range of relevant workshops, seminars and conferences during the year, ensuring that QCT specialist staff maintain and enhance their skills. In addition to this development opportunities to strengthen the leadership and management skills of senior staff were also provided. In line with the Whole of Government initiative to create a more innovative and productive public service, the QCT engaged a consultant to deliver a series of Innovation workshops to senior and middle management staff.

The QCT values its staff and strives to support quality work-life balance. It has continued to develop alternative working arrangements to provide staff with the opportunity to alter their working arrangements while maintaining a high level of service delivery. In 2014, flexible working hours and leave arrangements for staff have been supported by management. This included working from home, remote access, the use of telecommuting hubs and part-time working arrangements as part of the strategy.

All new staff members (including casual and agency employees) were provided with a

structured induction program on commencement at the QCT. This included a corporate orientation which incorporated job-specific inductions focusing on role requirements and business unit expectations. Other topics covered in the induction include hours of work, payroll information, code of conduct, policies relating to workplace behaviour, workplace health and safety, emergency procedures and salary and superannuation arrangements. Staff members returning from extended leave were updated on any relevant changes that may have taken place in their absence. In December 2014 work began to include the induction process on the QCT's intranet site as an online process in order to improve accessibility. This will be completed in 2015.

QCT staff members were surveyed in August using the Queensland Public Agency Staff Survey instrument, which is designed to measure workplace culture. Responses regarding organisational morale were favourable and on the whole similar to those in the previous survey (conducted in 2012). Strategies are being considered for 2015 based on the results.

Work Health and Safety and Wellbeing

The QCT is committed to providing a work environment that is conducive to protecting the health, safety and wellbeing of QCT workers and visitors to the workplace. The QCT is bound by the *Work Health and Safety Act 2011* (WHS Act), Work Health and Safety Regulation 2011 and relevant codes of practice. New employees were informed about the WHS Act and QCT Work Health and Safety Policy and Procedure through their induction programs. In order to fulfill our responsibilities and remain compliant the QCT invested in online 'Safe Files' training modules through CAA in relation to WHS and Bullying in the Workplace. All existing and new staff will be allocated this training and completion will be recorded.

As part of the QCT Wellbeing program during 2014 the following were implemented:

- Flu Vaccination Program for staff
- Attendance at a Beyond Blue Manager Awareness Session
- Attendance at the Health and Wellbeing Leadership Form
- Attendance at the 2014 National Workplace Health Conference

Members of the QCT Workplace Health and Safety Committee and the Consultative Committee

were supportive of these initiatives. No major workplace health and safety issues were encountered during the reporting period.

Information systems and recordkeeping

The QCT is progressing with the application of whole-of-government information legislation, policies and standards, and is progressively implementing the principles of *Information Standard 40 IS40: Recordkeeping*. As part of the ongoing process to improve compliance, work continued on the development of a retention and disposal schedule to cover the QCT's core operations.

The QCT upgraded its electronic records and document management system (HP Records Manager) during 2014 to a newer version (RM8) through its shared service provider. This will ensure that the QCT has access to currently supported versions of the system. Staff received ongoing training and updating in the use of the system.

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*. Human resource management procedures and practices align with the Code of Conduct. Regular Code of Conduct training and assessment is mandatory for all government employees (including agency temporary staff and contractors) and this has been provided to all staff in 2014. To ensure compliance the QCT purchased an online module through CAA in 2014. This training is linked to the Aurion payroll system to ensure everyone is assigned training and given adequate time to complete the assessment.

The administrative procedures and management practices of the QCT have proper regard to the *Public Sector Ethics Act 1994*, particularly the ethics principles and values. The QCT's planning is aligned with the public sector ethics principles; for example, the values in the QCT Strategic Plan for 2015–2018 are congruent with the ethics principles.

Social responsibility and environmental sustainability

The QCT aims to be a socially and environmentally responsible organisation.

As much as possible of its business is conducted online or electronically. Paper-recycling bins are provided in the QCT office and staff members are encouraged to use these for all recyclable paper waste. The implementation of the electronic document and records management system and the increasing use of online systems is expected to continue to reduce paper use in the office.

Board and committee meeting papers are now made available to members electronically via a secure portal on the QCT website rather than in hardcopy.

Strategic Plan and Annual Report

The QCT's Strategic Plan for 2014–2017 was communicated to staff through the development of operational plans in each team. The Strategic Plan for 2015–2018 was developed in the latter part of 2014 and submitted to the (then) Minister for Education, Training and Employment.

The QCT's Annual Report for the 2013 calendar year was submitted to the Minister before the due date of 31 March.

Public interest disclosures

No disclosures were received during the 2014 year under the *Public Interest Disclosure Act 2010*.

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 set out in the RTI and IP Acts.

During 2014 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 2014

Financial Statements 2014

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General information

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

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

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

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

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

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

Statement of Comprehensive Income

for the year ended 31 December 2014

	Notes	2014 \$	2013 \$
<i>Income from Continuing Operations</i>			
<i>Revenue</i>			
Fees	2	8,515,975	7,979,841
Interest		303,201	308,440
Criminal history checks		171,070	149,813
Other revenue	3	103,285	43,272
Total Income from Continuing Operations		9,093,531	8,481,366
<i>Expenses from Continuing Operations</i>			
Employee expenses	4	5,593,345	4,814,073
Supplies and services	6	2,822,692	2,544,636
Depreciation and amortisation	7	270,004	216,701
Criminal history checks	8	224,779	209,584
Total Expenses from Continuing Operations		8,910,820	7,784,994
Operating Result from Continuing Operations		182,711	696,372
Other Comprehensive Income		-	-
TOTAL COMPREHENSIVE INCOME		182,711	696,372

The accompanying notes form part of these financial statements.



Statement of Financial Position

as at 31 December 2014

	Notes	2014 \$	2013 \$
<i>Current assets</i>			
Cash and cash equivalents	9	10,707,210	10,351,341
Receivables	10	121,905	106,764
Other	11	56,861	53,672
Total current assets		10,885,976	10,511,777
<i>Non-current assets</i>			
Intangible assets	12	430,047	565,897
Plant and equipment	13	212,169	281,823
Total non-current assets		642,216	847,720
TOTAL ASSETS		11,528,192	11,359,497
<i>Current liabilities</i>			
Payables	14	384,416	481,612
Accrued employee benefits	15	428,647	380,415
Unearned fees	16	209,298	201,199
Total current liabilities		1,022,361	1,063,226
<i>Non-current liabilities</i>			
Accrued employee benefits	15	112,934	86,085
Total non-current liabilities		112,934	86,085
NET ASSETS		10,392,897	10,210,186
<i>Equity</i>			
Accumulated Surplus	21	10,392,897	10,210,186
TOTAL EQUITY		10,392,897	10,210,186

The accompanying notes form part of these financial statements.



Statement of Changes in Equity

for the year ended 31 December 2014

	Note	<i>Accumulated Surplus</i>	
		2014 \$	2013 \$
Balance as at 1 January		10,210,186	9,513,814
Operating results from continuing operations		182,711	696,372
Total Other comprehensive income		-	-
Balance as at 31 December	21	10,392,897	10,210,186

The accompanying notes form part of these financial statements.



Statement of Cash Flows

for the year ended 31 December 2014

	Notes	2014 \$	2013 \$
<i>Cash Flows from operating activities</i>			
<i>Inflows:</i>			
Receipts from customers		8,797,984	8,201,942
Interest		303,201	308,440
GST input tax credits from ATO		291,037	229,419
GST collected from customers		9,865	4,247
<i>Outflows:</i>			
Employee expenses		(5,517,860)	(4,677,658)
Supplies and services		(3,147,854)	(2,664,214)
GST paid to suppliers		(306,072)	(252,655)
GST remitted to the ATO		(9,932)	(4,307)
Net cash provided by operating activities	17	420,369	1,145,214
<i>Cash Flows from investing activities</i>			
<i>Outflows:</i>			
Payments for plant and equipment		(64,500)	(109,925)
Net cash used in investing activities		(64,500)	(109,925)
Net increase in cash and cash equivalents		355,869	1,035,289
Cash and cash equivalents at beginning of financial year		10,351,341	9,316,052
Cash and cash equivalents at end of financial year	9	10,707,210	10,351,341

The accompanying notes form part of these financial statements.



Notes To and Forming Part of the Financial Statements

for the year ended 31 December 2014

Objectives and Principal Activities of the Queensland College of Teachers

The objective of the Queensland College of Teachers is to regulate the teaching profession in Queensland in the public interest. This is achieved by:

- Promoting the importance of teaching
- Regulating entry to and ongoing membership of the profession
- The development and application of professional standards and codes of practice
- Approval and monitoring of pre service teacher education programs.

The College is funded for the outputs it delivers principally by fees levied on teacher registrations.

1 Summary of Significant Accounting Policies

(a) Statement of Compliance

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

These financial statements are general purpose financial statements, and have been prepared on an accrual basis in accordance with Australian Accounting Standards and Interpretations. In addition, the financial statements comply with Queensland Treasury and Trade's Minimum Reporting Requirements, for the year ending 31 December 2014, 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 16 as Unearned application and renewal fees.

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. Until the applicant is registered, the fee is recorded as unearned fees in note 16.



Notes To and Forming Part of the Financial Statements

for the year ended 31 December 2014

(c) Revenue (continued)

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.

(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 College, less any anticipated residual value. The residual value is zero for all the College's intangible assets.

Notes To and Forming Part of the Financial Statements

for the year ended 31 December 2014

(h) Intangibles (continued)

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. These assets are then reclassified to the class ie plant and equipment or intangibles.

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	10–50
Intangible assets:	
Software purchased	12.5



Notes To and Forming Part of the Financial Statements

for the year ended 31 December 2014

(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 value through profit and loss.

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



Notes To and Forming Part of the Financial Statements

for the year ended 31 December 2014

(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 15. The provision covers the cost of employees' annual leave (including leave loading and on-costs). 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*.



Notes To and Forming Part of the Financial Statements

for the year ended 31 December 2014

(n) *Employee Benefits (continued)*

Key management personnel and remuneration

Key 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 and Trade. Refer to note 5 for the disclosures on key executive management personnel and remuneration.

(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 10).

(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 periods as relevant.

Estimates and assumptions that have a potential significant effect are outlined in the financial statement notes: Intangibles note 12 and Plant and Equipment note 13.

The Australian government passed its Clean Energy Act in November 2011 which resulted in the introduction of a price on carbon emissions made by Australian businesses from 1 July 2012.

From 1 July 2014, the government plans to abolish the carbon tax. The withdrawal 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 2014

(t) *New and Revised Accounting Standards*

The College did not voluntarily change any of its accounting policies during 2014. Australian Accounting Standard changes applicable for the first time for 2014 have had minimal effect on the College's financial statements, as explained below.

AASB 13 Fair Value Measurement became effective 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 apply to all of the College's assets and liabilities (excluding leases) that are measured at fair value or another measurement based on fair value. The impacts of AASB 13 relate to the fair value measurement methodologies used and financial statement disclosures made in respect of such assets and liabilities.

The College has reviewed its fair value methodologies to assess whether those methodologies comply with AASB 13. No changes were required to valuation methodologies.

A revised version of AASB 119 Employee Benefits became effective for reporting periods beginning on or after 1 January 2013. The most significant implication for the College is that the revised accounting standard includes changed criteria for accounting for employee benefits as 'short-term employee benefits'. As a result, any class of employee benefit not expected to be wholly settled within 12 months after the reporting date is to be accounted for as 'other long-term employee benefits'. The recognition and measurement of the College's obligations for 'other long-term employee benefits' follows most of the requirements for defined benefit plans. This change only affects the College's annual leave liability as the College is a member of the Queensland Government central scheme for long service leave.

Other potential implications arising from the revised AASB 119 were the revised concept of 'termination benefits' and the revised recognition criteria for termination benefit liabilities. If any termination benefit obligations meet the timeframe criterion for 'short-term employee benefits', they will be measured according to the requirements for 'short-term employee benefits'. Otherwise, termination benefits need to be measured according to the requirements for 'other long-term employee benefits'.

AASB 1053 Application of Tiers of Australian Accounting Standards became effective for 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.

Pursuant to AASB 1053, public sector entities like the Queensland College of Teachers 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 Queensland College of Teachers College, Queensland Treasury and Trade is the regulator. Queensland Treasury and Trade has advised that its policy decision is to require adoption of Tier 1 reporting by all Queensland Government departments and statutory bodies that are consolidated into the whole-of-Government financial statements. As the Queensland College of Teachers College is self-funded and not consolidated into the whole-of-Government financial statements it is free to make its own election in this regard and has opted to retain Tier 1.



Notes To and Forming Part of the Financial Statements

for the year ended 31 December 2014

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

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 Queensland Treasury and Trade. Consequently, the Queensland College of Teachers 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, the expected impacts of new or amended Australian Accounting Standards with future commencement dates are set out below.

AASB 1055 Budgetary Reporting applies from reporting periods beginning on or after 1 July 2014. The first financial year to which this standard applies to The Queensland College of Teachers is 31 December 2015. The Queensland College of Teachers will not need to include in its 2014 financial statements the original budgeted figures from the Income Statement, Balance Sheet, Statement of Changes in Equity, and Cash Flow Statement as published in the 2014 Queensland Government's Service Delivery Statements. The budgeted figures will need to be presented consistently with the corresponding (actuals) financial statements, and will be accompanied by explanations of major variances between the actual amounts and the corresponding original budgeted figures.

The following new and revised standards apply as from reporting periods beginning on or after 1 January 2014:

- AASB 10 Consolidated Financial Statement;
- AASB 11 Joint Arrangements;
- AASB 12 Disclosure of Interests in Other Entities;
- AASB 127 (revised) Separate Financial Statements;
- AASB 128 (revised) Investments in Associates and Joint Ventures;
- AASB 2011-7 Amendments to Australian Accounting Standards arising from the Consolidation and Joint Arrangements Standards [AASB 1, 2, 3, 5, 7, 101, 107, 112, 118, 121, 124, 132, 133, 136, 138, 139, 1023 & 1038 and Interpretations 5, 9, 16 & 17], and
- AASB 2013-8 Amendments to Australian Accounting Standards—Australian Implementation Guidance for Not-for-Profit Entities—Control and Structured Entities.

AASB 10 redefines and clarifies the concept of control of another entity and is the basis for determining which entities should be consolidated into an entity's financial statements. AASB 2013-8 applies the various principles in AASB 10 for determining whether a not-for-profit entity controls another entity. The College's conclusion is that it does not have any control over additional entities.

AASB 11 deals with the concept of joint control and sets out new principles for determining the type of joint arrangement that exists, which in turn dictates the accounting treatment. The new categories of joint arrangements under AASB 11 are more aligned to the actual rights and obligations of the parties to the arrangement. The Queensland College of Teachers has assessed its arrangements with other entities to determine whether a joint arrangement exists in terms of AASB 11. Based on present arrangements, no joint arrangements exist. However, if a joint arrangement does arise in future, the Queensland College of Teachers will need to follow the relevant accounting treatment specified in either AASB 11 or the revised AASB 128, depending on the nature of the joint arrangement.



Notes To and Forming Part of the Financial Statements

for the year ended 31 December 2014

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

AASB 9 Financial Instruments 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 2017. The main impacts of these standards on the Queensland College of Teachers are that they will change the requirements for the classification, measurement and disclosures associated with the College's 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.

The Queensland College of Teachers has commenced reviewing the measurement of its financial assets against the new AASB 9 classification and measurement requirements. However, as the classification of financial assets at the date of initial application of AASB 9 will depend on the facts and circumstances existing at that date, the College's conclusions will not be confirmed until closer to that time. At this stage, and assuming no change in the types of transactions the Queensland College of Teachers 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 2017-18 financial statements, all of the College's financial assets are expected to be required to be measured at fair value, and classified accordingly (instead of the measurement classifications presently used in Notes 1(r) and 18). The same classification will be used for net gains/losses recognised in the Statement of Comprehensive Income in respect of those financial assets. In the case of the College's current receivables, as they are short term in nature, the carrying amount is considered to be a reasonable approximation of fair value.

The Queensland College of Teachers will not need to restate comparative figures for financial instruments on adopting AASB 9 as from 2017-18. However, changed disclosure requirements will apply from that time. A number of one-off disclosures will be required in the 2017-18 financial statements to explain the impact of adopting AASB 9.

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 2014

	2014 \$	2013 \$
2 Fees		
Teacher Registration and Application fees	8,322,428	7,794,097
Late Payment fees	185,611	177,659
Other fees	7,936	8,085
Total	8,515,975	7,979,841

3 Other Revenue		
Copyright fees	3,847	736
Contracting fees	63,000	6,236
Advertising	34,182	34,091
Reimbursement	1,760	2,136
Sundry	496	73
Total	103,285	43,272

4 Employee Expenses/Number of Employees

Employee benefits:

Wages salaries and annual leave	4,608,237	3,986,090
Employee superannuation contributions *	536,296	471,345
Long service leave levy *	93,983	81,242

Employee related expenses

Workers compensation premium *	8,114	8,389
Payroll tax *	230,813	204,935
Other salary related expenses	115,902	62,072
Total	5,593,345	4,814,073

* 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 2014	As at 31 December 2013
Number of Employees	57.55	53



Notes To and Forming Part of the Financial Statements

for the year ended 31 December 2014

5 Key Executive Management Personnel and Remuneration

(a) Key Executive Management Personnel

The following details for key executive management personnel include those positions that had authority and responsibility for planning, directing and controlling the activities of the Queensland College of Teachers during 2014. 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 07/05/2016.
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 4/02/2013.
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.
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 21/02/2013.
Business Manager, Corporate Services	The Business Manager, Corporate Services is accountable for the delivery of strategic corporate outcomes and the development, implementation and evaluation of College's corporate and information technology governance arrangements.	AO 8 classification level under sections 119 of the <i>Public Service Act 2008</i> .	Appointment date 09/10/2006.



Notes To and Forming Part of the Financial Statements

for the year ended 31 December 2014

5 Key Executive Management Personnel and Remuneration (continued)

(b) Remuneration

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

For the 2014 year, remuneration of key executive management personnel increased by 2.2% in accordance with government policy.

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

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



Notes To and Forming Part of the Financial Statements

for the year ended 31 December 2014

5 Key Executive Management Personnel and Remuneration (continued)

(b) Remuneration (continued)

1 January 2014–31 December 2014

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	181	2	4	20	207
General Counsel, Legal and Investigations*	121	-	3	14	138
Executive Manager, Discipline and Appeals*	63	-	1	7	71
Executive Manager, Registration	115	-	3	14	132
Executive Manager, Professional Standards	113	-	3	13	129
Business Manager, Corporate Services	110	-	3	14	127
Total Remuneration	703	2	17	82	804

* Positions replace Executive Manager, Legal and Professional Conduct effective 4 July 2014.



Notes To and Forming Part of the Financial Statements

for the year ended 31 December 2014

5 Key Executive Management Personnel and Remuneration (continued)

(b) Remuneration (continued)

1 January 2013–31 December 2013

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	165	27	4	20	216
Executive Manager, Legal and Professional Conduct	112	-	3	14	129
Executive Manager, Registration	106	-	3	13	122
Executive Manager, Professional Standards	112	-	2	13	127
Business Manager, Corporate Services	108	-	3	14	125
Total Remuneration	603	27	15	74	719



Notes To and Forming Part of the Financial Statements

for the year ended 31 December 2014

	2014 \$	2013 \$
6 Supplies and services		
Administration and finance *	1,109,339	993,167
Asset operating costs	27,672	42,224
Consulting, contracting and bureau fees	1,124,377	942,796
Professional Conduct and Disciplinary costs	91,257	114,989
Property costs & maintenance	470,047	442,617
Losses from disposal of property, plant and equipment	-	8,843
Total	2,822,692	2,544,636

*Total external audit fees paid to the Queensland Audit Office relating to the 2014 financial statements are estimated to be \$22,000 (2013: \$20,500). There are no non-audit services included in this amount.

7 Depreciation and Amortisation

Depreciation and amortisation were incurred in respect of:

Plant and equipment	134,154	80,851
Software Purchased	135,850	135,850
Total	270,004	216,701

8 Criminal History Checks

Incurred in respect of Applications	136,241	123,838
Incurred in respect of Renewal of Registration*	88,538	85,746
Total	224,779	209,584

*Teacher registrations are required to be renewed every five years. Approximately 3,491 teachers who registered during 2009 were consequently required to renew their registration in 2014 (2013: 3,370).



Notes To and Forming Part of the Financial Statements

for the year ended 31 December 2014

	2014 \$	2013 \$
9 Cash and cash equivalents		
Cash on hand	800	600
Cash at bank	1,249,601	1,112,835
Deposits at call	9,456,809	9,237,905
Total	10,707,210	10,351,341

Cash deposited with the Queensland Treasury Corporation earned interest at rates between 3.48% and 3.18% (2013: 4.10% and 3.29%).

Funds totalling \$3.79 million (2013: \$3.65 million) of the above Deposits held at call have been invested in a designated account to cater for the future Criminal History Checks commitment detailed in Note 21.

10 Receivables

GST receivable	99,478	84,392
GST payable	-	(15)
	99,478	84,377
Long service leave reimbursements	19,547	19,950
Other receivables	2,880	2,437
Total	121,905	106,764

11 Other current assets

Prepayments	56,861	53,672
Total	56,861	53,672



Notes To and Forming Part of the Financial Statements

for the year ended 31 December 2014

	2014	2013
	\$	\$
12 Intangible assets		
<i>Software purchased</i>		
At cost	1,086,801	1,086,801
Less accumulated amortisation	(656,754)	(520,904)
Total	430,047	565,897

	Carrying amount at 1 January	Acquisitions	Disposals	Amortisation	Carrying amount at 31 December
2014	\$	\$	\$	\$	\$
Software purchased	565,897	-	-	(135,850)	430,047
2013	\$	\$	\$	\$	\$
Software purchased	701,747	-	-	(135,850)	565,897

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 2014

	2014 \$	2013 \$
13 Plant and equipment		
<i>Plant and equipment</i>		
At cost	635,989	524,700
Less accumulated depreciation	(423,820)	(289,666)
	212,169	235,034
<i>Work in progress</i>		
At cost	-	46,789
Total	212,169	281,823

The College has plant and equipment with an original cost of \$106,633 (2013: \$ 89,541) 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	Transfers between Classes	Depreciation	Carrying amount at 31 December
2014	\$	\$	\$	\$	\$	\$
Plant and equipment	235,034	34,138	-	77,151	134,154	212,169
Work in progress	46,789	30,362	-	(77,151)	-	-
	281,823	64,500	-	-	134,154	212,169
2013	\$	\$	\$	\$	\$	\$
Plant and equipment	261,594	63,136	(8,845)	-	(80,851)	235,034
Work in progress	-	46,789	-	-	-	46,789
	261,594	109,925	(8,845)	-	(80,851)	281,823

	2014 \$	2013 \$
14 Payables		
Trade creditors	104,167	157,144
Criminal history checks	55,257	40,154
Other creditors and accruals	224,992	284,314
Total	384,416	481,612



Notes To and Forming Part of the Financial Statements

for the year ended 31 December 2014

2014 2013
\$ \$

15 Accrued Employee Benefits

Current

Salaries Payable	54,000	33,446
Annual leave	322,996	299,606
Salaries on costs payable	51,651	47,363
Total	428,647	380,415

Non-Current

Annual leave	112,934	86,085
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16 Unearned fees

Unearned fees	209,298	201,199
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17 Reconciliation of Operating Surplus to Net Cash from Operating Activities

Operating result	182,711	696,372
Depreciation and amortisation	270,004	216,701
Losses from disposal of property, plant and equipment	-	8,845
Change in assets and liabilities		
(Increase)/Decrease in other receivables	(444)	2,661
Increase in GST receivables	(15,101)	(23,236)
Decrease in LSL reimbursement	404	122,549
Increase in prepayments	(3,188)	(31,271)
(Decrease)/Increase in payables	(97,196)	112,432
Decrease in accrued employee benefits	75,081	13,866
Increase in unearned revenue	8,098	26,354
Decrease in GST payable	-	(59)
Net cash from operating activities	420,369	1,145,214



Notes To and Forming Part of the Financial Statements

for the year ended 31 December 2014

18 Financial Instruments

(a) Categorisation of Financial Instruments

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

Category	Note	2014 \$	2013 \$
<i>Financial assets</i>			
Cash and cash equivalents	9	10,707,210	10,351,341
Receivables	10	121,905	106,764
Total		10,829,115	10,458,105
<i>Financial liabilities</i>			
Financial liabilities measured at amortised cost:			
Payables	14	384,416	481,612
Total		384,416	481,612

(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.

(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:



Notes To and Forming Part of the Financial Statements

for the year ended 31 December 2014

18 Financial Instruments (continued)

2014 Financial Assets Past Due But Not Impaired

	Less than 30 Days \$	30–60 Days \$	Overdue 61–90 Days \$	More than 90 Days \$	Total \$
Receivables	121,905	-	-	-	121,905
Total	121,905	-	-	-	121,905

2013 Financial Assets Past Due But Not Impaired

	Less than 30 Days \$	30–60 Days \$	Overdue 61–90 Days \$	More than 90 Days \$	Total \$
Receivables	106,764	-	-	-	106,764
Total	106,764	-	-	-	106,764

(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 21.

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.

	Note	2014 Payable in			Total
		< 1 year \$	1–5 year \$	> 5 years \$	\$
Financial liabilities Payables	14	384,416	-	-	384,416
Total		384,416	-	-	384,416

	Note	2013 Payable in			Total
		< 1 year \$	1–5 year \$	> 5 years \$	\$
Financial liabilities Payables	14	481,612	-	-	481,612
Total		481,612	-	-	481,612



Notes To and Forming Part of the Financial Statements

for the year ended 31 December 2014

18 Financial Instruments (continued)

(e) Market Risk

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

(f) Interest Rate Sensitivity Analysis

The following interest rate sensitivity analysis is based on the outcome to profit and loss if interest rates would change by +/- 1% from the year end rates applicable to the College's financial assets and liabilities. With all other variables held constant, the College would have a surplus and equity increase/ (decrease) of \$107,072 (2013: \$ 103,513). This is attributable to the College's exposure to variable interest rates on its cash invested.

2014 Interest Rate Risk					
<i>Financial Instruments</i>	Carrying Amount	Profit '000	-1% Equity '000	Profit '000	+1% Equity '000
Financial Assets					
Cash	10,707,210	(107)	(107)	107	107
Overall effect on profit and equity		(107)	(107)	107	107

2013 Interest Rate Risk					
<i>Financial Instruments</i>	Carrying Amount	Profit '000	-1% Equity '000	Profit '000	+1% Equity '000
Financial Assets					
Cash	10,351,341	(104)	(104)	104	104
Overall effect on profit and equity		(104)	(104)	104	104

Fair value

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

19 Segment Information

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



Notes To and Forming Part of the Financial Statements

for the year ended 31 December 2014

20 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, and office equipment	2014	2013
	\$	\$
Outstanding lease commitments are due for payment as follows:		
not later than one year	466,574	437,775
later than one year and not later than five years	-	450,383
Total	466,574	888,158

21 Accumulated Surpluses

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

Criminal History Checks

The College has an obligation at its own expense to conduct Criminal History Checks for teachers seeking to renew their registration, six months prior to the termination of their initial 5 year registration period. Based on present registrations and current Criminal History Check fees, management has estimated the cash outflow over the next five years to be in excess of \$2.53 million (2013: \$2.38 million).

As such, the College has earmarked \$3.79 million (2013: \$3.57 million) of the retained surplus to cater for the resultant anticipated cash flows as determined by its investment policy. A corresponding amount of the total Deposits at Call (Note 9) has been allocated and invested in a separate account to meet this future obligation.

Grant Funding

The *Queensland Education Performance Review* undertaken by Professor G Masters formulated a number of recommendations to improve literacy, numeracy and science learning in Queensland Primary Schools and the College obtained grant funding totalling \$3.212 million to implement certain recommendations from the review allocated to the College in 2010. The terms of the grant 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.

An amount of \$90,000 of the grant funding is unspent at 31 December 2014 (2013:\$357,000) 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 approved for utilisation by the College to offset the costs associated with the implementation of registration for educators involved in the Further Education and Training sector in 2014 to 2015.

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 2014 reporting period contains \$4.21 million (2013:\$4.22 million) representing the receipt of 2015 renewal fees received during November and December 2014. 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 2016 fees in November and December 2015.



Notes To and Forming Part of the Financial Statements

for the year ended 31 December 2014

22 Contingencies

There were no known contingent assets or liabilities of a significant nature as at 31 December 2014 (2013: Nil).

23 Remuneration of Board Members

The College's Board comprises the following members as at 31 December 2014:

<i>Name</i>	<i>Membership Category</i>
Dr J McCorley (Chairperson)	Nominee of the Minister of Education, Training and Employment
C Heffernan	Nominee of the Director-General, Department of Education
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	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 2014

23 Remuneration of Board Members (continued)

Total Remuneration paid to Board Members

	2014	2013
	\$	\$
Dr J McCorley(Chairperson)	9,267	6,881
Professor N Alloway	2,555	2,757
S Forsyth	2,288	4,406
Dr R Hunter	3,183	2,879
M Leary	3,351	3,091
M McConaghy	763	284
J McGowan	2,229	3,061
S Munday-Lake	1,420	3,324
E Siganto	1,987	3,067
	27,043	29,750

Board Remuneration included fees of \$25,726 and superannuation of \$1,317 (2013: fees of \$27,638 and superannuation of \$2,112).

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

24 Events occurring after balance date

The Department of Education, Training and Employment has recently indicated that it is in the process of reviewing the College's enabling legislation. A consultation process has commenced and it is not possible to accurately predict the impact on the College at this stage. A clearer picture will emerge from the outcome of the consultation phase and hence whether there will be any legislative and procedural impact.

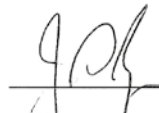
There are no other events subsequent to balance date that have arisen that require adjustment or disclosure in these financial statements.

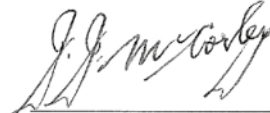


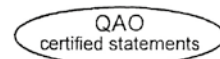
CERTIFICATE OF QUEENSLAND COLLEGE OF TEACHERS

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;
- 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 2014 and of the financial position of the College at the end of that year; and
- c) these assertions are based on an appropriate system of internal controls and risk management processes being effective, in all material respects, with respect to financial reporting throughout the reporting period.



J. Ryan
Director
13 February 2015

Dr J McCorley
Chairperson
13 February 2015

INDEPENDENT AUDITOR'S REPORT

To the Board of the Queensland College of Teachers

Report on the Financial Report

I have audited the accompanying financial report of Queensland College of Teachers, which comprises the statement of financial position as at 31 December 2014, 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
- (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
 - (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 2014 to 31 December 2014 and of the financial position as at the end of that year.

Other Matters - Electronic Presentation of the Audited Financial Report

Those viewing an electronic presentation of these financial statements should note that audit does not provide assurance on the integrity of the information presented electronically and does not provide an opinion on any information which may be hyperlinked to or from the financial statements. If users of the financial statements are concerned with the inherent risks arising from electronic presentation of information, they are advised to refer to the printed copy of the audited financial statements to confirm the accuracy of this electronically presented information.



JF Welsh FCPA
as Delegate of the Auditor-General of Queensland



Queensland Audit Office
Brisbane

Appendices

Appendix 1: Constitution, functions and powers

The Queensland College of Teachers (QCT) is a statutory body established on 1 January 2006 by Act of Parliament under the provisions of the *Education (Queensland College of Teachers) Act 2005*.

Section 3 of the Act states the main objects of the Act as follows:

- (8) 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.
- (9) 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 2014 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.

The Committee met three times in 2014.

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).

The Committee met eight times in 2014.

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.

The Committee met nine times in 2014.

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 (QCPA nominee, Minister's community nominee or joint nominee of Catholic Parents & Friends and Independent Parents).

The Director QCT and the Executive Manager Legal & Professional Conduct are delegated/authorised to appoint a chair and replace members in the event of unavailability or conflict of interest of usual members.

The Committee met 10 times in 2014.

Eligibility Declarations Committee

Terms of reference

- To determine eligibility declaration applications.

Membership

The Director QCT and the Executive Manager Legal & Professional Conduct 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.

The Committee was not required to meet in 2014.

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 Employment⁴;
- 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*).

4 Title current during 2014; replaced from February 2015 by Department of Education and Training

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

The Committee was not required to meet in 2014.

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 Authority⁵;
- 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 Executive Manager (Professional Standards) in the Office of the QCT (*ex officio*).

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

The Committee held five meetings in 2014.

⁵ Replaced by Queensland Curriculum and Assessment Authority from 1 July 2014

Appendix 3: Approved initial teacher education programs

Australian Catholic University

Programs approved in accordance with Queensland state requirements

- Bachelor of Education (Early Childhood & Primary)
- Bachelor of Education (Primary)
- Bachelor of Education (Primary) (Indigenous Studies)
- Master of Teaching (Primary)
- Master of Teaching (Secondary)
- Graduate Diploma in Education (Secondary)
- Bachelor of Teaching/Bachelor of Arts (various specialisations)

Central Queensland University

Programs accredited in accordance with national standards and procedures

- Bachelor of Education (Early Childhood)
- Bachelor of Education (Primary)
- Bachelor of Education (Secondary)
- Master of Teaching (Primary)

Programs approved in accordance with Queensland state requirements

- Graduate Diploma of Learning and Teaching (Secondary)

Christian Heritage College

Programs accredited in accordance with national standards and procedures

- Bachelor of Education (Primary)
- Bachelor of Education (Secondary)
- Bachelor of Arts/Bachelor of Education (Secondary)

Programs approved in accordance with Queensland state requirements

- Bachelor of Education (Primary)
- Bachelor of Education (Middle Years)
- Bachelor of Education (Secondary)
- Graduate Diploma in Education (Secondary)
- Bachelor of Arts/Bachelor of Education (Secondary)

Griffith University

Programs accredited in accordance with national standards and procedures

- Master of Teaching (Primary)
- Master of Teaching (Early Years P-3)

Programs approved in accordance with Queensland state requirements

- Bachelor of Education (Primary)
- Bachelor of Education (Secondary)
- Bachelor of Education—Special Education
- Bachelor of Adult and Vocational Education
- Master of Teaching (International) (Secondary)
- Graduate Diploma of Education (Secondary)

James Cook University

Programs accredited in accordance with national standards and procedures

- Bachelor of Education (Primary)
- Bachelor of Education (Secondary)
- Bachelor of Education (Early Childhood Education)

Programs approved in accordance with Queensland state requirements

- Graduate Diploma of Education (Secondary)

Queensland University of Technology

Programs accredited in accordance with national standards and procedures

- Bachelor of Education (Early Childhood)
- Bachelor of Education (Primary)
- Bachelor of Education (Secondary)
- Master of Teaching (Early Childhood)
- Master of Teaching (Primary)

Programs approved in accordance with Queensland state requirements

- Graduate Diploma in Education (Senior Years)

University of Queensland School of Education

Programs accredited in accordance with national standards and procedures

- Master of Teaching (Primary)
- Bachelor of Education (Primary)
- Bachelor of Music/Bachelor of Education (Secondary)
- Bachelor of Arts/Bachelor of Education (Secondary)
- Bachelor of Science/Bachelor of Education (Secondary)
- Bachelor of Business Management/Bachelor of Education (Secondary)

Programs approved in accordance with Queensland state requirements

- Graduate Diploma in Education (Secondary)

School of Human Movement Studies

Programs accredited in accordance with national standards and procedures

- Bachelor of Health, Sport and Physical Education (Honours)

University of Southern Queensland

Programs accredited in accordance with national standards and procedures

- Bachelor of Education (Secondary)
- Bachelor of Education (Sport, Health & Physical Education—Secondary)
- Bachelor of Education (Primary)
- Bachelor of Education (Special Education—Primary)
- Bachelor of Education (Sport, Health & Physical Education—Primary)
- Bachelor of Education (Early Childhood)

Programs approved in accordance with Queensland state requirements

- Graduate Diploma of Learning and Teaching (Secondary 8–12)

University of the Sunshine Coast

Programs accredited in accordance with national standards and procedures

- Bachelor of Education (Secondary)/Bachelor of Arts
- Bachelor of Education (Secondary)/Bachelor of Science
- Bachelor of Education (Secondary) (Graduate Entry)
- Bachelor of Primary Education
- Bachelor of Education (Primary) (Graduate Entry)

Programs approved in accordance with Queensland state requirements

- Bachelor of Early Childhood Education
- 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 (Gold Coast Campus)

Programs approved in accordance with Queensland state requirements

- Bachelor of Education (Early Childhood)

Appendix 4: 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 ⁶ , 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 5: Publications

Publications of the QCT in 2014 are listed below.
These can be accessed from the QCT website www.qct.edu.au.

Annual Report

- *Annual Report of the Queensland College of Teachers for 2013*

Strategic Plan

- *Strategic Plan 2014–2017*

Periodicals

- *QCT eNews*, February, April, June, August, October
- *The Queensland Teacher* (printed newsletter)
- *QCT Research Digest No. 10*, November,
'Parents and teachers: Working together to foster children's learning'

⁶ Title current during 2014; replaced from February 2015 by Department of Education and Training

Glossary

AEI-NOOSR	Australian Education International—National Office of Overseas Skills Recognition
AITSL	Australian Institute for Teaching and School Leadership
APST	Australian Professional Standards for Teachers
ARC	Audit and Risk Committee
ATIS	Approved Teacher Information System
ATRA	Australasian Teacher Regulatory Authorities
CAA	Corporate Administration Agency
CPD	Continuing Professional Development
DETE	Department of Education, Training and Employment ⁷
FET	Further Education and Training
HEI	Higher education institution
ICT	Information and Communication Technology/ies
ITE	Initial teacher education
IP	Information Privacy
IRC	Internal Review Committee
PP&C	Professional Practice and Conduct [Committee]
PTT	Permission to Teach
QCAT	Queensland Civil and Administrative Tribunal
QCPCA	Queensland Council of Parents and Citizens' Associations
QCT	Queensland College of Teachers
QPS	Queensland Police Service
RTI	Right to Information
RTO	Registered Training Organisation
RTT	Returning to Teaching
STT	Suitability to Teach [Committee]
UNESCO	United Nations Education, Scientific and Cultural Organisation
VET	Vocational Education and Training

⁷ Title current during 2014; replaced from February 2015 by Department of Education and Training

Reader feedback form

The QCT is keen to obtain responses from readers of its *Annual Report for 2014* 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 or provide feedback online through the Queensland Government Get Involved website: www.qld.gov.au/annualreportfeedback

1. How well did the report achieve its communication objectives? (see page 4)

Very well ☐
Satisfactorily ☐
Poorly ☐
Not at all ☐

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

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

Level of detail provided: 1 2 3 4

Language and style of text: 1 2 3 4

Design and general appearance: 1 2 3 4

Relevance: 1 2 3 4

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

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

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

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

7. Do you identify with any of these groups?

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

Thank you for participating in this survey.

Please return completed feedback forms to:

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

Fax: 07 3870 5006

Email: enquiries@qct.edu.au



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