

Annual Report 2006

1 JANUARY - 31 DECEMBER 2006



The role of the Queensland College of Teachers is to:

- Promote the importance of teaching as a highly valued and ethical profession;
- Regulate entry to and ongoing membership of the profession;
- Develop and apply professional standards and codes of practice for teachers that reflect the values, needs and expectations of teachers, students, other educational stakeholders and society; and
- Approve and monitor preservice teacher education programs.





Letter of transmittal

April 2007

The Honourable the Minister for Education and Training and Minister for the Arts

Education House
Mary Street
BRISBANE QLD 4000

Dear Minister

In accordance with provisions of the *Financial Administration and Audit Act 1977* and Section 275 of the *Education (Queensland College of Teachers) Act 2005*, I herewith submit to you the Annual Report of the Queensland College of Teachers for the year ending 31 December 2006.

Yours sincerely

John Dewar

Chair

Queensland College of Teachers
39 Sherwood Road
TOOWONG QLD 4066

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Communication objectives

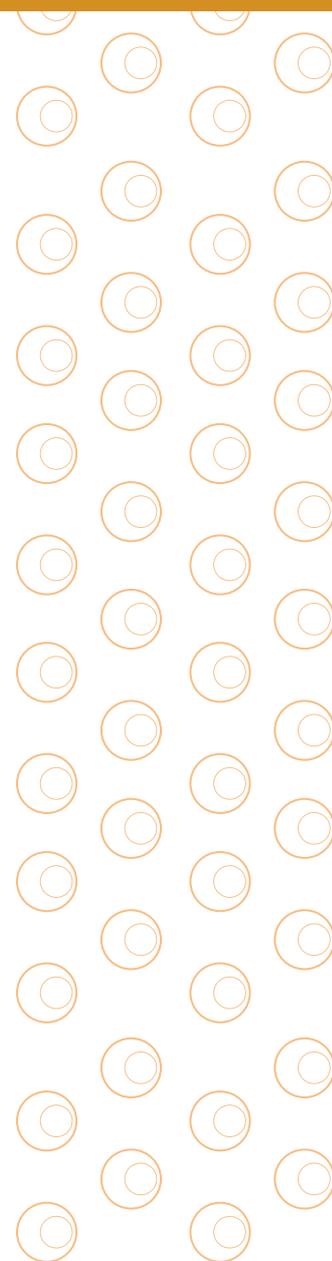
This is the first annual report of the Queensland College of Teachers. The College was established on 1 January 2006 to be responsible to the Minister for a range of functions to do with registration of teachers, with the aim of upholding the standards of the teaching profession and maintaining public confidence in the profession. The report describes the way in which the Queensland College of Teachers fulfilled its obligations under the *Education (Queensland College of Teachers) Act 2005* during the year ending 31 December 2006.

The report is intended to inform the Queensland community about what the College 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 College's financial and operational performance. The information on the College's objectives, activities and achievements for the year contained in the report should be of interest to the teaching profession, teacher-employing authorities, higher education institutions, teacher organisations, parents of school students, and members of the general community.

Copies of the report can be accessed through the College's website or by contacting the Office of the College; contact details are set out below.

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

| | |
|----------------------------------|--|
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| Website: | www.qct.edu.au |



College overview



Who we are

The College is a Queensland government statutory authority, established in January 2006.

What we do

The College's mandate is to regulate and govern the teaching profession in Queensland in the best interests of the public. The College sets professional standards and codes of practice for teachers, registers teachers and may suspend or cancel their registration, approves teacher education programs, and investigates and hears complaints about individual teachers that are relevant to their registration. The College also has the function of promoting the profession to the public and communicating with the public about teacher registration and related issues.

How we are governed

The College is governed by a 17-member board whose members are broadly representative of education stakeholder groups in Queensland. Eight members must be practising teachers, three of whom are elected by their peers to represent state and non-state teachers. The board meets monthly to develop and approve policies and procedures, conduct general business and set the College's strategic direction.

Our registered teachers

The register of teachers maintained by the College contains the names and other details of some 93,000 persons who are registered in Queensland. Approximately 55% of these currently teach in state and non-state schools in this state. Others are employed in other education-related areas, in both Queensland and elsewhere. Some are not currently employed in education but wish to retain their links with the teaching profession.

How we carry out our operations

The College has an Office in Brisbane with 32 permanent staff members who are public servants. The Office has four administrative areas: Professional Standards, Professional Conduct, Corporate Services, and the Office of the Director.

Vision, purpose and values



Our Vision

The Queensland College of Teachers has a vital role in ensuring that the teaching profession in Queensland is esteemed and recognised for its high standards of professional competence and ethics.

Our Purpose

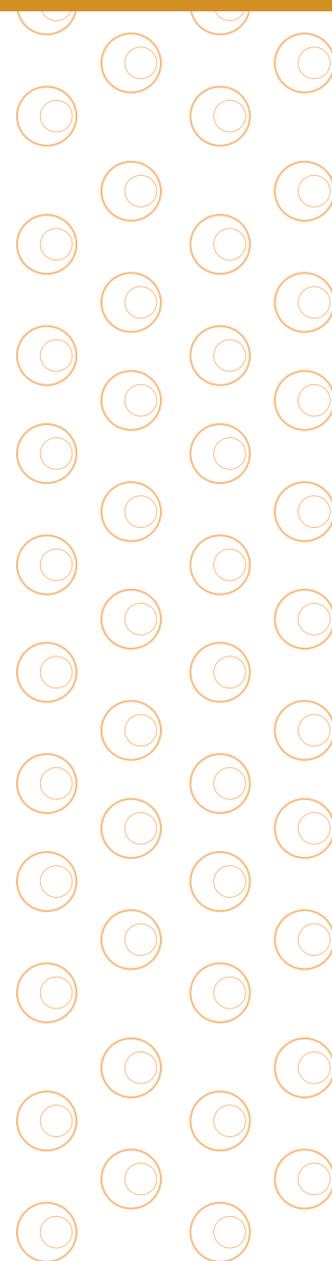
The role of the Queensland College of Teachers is to:

- Promote the importance of teaching as a highly valued and ethical profession;
- Regulate entry to and ongoing membership of the profession;
- Develop and apply professional standards and codes of practice for teachers that reflect the values, needs and expectations of teachers, students, other educational stakeholders and society; and
- Approve and monitor preservice teacher education programs.

Our Values

The Queensland College of Teachers believes in and is committed to:

- The importance of the role of a teacher, as a highly valued and ethical professional;
- Providing excellence in service by ensuring integrity, fairness, accountability and consistency in decision making;
- Safeguarding the welfare of students;
- Fostering the professionalism and competence of teachers; and
- Building collaborative and collegial partnerships and relationships with the profession, students, parents, employers, educational institutions and unions.



Chair's introduction

It gives me great pleasure to present this inaugural Annual Report of the Queensland College of Teachers.

The establishment of the College marks a new phase in the regulation and promotion of the teaching profession in Queensland. As a result of a review in 2004 of the functions and powers of the former Board of Teacher Registration (BTR), the legislation underpinning the teacher registration system was greatly revised, resulting in a new Act, the *Education (Queensland College of Teachers) Act 2005*, and new subordinate legislation, the *Education (Queensland College of Teachers) Regulation 2005*. This legislation established the Queensland College of Teachers which has significantly enhanced and broadened functions and powers compared with the former BTR.

In addition to registration of teachers, the functions of the College include development and implementation of professional standards for teachers; promotion of the teaching profession; and conducting research on relevant matters. There is now provision for the taking of complaints against teachers, and the College has expanded powers and functions in relation to professional conduct, including the power to conduct investigations. Given these expanded functions, registration fees have necessarily had to increase compared to those of the former BTR, but are still comparable to those for teacher registration in other States and significantly lower than those for most other professions regulated in Queensland. In particular, with an annual registration fee of \$60 in 2006, Queensland shared the lowest annual teacher registration fee in Australia with two other jurisdictions – South Australia and the Northern Territory.

One of the major tasks of the College in its first year was the development of new Professional Standards for Queensland Teachers. The Standards mark a significant advance for the College and for teacher professionalism in Queensland. They will be core to the College's registration policies and procedures. For teachers entering and remaining in the profession, they will provide benchmarks for registration and a framework for ongoing renewal. For teacher education institutions and pre-service teachers, the Standards will form the basis of teacher education program approval leading to the provisional registration of graduates. Finally, and no less importantly, the Standards provide a means to demonstrate to parents, school communities and the general public the quality and professional commitment of teachers in Queensland.



Other significant accomplishments in 2006 were the development of a strategic plan that will provide direction for the College over the next five years; publication of a newsletter to inform teachers about the changes to registration and the College's activities on their behalf; promotion of the teaching profession through World Teachers' Day; development of a revitalised website (set to appear early in 2007); and the development of a two-tiered disciplinary process which allows matters likely to result in minor disciplinary action or those where an investigation has been authorised by the College to be adjudicated by a committee on behalf of the Board and matters that could result in more serious disciplinary action such as suspension, cancellation or fines to be referred to an independent Teachers Disciplinary Committee.

I would like to thank my fellow Board members and members of the various committees established by the College for their commitment to helping achieve the College's objectives.

Monthly board meetings have encompassed a wide range of often very complex and demanding issues. Board members not only attend these, but devote several hours a month outside Board meetings to reading the many background papers required.

My appreciation also goes to the staff of the Office of the College for their excellent support and assistance in fulfilling the College's legislated functions. Their work has been of a consistently high standard.

On behalf of the College, I wish to thank Queensland teachers for their dedication and professionalism. I am sure that the vast majority of teachers appreciate the work the College undertakes with and for them in order to uphold the standards of the profession.

It has been an honour to Chair the College Board during its initial, formative year. The College looks forward to building on this work in the year ahead.

Professor John Dewar

Chair

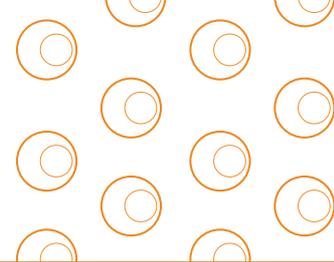


The year at a glance

This first year of operation was an exciting and challenging time for the College as it worked towards fulfilling the requirements of it under the Act.

Major achievements during 2006 were as follows:

- Transferred the registration of 87,000 teachers from the BTR to the QCT;
- Began a new “rolling-date” registration system for teachers newly registering under the QCT;
- Processed the applications of over 6,000 teachers, bringing the total number of teachers on the register to 93,000;
- Developed and finalised new professional standards for Queensland teachers, detailing the knowledge, practice and values of teachers;
- Developed new guidelines for the approval of teacher education programs, based on the professional standards for teachers;
- Began work towards development of a Continuing Professional Learning framework;
- Researched a future role for the College in the provision of services to support teachers’ continuous professional development in relation to the professional standards;
- Approved or re-approved six preservice teacher education programs for registration purposes and considered major changes to a number of other programs;
- Undertook retrospective police checks on more than 4,600 teachers registered in 2001;
- Granted Permission to Teach (restricted employment as teachers) to 106 unregistered persons in special cases where an employer was not able to obtain a registered teacher;
- Considered and finalised over 80 cases of applicants whose qualifications did not meet the normal criteria;
- Implemented the new disciplinary framework established under *Education (Queensland College of Teachers) Act 2005*;
- Received 119 disciplinary matters and finalised 60 matters;



- Developed and implemented a framework to assess the 'suitability to teach' of applicants for registration or permission to teach;
- Finalised 336 applications for registration or permission to teach, determining the person's 'suitability to teach', and reduced the time taken to evaluate applications;
- Assessed 231 criminal history reports (retrospective checks) about approved teachers for the purpose of determining their continued suitability to teach;
- Developed and finalised a framework for managing complaints against teachers, including the development of the College's *Complaints Against Teachers Policy*;
- Researched and developed a draft code of practice about the professional conduct of approved teachers, the *Code of Ethics for Teachers in Queensland*;
- Developed and finalised the *Code of Conduct for Members of the Board of the Queensland College of Teachers and Committees and Working Parties established by the Board of the Queensland College of Teachers*;
- Developed research priorities for 2007 and beyond;
- Published three editions of the College newsletter;
- Developed a Strategic Plan for 2006-2010;
- Developed a Service Charter;
- Contributed to the development of national frameworks, policies and reports in the areas of teacher education programs and registration issues;
- Participated as a member of the Australasian Forum of Teacher Registration and Accreditation Authorities;
- Helped to promote the teaching profession through participation in World Teachers' Day;
- Visited Queensland higher education institutions to address final-year teacher education students on the College and teacher registration issues.



Constitution, functions and powers



On 1 January 2006, the Queensland College of Teachers replaced the Board of Teacher Registration, which had been responsible for the registration of teachers in Queensland since its establishment in February 1989. That Board had in turn replaced the Board of Teacher Education which had been established in June 1971.

Over the seventeen years from 1989 to 2005, the Board of Teacher Registration contributed to the quality of teaching in Queensland schools through regulation of the teaching profession as well as through influencing the initial and on-going professional learning of teachers. The Board also exercised leadership in modelling and promoting teacher registration throughout Australia.

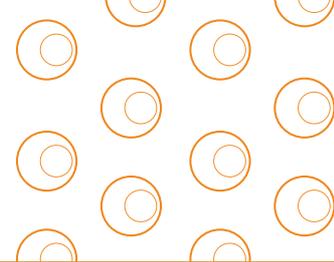
As a result of a review of the role and functions of the Board in 2004 by an independent reviewer appointed by the Queensland Government, the Board was replaced from 1 January 2006 by a new body, the Queensland College of Teachers, operating under new and expanded legislation.

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

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

- (1) The main objects of the Act are—
 - (a) to uphold the standards of the teaching profession; and
 - (b) to maintain public confidence in the teaching profession; and
 - (c) to protect the public by ensuring education in schools is provided in a professional and competent way by approved teachers.
- (2) The objects are to be achieved mainly by—
 - (a) establishing the Queensland College of Teachers; and
 - (b) conferring on the college functions and powers about—
 - (i) granting registration or permission to teach to persons; and
 - (ii) taking disciplinary action against approved teachers; and
 - (iii) monitoring compliance with and enforcing this Act; and
 - (c) establishing the Office of the Queensland College of Teachers to help the college in the performance of its functions.

The major functions and powers of the College are defined under sections 230 - 234 of the Act, as follows:



230 College's functions about registration and permission to teach

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

- (a) to be responsible to the Minister for granting registration or permission to teach to persons under this Act;
- (b) deciding how a person must satisfy initial and ongoing eligibility requirements for registration and permission to teach;
- (c) deciding applications for registration or permission to teach and applications for renewal of registration or permission to teach;
- (d) ensuring approved teachers continue to meet the eligibility requirements mentioned in paragraph (b), including, for example, monitoring the compliance of approved teachers with conditions of registration or permission to teach;
- (e) arranging checks of the criminal history of approved teachers and applicants for registration or permission to teach;
- (f) reviewing registration of teachers, and the granting of permission to teach to teachers;
- (g) reporting, and making recommendations, to the Minister about the matters mentioned in paragraph (f);
- (h) approving and monitoring preservice teacher education programs for provisional registration;
- (i) developing and applying professional standards for entry to, and continuing membership of, the teaching profession;
- (j) keeping a register of, and records relating to, approved teachers.



231 College's discipline and enforcement functions

The college has the following functions about disciplining approved teachers and former approved teachers and enforcing this Act—

- (a) monitoring compliance with this Act and prosecuting persons who fail to comply with it;
- (b) receiving and assessing complaints;
- (c) conducting investigations, in relation to a complaint or on the college's own initiative, about—
 - (i) the professional conduct or competence of an approved teacher or former approved teacher; or
 - (ii) a contravention of this Act;
- (d) referring disciplinary matters to a disciplinary committee;
- (e) giving effect to and monitoring compliance with disciplinary orders;
- (f) developing and applying codes of practice about the professional conduct or practice of approved teachers.

232 College's other functions

The college's functions also include the following—

- (a) undertaking or supporting reviews and research relevant to the regulation of the teaching profession, including reviews and research commissioned and funded by the Minister;
- (b) collecting data about approved teachers, and providing the data to other persons, as required or permitted under this Act;
- (c) promoting the teaching profession to the public;
- (d) advising relevant entities in Queensland and interstate regulatory authorities about the operation of this Act, as required or permitted under this Act;
- (e) informing approved teachers and the public about the operation of this Act;
- (f) reviewing the operation of this Act and reporting to the Minister about its operation;
- (g) performing other functions conferred on the college under this or another Act.

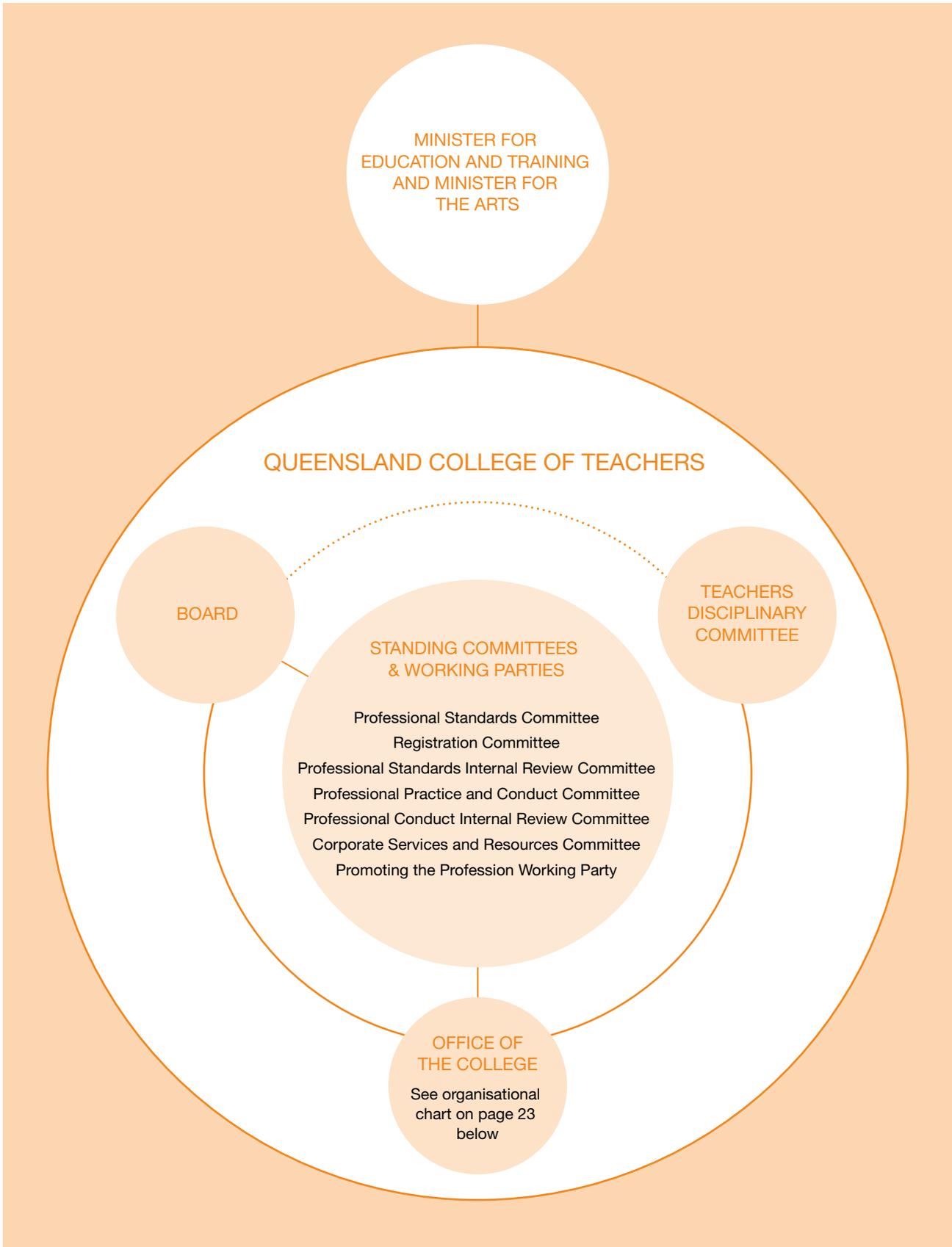
233 Primary considerations of college in performing its functions

In performing its functions under this Act, the welfare and best interests of children are to be the primary considerations of the college.

234 Powers of college

- (1) The college has all the powers of an individual and may, for example, do any of the following—
 - (a) enter into contracts;
 - (b) acquire, hold, dispose of, and deal with, property;
 - (c) appoint agents and attorneys;
 - (d) engage consultants;
 - (e) produce documents in performing its functions and charge for advertising in the documents;
 - (f) fix charges and other terms for services and other
 - (g) facilities it supplies;
 - (h) do anything else necessary or convenient to be done in performing its functions.
- (2) However, the college must not enter into an agreement about real property, including, for example, leasing premises for its accommodation, unless the Minister has approved its entering into the agreement.
- (3) Without limiting subsection (1), the college has the powers given to it under this or another Act.
- (4) The college may exercise its powers inside or outside Queensland.
- (5) Without limiting subsection (4), the college may exercise its powers outside Australia.

DIAGRAM 1: ORGANISATIONAL STRUCTURE



Organisational structure

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

Members of the College Board

Board members are appointed by the Governor in Council, on the recommendation of the Minister for Education and Training and Minister for the Arts, normally for a three-year term. The Chair, who is nominated by the Minister, is appointed for up to four years. Under the Act, the Board must appoint a member to be deputy chair.

The Board commenced its first term in January 2006.

In 2006, Board members were as follows (an asterisk denotes the member was a registered teacher in 2006):

Professor John DEWAR, BCivilLaws, MA, PhD

Deputy Vice Chancellor (Academic), Griffith University

Nominee of the Minister (Chair)

***Mr Perry ANDERSON**, DipT, B Ed, GradDipSpEd, MEd

Guidance Officer, Department of Education and the Arts

Practising teacher nominated by the Queensland Teachers Union (QTU)

***Ms Dianne AYLWARD**, BHMS(Ed), GradDip Health Promotion, MHealth Science

Head of Department (H&PE), state high school

Practising teacher representing state schools, nominated by the Minister

Mr Gary BARNES, DipT

Assistant Director-General, Strategic Human Resources, Department of Education and the Arts

Nominee of the chief executive

Mr John BEATON, BBus, GradDipPubSectMgt, CAHRI

Chair, State Committee, Federation of Parents and Friends Associations of Catholic Schools (FPFACS)

Joint Nominee of Federation of Parents and Friends Associations of Catholic Schools (FPFACS) and the Qld Independent Schools Parents Council (QISPC)

***Mr Neville GRAYSON** AM, CertT, BEdSt, GrDipEdAdmin

Nominee of the Minister representing the interests of the community

***Mr Mark HOLLANDS**, DipTeach, GradDip Aboriginal and Torres Strait Islander Studies

Teacher, School of Distance Education

Elected State School Practising Teacher

***Dr Roger HUNTER**, CertEd, BEd, MEd(Hons), EdD, FACE, FACEL

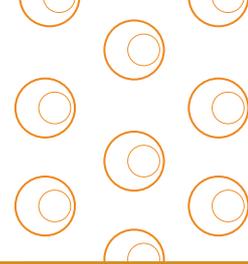
Executive Director, Lutheran Education Queensland

Nominee of the Association of Independent School of Queensland (AISQ)

Ms Wanda LAMBERT

Vice President, Qld Council for Parents and Citizens Associations

Parent nominee of Qld Council for Parents and Citizens Associations (QCPCA) (Deputy chair)



***Ms Susan LUND**, CertT, DipT, BEd, MEd, GradDipEdMgmt
Academic Manager, Institute of TAFE
Nominee of the Qld Public Sector Union (QPSU) who is a registered teacher

Above: Members of the College Board pictured with the Minister

***Mr Mark MCCALL**, DipT, BEd
Teacher, non-state primary school
Elected Non-State School Practising Teacher

***Ms Ruth NICHOLS**, DipT, BEd
Teacher, state school
Practising teacher representing state schools, nominated by the chief executive

***Ms Sandra NIGHTINGALE**, DipT, BEd
Support Teacher – Inclusive Education, non-state primary school
Practising teacher representing non-state schools, jointly nominated by the QCEC and AISQ

***Ms Therese ROURKE**, BA, DipTeach
Teacher, state primary school
Elected State School Practising Teacher

***Mr Kevin TWOMEY**, DipT, BEd, MEd
Director, Employee Services, Brisbane Catholic Education
Nominee of the Qld Catholic Education Commission (QCEC)

***Mr John KENNEDY**, DipTeach, Bed, BA, MEd, MACE
Compliance Officer, Diocesan Catholic Education Office
Practising teacher nominated by the Queensland Independent Education Union (QIEU)

***Professor Neil DEMPSTER**, CertT, BEdSt, MEdSt, PhD
Dean, Faculty of Education, Griffith University
Nominee of the Higher Education Forum who is a practising teacher educator (to August)

The Board met 10 times in 2006 (monthly from February to November). Urgent matters requiring Board attention over the Christmas-New Year recess were considered by the Board's Executive Committee, made up of the Chair, Deputy Chair, the Chair(s) of the relevant standing committee(s), a Board member who is a practising teacher, and the Director of the College. This Committee met on two occasions, in November and December.

The number of Board meetings attended by each Board member is indicated in Table 1.

Ministerial Directions

No Ministerial requests, directions or notices were received during 2006.

TABLE 1: BOARD MEMBER ATTENDANCE RECORD 2006

| NAME | FEB | MAR | APR | MAY | JUN | JUL | AUG | SEPT | OCT | NOV |
|------------------------------|-----|-----|-----|-----|-----|-----|-----|------|-----|-----|
| Professor John DEWAR (CHAIR) | | | | A | | | | | A | |
| Mr Perry ANDERSON | | | | | | | | | | |
| Ms Dianne AYLWARD | | A | | A | | | | | A | |
| Mr Gary BARNES | | | | | | | | | | |
| Mr John BEATON | | | | | | | | | | |
| Professor Neil DEMPSTER | | | | P | P | A | | | | |
| Mr Neville GRAYSON | | | | | | | | | | |
| Mr Mark HOLLANDS | | | | | | | | P | | |
| Dr Roger HUNTER | | | | | | A | | | | |
| Mr John KENNEDY | | | | | | | | | | |
| Ms Wanda LAMBERT | | | | | | | | | | |
| Ms Susan LUND | | | | | | | | | | A |
| Mr Mark MCCALL | | | | A | | A | | | | |
| Ms Ruth NICHOLS | | | | | | | | | | |
| Ms Sandra NIGHTINGALE | | | A | A | | | | | | |
| Ms Therese ROURKE | | | | | | | | | | |
| Mr Kevin TWOMEY | | | | | | | | P | | |

- = Member attended
- A = Apology (no attendance)
- P = Proxy attended in lieu of member
- = Member resigned

Committees

Section 124 of the Act establishes the Teachers Disciplinary Committee as a committee independent of the Board. Members are nominated by the Minister and appointed by the Governor in Council for a term of up to four years.

Under section 113 of the Act, the College must establish a Professional Practice and Conduct Committee and the membership and functions of this committee are specified in the Act.

The Act also states that the College must establish a committee to conduct internal reviews of decisions.

Under section 259 of the *Education (Queensland College of Teachers) Act 2005*, the Board may establish committees of the Board for effectively and efficiently performing the Board's functions.

The Board has appointed six standing committees, each chaired by a member of the Board.

Details of the Teachers Disciplinary Committee and of all College committees, including terms of reference, representation and frequency of meetings in 2006, appear below. Actual membership of the committees in 2006 is listed in Appendix 4.

Teachers Disciplinary Committee

Terms of Reference:

- To conduct hearings, and make decisions, about disciplinary matters referred to the committee by the College or the PP&C Committee (s.129);
- To authorise an investigation if it believes further information is required before it can decide a disciplinary matter. (s.106);
- To consider on a 'show cause' basis whether a teacher who has been convicted of a serious offence should have their registration/permission to teach cancelled or some other disciplinary sanction imposed. (s.101,102); and
- To review, on a submission basis, the continuation of instances of immediate suspension of registration/permission to teach. (s.53).

Membership:

The Teachers Disciplinary Committee consists of the following persons nominated by the Minister—

- (a) 1 lawyer of at least 5 years standing who is familiar with school environments;
- (b) 2 registered teachers; and
- (c) 2 persons who are not registered teachers.

The persons mentioned in (b) and (c) must be nominated from a list of persons given to the Minister by the Chairperson of the Board of the College. For the purpose of conducting a disciplinary hearing, reviewing a suspension or giving a teacher a show cause notice the Committee is constituted by three members, the Chairperson, a registered teacher and a person who is not a registered teacher.

Refer to page 48 for the number of matters considered by the committee.

Professional Practice and Conduct Committee

Terms of Reference*:

- To consider disciplinary matters referred to it by the College (s.97);
- To receive the reports of investigations authorised by the College (s.201);
- To authorise an investigation if it believes further information is required before it can decide a disciplinary matter. (s.109);
- To hear and decide disciplinary matters requiring only minor disciplinary action (i.e. issuing a warning or reprimand or accepting an undertaking from a teacher) (s.95,105);
- To refer a matter to the Teachers Disciplinary Committee if it reasonably believes that, if the allegation were proven, major disciplinary action (such as cancellation or suspension of registration/permission to teach, imposition of a condition or conditions on registration/permission to teach, payment of a fine or the imposition of costs) could be warranted. (s.115,160); and
- To determine suitability to teach issues relating to applications for registration or permission to teach, or for the renewal of registration or permission to teach.

Membership:

The PP&C committee must consist of 3 members of the Board of the College.

Of the 3 committee members—

- (a) 2 must be registered teachers; and
- (b) 1 must not be a registered teacher.

The College must appoint one of the committee members to be the committee's chairperson.

Refer to pages 44-46 and 48 for the applications and disciplinary matters considered by the Committee.

* as amended August 2006

Professional Standards Committee

Terms of Reference:

- To oversee the development, application and monitoring of the Professional Standards for Teachers;
- To deal with and determine applications for approval of pre-service teacher education courses;
- To oversee the development, application and monitoring of the CPL Framework;
- To oversee the development, application and monitoring of policies and guidelines for Returning to Teaching programs and to endorse appropriate programs developed by external providers; and
- To provide advice to the Board of the College on policy issues relating to provisional and full registration, permission to teach, renewal processes and the approval of preservice teacher education programs.

Membership:

- The Chair of the Registration Committee;
- Two members of the Board of the College who must be practising teachers, at least one of whom must be an elected teacher representative;
- A member of the Board of the College who is a parent or community representative;
- One additional Board member;
- Three nominees of the Deans of Education Forum;
- Two nominees of Department of Education and the Arts, one of whom must be a practising teacher;
- A nominee of Queensland Catholic Education Commission;
- A nominee of Association of Independent Schools of Queensland;
- The Assistant Director (Professional Standards) in the Office of the QCT;
- A nominee of the Director of the Queensland Studies Authority; and
- Three practising teachers who are not Board members of whom:
 - » Two are identified by the Queensland Teachers Union;
 - » One is identified by the Queensland Independent Education Union.

The Committee Chair is one of the five Board members and is selected by the College Board.

The Committee met 11 times in 2006 (monthly from February to December).

Registration Committee

Terms of Reference*:

- To deal with and determine:
 - » The eligibility for teacher registration of applicants whose academic and professional qualifications and experience do not meet the standard requirements for registration;
 - » Applications for full registration that are not supported by the registrant's principal;
 - » Applications from approved teachers for review of conditions on their registration, and cases of teachers who are failing to comply with conditions on their registration.
- To provide advice to the Board of the College on policy issues relating to the approval of applications for full and provisional registration and policy issues relating to conditions on registration (apart from conditions concerning suitability to teach).

*as amended September 2006

Membership:

- A member of the Board of the College (as Chair);
- One additional Board member;
- A nominee of the Deans of Education Forum;
- A nominee of the Director of the Office of the College;
- A nominee of Department of Education and the Arts;
- A nominee of Queensland Catholic Education Commission;
- A nominee of Association of Independent Schools of Queensland; and
- Two registered teachers who are not Board members of whom:
 - » One is identified by the Queensland Teachers Union;
 - » One is identified by the Queensland Independent Education Union.

The Committee met on 9 occasions in 2006 and considered 116 cases.

Professional Standards Internal Review Committee

Terms of Reference*:

- To determine appeals against decisions relating to the professional practice requirements associated with the granting of registration or permission to teach, the renewal of registration (including satisfying a 'returning to teaching' condition), or the approval of a pre-service teacher education program;
- To deal with applications for the review of decisions made by the Board of the College or the Professional Standards Committee and for which an information notice had been provided;
- To conduct the review on the basis of:
 - » the material before the College or the Professional Standards Committee that led to the original decision; and
 - » the reasons for the original decision; and
 - » any other relevant material the Review Committee allows.
- After reviewing the original decision, to make a recommendation to the Board of the College about whether the College should—
 - » confirm the original decision; or
 - » amend the original decision; or
 - » substitute another decision for the original decision.



Membership:

- A member of the Board of the College (as Chair);
- Four non-Board members of whom:
 - » One is identified jointly by the employer representatives on the Board;
 - » One is identified by the union representatives on the Board;
 - » One is a practising teacher educator identified by the Deans of Education Forum;
 - » One is a staff member from the Office of the College nominated by the Director;

The Professional Standards Review Committee should not include a person who was involved in the making of the original decision to which the appeal relates.

The Committee met 9 times in 2006 and considered 23 cases.

*as amended August 2006

Professional Conduct Internal Review Committee

Terms of Reference*:

- To determine appeals against disciplinary sanctions imposed by the Professional Practice and Conduct Committee and against decisions relating to the 'suitability to teach' requirements associated with the granting of registration or permission to teach, the renewal of registration (including satisfying a 'returning to teaching' condition);
- To deal with applications for the review of decisions made by the Board of the College or the Professional Practice and Conduct Committee and for which an information notice had been provided;
- To conduct the review on the basis of:
 - » the material before the College or the PP&C Committee that led to the original decision; and
 - » the reasons for the original decision; and
 - » any other relevant material the Review Committee allows.
- After reviewing the original decision, to make a recommendation to the Board of the College about whether the College should—
- confirm the original decision; or
- amend the original decision; or
- substitute another decision for the original decision.

Membership:

- A member of the Board of the College (as Chair);
- Four non-Board members of whom:
 - One is identified jointly by the employer representatives on the Board;
 - One is identified by the union representatives on the Board;
 - One is a community representative identified jointly by the parent representatives on the Board and the Minister's community nominee to the Board; and
 - One is a staff member from the Office of the College nominated by the Director.

The Professional Conduct Review Committee should not include a person who was involved in the making of the original decision to which the appeal relates.

The Committee considered one case in 2006.

*as amended August 2006

Corporate Services and Resources Committee

Terms of Reference:

- To support the College to operate as an efficient and effective organisation focused on its core responsibilities;
- To oversee the delivery of corporate services and to ensure these services reflect the strategic focus of the Board;
- To monitor the College's financial administration to ensure compliance with relevant legislation and government policy, including financial reporting, accounting policies and disclosures;
- To oversee the College's audit relationships, including the charter, authority and effectiveness of the internal audit function;
- To provide advice to the Board of the College on:
 - » The College's Annual Budget;
 - » The development of the College's Strategic Plan;
 - » Staffing, organisational and industrial relations issues;
 - » Compliance matters, including regulatory and statutory compliance procedures, codes of conduct, whistle blowing policies and ethical matters;
 - » Risk management, including understanding key risk areas, fraud considerations and links to business objectives;
 - » Internal controls, including management's systems for ensuring effectiveness;
 - » ICT issues;
 - » Other matters referred to the Committee by the Board;

Membership:

- » Three Board members, one of whom is not a registered teacher;
- » The Director of the Office of the College (or nominee);
- » An external community representative with high-level financial or audit expertise; and
- » An external community representative with high-level ICT expertise.

The Committee Chair is one of the three Board members and is selected by the College Board.

The Committee met 6 times in 2006.



The Office of the Queensland College of Teachers

Under the *Education (Queensland College of Teachers) Act 2005*, the College is assisted by the Office of the College, consisting of a director and other staff appointed under the Public Service Act 1996. Staff members in 2006 are listed below.

A permanent appointment was made to the position of Director in April, and the new Director took up his appointment in May. Permanent appointments could then be made to the two Assistant Director positions, and subsequently to a number of other vacant or temporarily-filled positions.

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

Director

Mr B F Rout, BEd, BSc, MEdSt
(Acting, January – March)

Ms L M Shaw, DipT, BEd, MEd
(Acting, April)

Mr J S Ryan, DipT, BEd, MEd, GradDipMgt
(from May)

Assistant Director (Professional Standards)

Dr G W Hall, CertTeach, BEdSt, MEd, EdD, FACE
(to March)

Ms D K Cunningham, BSc(Hons), MEdSt
(Acting, April - May)

Ms R M Bell, DipT, BComm
(from June)

Manager, Professional Standards

Ms D K Cunningham, BSc(Hons), MEdSt

Manager, Professional Development Project (Temporary)

Ms S Hattensen, DipT, GrDipTLib
(from July)

Senior Policy Officer

Ms J M Manitzky, CertTeach, BEd, MEdAdmin

Research Officer

Ms P J Gibson, BA, GradDipEd, MEd (Adult and Workplace Ed)
(to April)

Dr M M Bella, BEd/BA(Hons), MA, MEd Studies, PhD
(from April) (on secondment from April)

Mrs V H Shaw, BA, PostgradDipEd, BA(Hons)
(from May to July)



Senior Client Services Officers

Ms M M Boland, BEd(Prim)

(Acting, from April to June)

Ms M Cole, BSc Dip Ed

Mrs J A Dargusch, CertTeach, BEd

Mrs E A Trohear, BA(Hons), MEdSt

Mrs V H Shaw, BA, PostgradDipEd, BA(Hons)

Project Officers (Temporary)

Ms L E Barrett, DipT, BEd

(from August to November)

Ms R V Capeness, DipT, BEd, BA, MEd(Leadership)

(from September)

Policy Support Officer (Temporary)

Ms M M Boland, BEd(Prim)

(from July)

Registration Manager

Ms E A Ezzy

Client Services Officers

Ms B Heys

Mrs L G O'Sullivan

Ms A Rehburg

Executive Services Officer

Ms S Christenson

(from March to April)

Ms D Robertson

(Acting, from July)

Client Administrative Officers

Ms Y K Chan

Ms D Robertson

(from May)

Assistant Director (Professional Conduct)

Ms R Kitto, BCom, MAppLaw

(from February)

Manager, Investigations

Mr P Edwards, AssocDipBus(Justice Admin), LLB, BBus

(Human Resource Mgt), GradDipLegPrac, JFB(TAA)

(to March)

Ms K Newman BBus(Comm), MA(Applied Ethics)

(from April to October)

Manager, Professional Conduct

Ms K Newman BBus(Comm), MA(Applied Ethics)

(from October)

Complaints Manager

Dr M M Bella, BEd/BA(Hons), MA, MEd Studies, PhD

(to March)

Miss A Damm

(from May)

Principal Legal Officer

Ms N Lonergan LLB, GradDipLegPrac

(to April)

Ms K Mercer, B Bus(Acc)/LLB, GradDipLegPrac

(from September)

Senior Legal Officer

Ms K Rodgers LLB

(part-time) (to November)

Ms D Thatcher LLB

(part-time) (to November)

Project Officer

Mr A H Braban LLM

(part-time) (from September)

Legal Services Officer

Ms K Diehm

Executive Services Officer

Ms K Windsor

(from March)

Business Manager

Ms B C Anderson BBus(ProfAcc), CPA
(to September)

Ms T Thomas BBusAdm
(from April to May)

Mr R Beazley BCom, BAcc, CA(SA)
(from October)

Finance and Administration Officer

Mr T Wienert

Information Technology Manager

Mr J T Rees, BAppSc(Computing), GradCertMgmt (Public Sector)

Systems Technician

Mr R Coate
(from March)

Information Technology Officer

Mr M Trinh, AssocDipBus(Comp), BBus

Resource Manager

Miss S M Gruber, AssocDipBus(Mgt)

Executive Secretary

Ms S MacDonald, BA, BSc(Psych)
(to April)

Ms S Christenson
(from May)

Ms Lynette Groszmann
(Acting, from September to October)

Executive Officer

Ms M A Bennett, BTeach, GradCertEd

Ms S Christenson
(Acting, from September to October)

Communications Officer

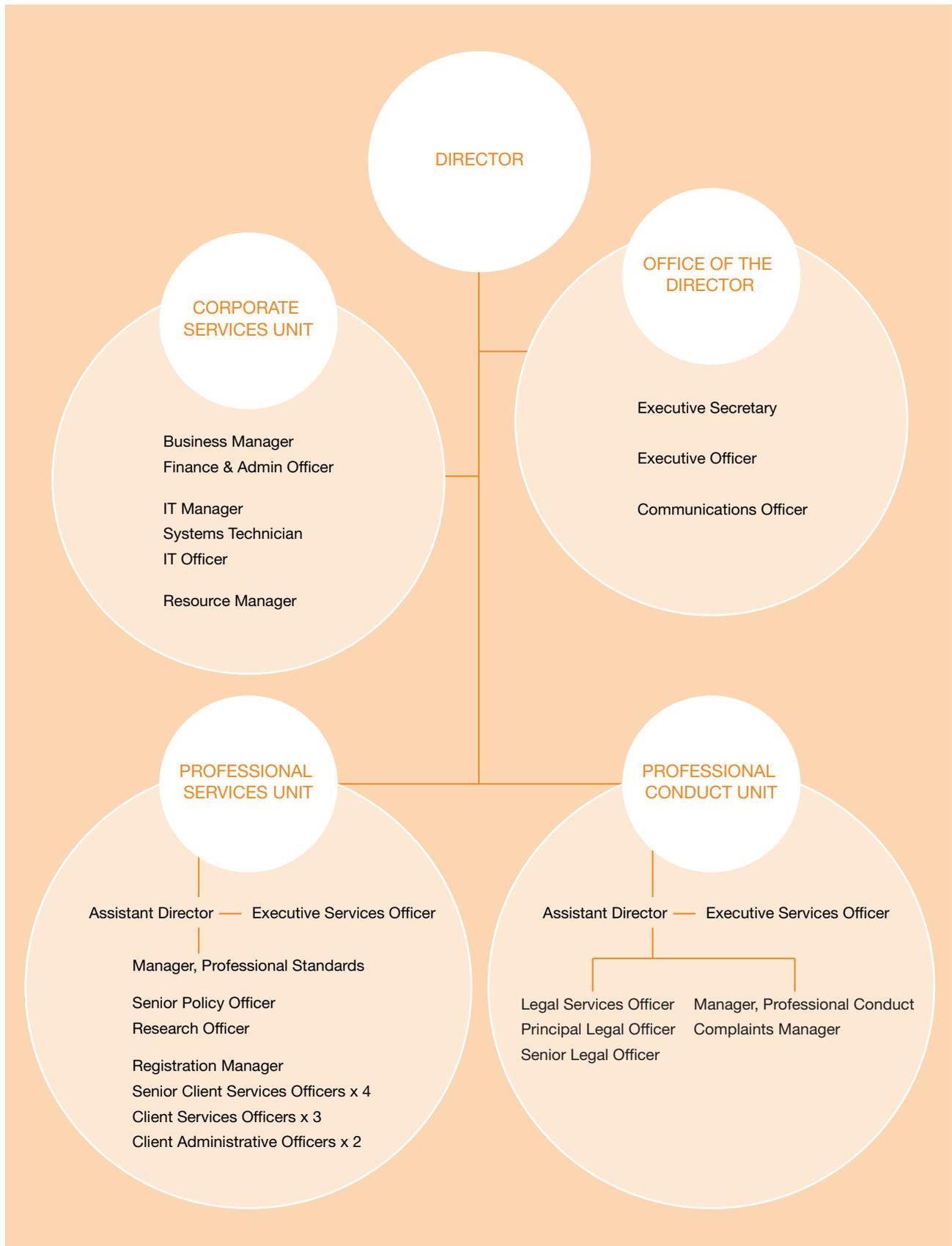
Ms C Mahony BBE(ID), AssocDipBus(Mgt)
(to April)

Ms A Stephens
(from May)

On extended leave

Mr R J McDowell, BA(Hons), BSc(Hons), MA, DipSocSc

DIAGRAM 2: ORGANISATIONAL CHART



Strategic Plan 2006-10

In 2006 the College developed a Strategic Plan to guide its operations over the five years to 2010. The Strategic Plan identified the Goals, Strategies and Performance Indicators shown below. Given that:

- this is a five-year Plan,
- the College was in its first year of operation in 2006, and was necessarily largely oriented to building foundations for future work,
- the Plan was developed during the year and endorsed by the Board in September 2006;

- the Plan includes reference to activities which under the *Education (Queensland College of Teachers) Act 2005* will not be implemented until 2010,

not all the strategies have been able to be put into operation as yet, so several performance indicators have necessarily not yet been achieved. The following table summarises achievements in 2006 against the performance indicators. Details are provided in the Program Review section of this Report, in the pages indicated. The table below also briefly indicates projected activities in 2007 regarding the performance indicators.

| Goals | Strategies | Performance Indicators | Achievements in 2006 | Pages of Annual Report |
|---|--|---|--|------------------------|
| REGULATION OF THE TEACHING PROFESSION | | | | |
| To uphold and enhance the standards of the teaching profession. | Establish, implement and review a framework for the application of professional standards. | Policy framework is operational and communicated to stakeholder groups. | Professional Standards developed. Policy framework partially established and implemented; further development is contingent on prior development of Standards. | 28-41, partic. 36 |
| To maintain and enhance public confidence in the teaching profession. | Establish, implement and review a framework for the registration of teachers. | Registration processes reflect the Professional Standards and Conduct requirements for the profession. | Registration framework established and implemented. Registration processes ensure that only those who meet eligibility criteria are granted registration or permission to teach. | 28-41, & 44 |
| | Establish, implement and review a framework for managing professional conduct issues. | Codes of practice have been developed for teachers and promoted through stakeholder groups. | Framework established and implemented for managing professional conduct issues. | 42-49 |
| | | | Code of practice about the professional conduct of approved teachers, the <i>Code of Ethics for Teachers in Queensland</i> , drafted. | 43 |
| | | Annual Compliance audits are undertaken and documented in order to ensure enforcement of the Act and strategies to address non-compliance are pursued by the College. | The College worked with teacher-employing authorities to ensure compliance with the requirement under the Act that only approved teachers are employed in teaching duties in prescribed schools. | 31 |



| Goals | Strategies | Performance Indicators | Achievements in 2006 | Pages of Annual Report |
|---|--|--|--|------------------------|
| PROMOTING AND ENHANCING TEACHING AS A PROFESSION | | | | |
| To take a leadership role in achieving a positive public acknowledgement of the profession. | Develop, implement and review a communication plan. | Incidence of positive public acknowledgment of the profession has increased. | This is a long-term goal which the College expects to achieve by 2010. | |
| To create new opportunities to celebrate the contribution of the teaching profession. | Establish means of recognising and publicising examples of good teaching | Evidence obtained of the recognition of the contribution of the College at the national level. | As above. | |
| | Collaborate with relevant stakeholders to promote the teaching profession. Undertake and act on findings of research about the performance and perceptions of the profession. | Multiple means used to celebrate the teaching profession. | Achievements of teaching profession publicised through newsletter, through WTD website and poster, and through student artwork program. | 50-52 |
| | Keep abreast of best practice nationally and internationally in raising the status of the teaching profession. | Initiatives pursued and collaborative partnership undertaken to promote the teaching profession. | Collaborative partnerships undertaken to promote profession through participation in WTD, student art competition, and display of student artwork. | 50-52 |

| Goals | Strategies | Performance Indicators | Achievements in 2006 | Pages of Annual Report |
|--|---|--|--|------------------------|
| PROFESSIONAL OVERSIGHT OF THE TEACHING PROFESSION | | | | |
| To enable and promote a vital and effective profession. | Approve preservice teacher education and Returning To Teaching programs. | All Queensland programs for preservice teacher education are approved by the College. | Achieved. College approved all new programs and continued approval of all continuing programs | 36-38 |
| | Establish, implement, review and promote a Continuing Professional Learning (CPL) Framework. | All Returning to Teaching programs are approved by the College. | Background work undertaken to inform strategic direction for CPL framework and RTT programs with view to their application in first round of renewals in 2010. | 39 |
| | Undertake research identified by and relevant to the profession. | Relevant research has been undertaken and findings and recommendations have informed the work of the College and have been provided to state and national stakeholders as appropriate. | Research priorities identified for action in 2007. | 39 |
| | Establish, monitor, review and promote the Professional Standards For Teachers. | Teachers seeking renewal of registration have engaged in continuing professional development to enhance their practice. | Professional Standards for Teachers established and will be used as basis for future development of CPL framework with view to implementation in first round of registration renewals in 2010. | 36 |
| | Facilitate information about and access to professional development and learning opportunities. | Availability of professional development opportunities in relation to the Professional Standards. | Professional development project examined feasibility of assisting teachers to access appropriate professional development opportunities. | 39 |
| | In liaison with educational stakeholders, advocate for sufficient opportunities for quality, effective professional development for all teachers. | Views of beginning teachers are positive about the support received during the period of provisional registration and induction. | Work commenced on development of enhanced process for moving from provisional to full registration, including greater emphasis on induction. | 34 |



| Goals | Strategies | Performance Indicators | Achievements in 2006 | Pages of Annual Report |
|--|---|---|---|------------------------|
| CORPORATE GOVERNANCE OF THE COLLEGE | | | | |
| To provide efficient and effective management to support achievement of the College's functions. | Develop, maintain and review appropriate corporate governance arrangements. | Financial and corporate performance accords with approved plans, budgets and statutory requirements. | Budget approved by Minister and monitored through year. Mid-year review undertaken in August. | 53 |
| | Develop, implement and review operational plans and budgets. Align information and communication technology investment with the requirements of the College. | Policies pertaining to the governance and accountability of the Office of the College are developed and implemented to ensure performance accountabilities are met. | Accountabilities met, with ongoing review and adaptation to the needs of the College. Ongoing development of procedures and polices to ensure compliance with all applicable requirements. | 53-56 |
| | Enhance performance of the College through the support and development of the staff. | Audit reports are positive and recommendations are implemented. | Internal and external recommendations either have been implemented or are under implementation. | 53-56 |
| | | Indicators of organisational health are positive. | 2006 Financial Position sound. All other resources exhibit positive trends. | 53-56 |
| | | Technological infrastructure supports the needs of the profession and the College. | Systems review in progress with view to making recommendation to Board on alternatives/replacement. | 54 |

The goals and strategies identified in the Strategic Plan for 2006-10 remain relevant and it is expected that the Strategic Plan for the next financial year will be essentially the same as this.

Program review

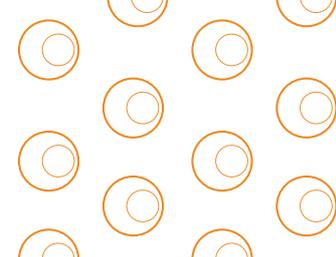
PROFESSIONAL STANDARDS

The College's functions regarding registration and permission to teach, professional standards, program approval, and research are primarily undertaken by the Professional Standards Unit. The Unit is responsible for:

- keeping the register of approved teachers
- deciding applications for registration or permission to teach and applications for renewal of registration or permission to teach
- ensuring approved teachers continue to meet the eligibility requirements, including, for example, monitoring the compliance of approved teachers with conditions of registration or permission to teach
- arranging checks of the criminal history of approved teachers and applicants for registration or permission to teach
- reviewing registration of teachers, and the granting of permission to teach to teachers
- approving and monitoring preservice teacher education programs
- developing and applying professional standards for entry to, and continuing membership of, the teaching profession
- undertaking reviews and research relevant to the regulation of the teaching profession

Table 2: Register of teachers in Queensland 2003-2006

| | 2003 | 2004 | 2005 | 2006 |
|---|--------|--------|--------|--------|
| Number of registered teachers as at 31 December | 87,550 | 90,637 | 92,376 | 93,193 |
| Number of new applications for registration, including: | 5,687 | 5,293 | 4,883 | 6,045 |
| Applications still being processed as at 31 December | 1,220 | 1,209 | 2,078 | 1,657 |
| Applicants not eligible | 80 | 64 | 72 | 74 |
| Applications withdrawn | 64 | 38 | 34 | 28 |



The state of the register

Under the new legislation governing the College, the *Education (Queensland College of Teachers) Act 2005*, the College must keep a register of “approved teachers”, ie persons who either are registered teachers or hold permission to teach (see below for explanation of “permission to teach”).

Almost 87,000 teachers who had been registered with the former Board of Teacher Registration applied to the College for retention of their names in the register by paying the annual fee for 2006. This was significantly higher than the number expected and budgeted for.

The following table illustrates the state of the Register on 31 December 2006, as compared with the previous three years. At the end of 2006 the Register contained the names of 93,193 registered teachers.

The Board received a total of 6,045 new applications for registration, including 1143 from interstate and 694 from overseas. The higher number of applications than in previous years is largely a result of the reduction in length of most Queensland postgraduate teacher preparation programs from two years to one year. During 2006, 5,071 applicants were granted provisional registration and 519 were granted full registration.

Of the total number of registered teachers as at 31 December, approximately 21.5 per cent had provisional registration and the remaining 78.5 per cent had full registration.

Ninety-five per cent of registered teachers have Queensland addresses, while four per cent have interstate addresses (just over half of these being in New South Wales), and one per cent are located overseas.

According to data on the Register, at the end of 2006, 55 per cent of registered teachers were employed in teaching duties in preschool, primary, and secondary schools. Some two per cent of registered teachers were employed in other educational institutions (eg TAFE, universities), and 43 per cent of the register were not currently recorded as teaching (see Figure 1 below). Figures 2 and 3, below, indicate the sectors in which these teachers were employed.

Employment Status

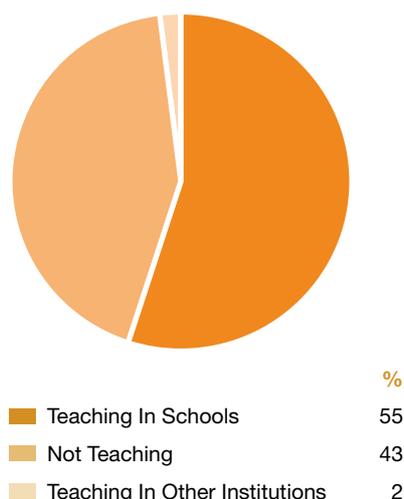


Figure 1: Employment status of registered teachers

Employment Sector

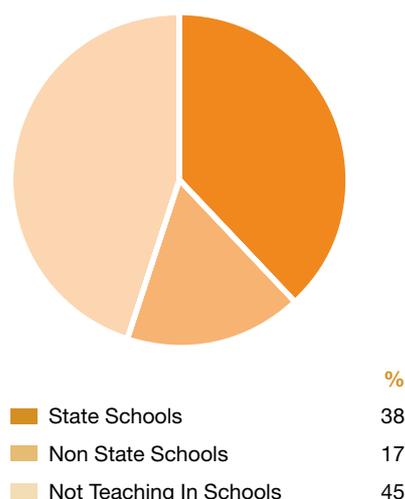


Figure 2: Main sectors of employment of registered teachers

Employment by Sector

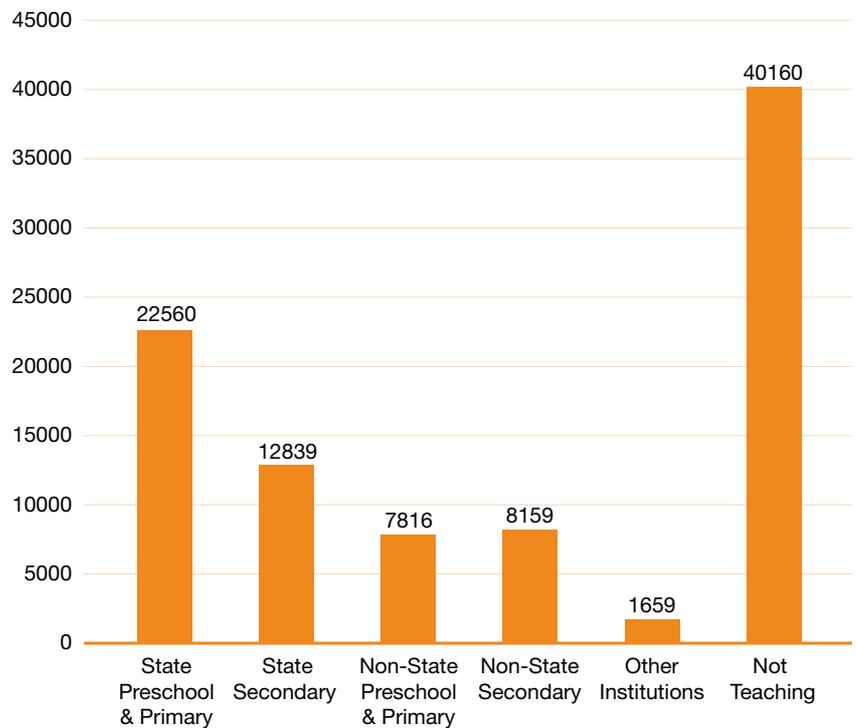


Figure 3: Numbers of registered teachers recorded on register as teaching in each employment sector

Registrants 2006

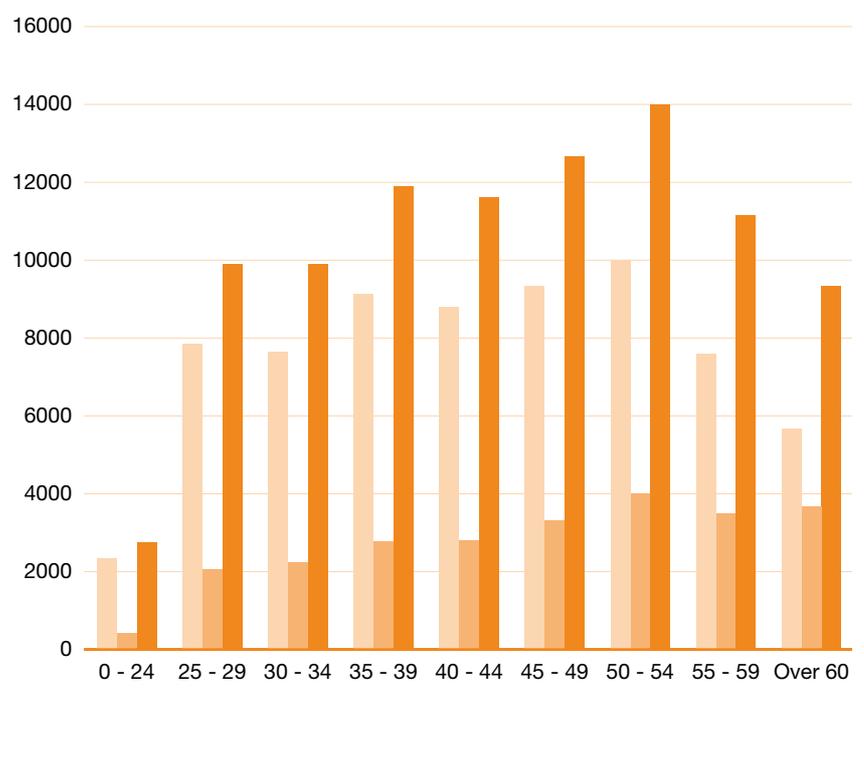
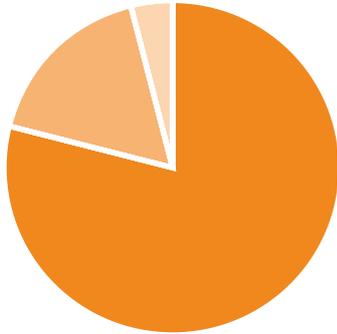


Figure 4: Number of registered teachers in each age group, showing breakdown by gender

Qualifications of Registrants



| Qualification | % |
|---------------|----|
| 4+ Years | 79 |
| 3 Years | 17 |
| Other | 4 |

Figure 5: Proportion of registered teachers with four-year, three-year and other qualifications

Figure 4 shows the gender breakdown of registrants by age group. Figures 5 and 6 indicate the qualifications of registered teachers overall and by age group.

The College worked with all teacher-employing authorities to ensure that only approved teachers were employed as teachers in prescribed schools, as required under section 82 of the Act. The employer services facility to be added to the website in 2007 will assist with ensuring compliance with the Act.

Qualifications by Age Group

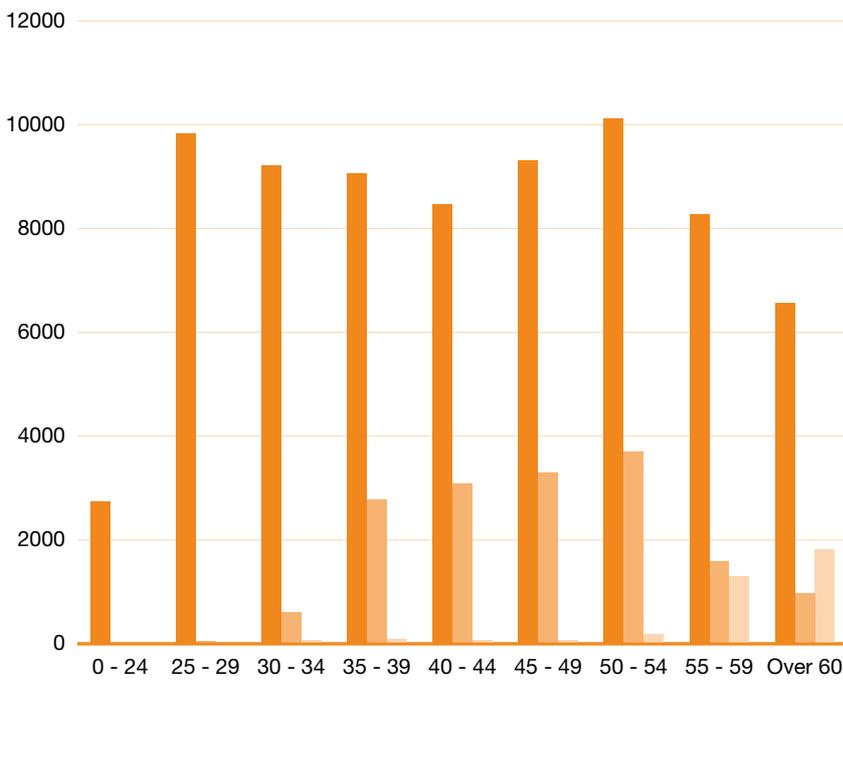


Figure 6: Qualifications of registered teachers by age group

Criminal history checks

To ensure they did not have criminal histories that might render them unsuitable to be approved teachers, criminal history checks were undertaken through the Queensland Police Service on all persons applying or re-applying for teacher registration or for permission to teach. Where an applicant is found to have criminal history, the matter is referred to the Professional Conduct Unit for consideration.

In 2006, criminal history checks were undertaken on all teachers originally granted registration in 2001 given that five years had elapsed since their original police check. Under the new Act, all fully registered teachers will be required to undergo a new police check every five years when they renew their registration.

In total, over 10,900 police checks were undertaken by the College in 2006.

Further enhancements were made to the College's internal database to facilitate the collection and retrieval of relevant information.

Mutual recognition

Under the provisions of the Mutual Recognition Acts, the teacher registration authorities in Queensland, Tasmania, South Australia, Victoria, Western Australia and the Northern Territory grant equivalent registration status to teachers transferring between these States. Similarly, the above authorities are bound under the provisions of the Trans-Tasman Mutual Recognition Acts to recognise registered teachers transferring between New Zealand and these States.

Ongoing liaison with these bodies was maintained throughout the year.

The number of teachers from each of the other states or territories, and from New Zealand, who were granted registration in Queensland under mutual recognition provisions in 2006 is as follows:

| State/Territory | Number |
|--------------------|--------|
| Victoria | 171 |
| Tasmania | 29 |
| South Australia | 83 |
| Western Australia | 41 |
| Northern Territory | 32 |
| New Zealand | 132 |
| TOTAL | 488 |

The total figure represents a 24 per cent increase over the previous year, which may be a reflection of overall migration trends among the states.

Recognition of teachers from overseas

The Queensland Government Multicultural Policy (2004) recognises the need to maximise the benefits of cultural diversity and promote equitable access to services. The College must, therefore, continue to facilitate the registration process for overseas teachers as a means of moving towards a teaching force that reflects more closely the composition of the Queensland population.

In 2006, the College received a total of 694 applications from teachers whose initial teacher education was undertaken outside Australia (a slight increase on the 2005 figure of 688). The number of applications received from overseas teachers represented 11.5% of the total applications received in 2006 (down from 14% in 2005).

The majority of such applications received by the College were from teachers whose initial preparation had been undertaken in the United Kingdom or New Zealand. There were also large numbers of applicants from South Africa, Canada, the United States of America, India, Zimbabwe, and Fiji.

In the same period, 534 overseas-trained teachers were admitted to the register on the basis of their qualifications, English proficiency, and, in some cases, teaching experience.



Overseas teacher education courses were assessed by the College's Senior Client Services Officers after taking into account advice from Australian Education International – National office of Overseas Skills Recognition (AEI-NOOSR) and on the basis of lengthy experience in this area by the College's office. The College maintained a comprehensive collection of data on overseas qualifications from AEI-NOOSR. In some cases the College

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, College policy provides that a person whose qualifications were obtained in an overseas country could be required to satisfy the College that he or she can communicate, orally and in writing,

The main countries of origin for those undertaking English language assessment in 2006 were: India (15), Fiji (10), South Africa (7), Japan and The Philippines (5 each).

The former Board of Teacher Registration was committed to overseas teachers and their place in the education system in Queensland. The College continued this commitment in 2006 by providing *ad hoc* advice to individual applicants with



needed to seek further specific advice. Senior Client Services Officers liaised, on a number of occasions, with assessment officers at AEI-NOOSR and with other registration authorities in order to obtain advice on qualifications and to add to the College's store of information in this area.

at a professional level in the English language. In 2006, seventy-one English assessments were undertaken by overseas teachers and, in forty-four cases, results were considered acceptable for registration. This was on the basis of results on the International English Language Testing System scale (IELTS), the International Second Language Proficiency Rating scale (ISLPR) or the Professional English Assessment for Teachers (PEAT). The College received forty statements of results in the ISLPR test, thirty in the IELTS test and one in the PEAT test. Levels of proficiency acceptable to the College are: IELTS Level 7 in Speaking, Listening, Reading and Writing; ISLPR Level 4 in Speaking, Listening and Reading, and Level 3+ in Writing; and PEAT Level A in Speaking, Listening, Reading and Writing.

overseas qualifications, making available resources to assist such teachers with developing their English language proficiency, and providing brochures designed to assist teachers with gaining employment in Queensland. There was ongoing liaison with ISLPR test providers at Brisbane universities, with Southbank Institute of TAFE which provides an English course for overseas teachers on an annual basis (subject to funding and number of students), and with Department of Education, Training and the Arts personnel relevant to overseas teachers regarding matters of mutual interest and ways in which overseas teachers may be better assisted. In particular, liaison with the Department of Education, Training and the Arts occurred regarding a proposed pilot work-shadowing program for overseas-qualified teachers to be undertaken by the Department.

Movement from provisional to full registration

Under the Act, provisionally registered teachers must teach successfully for one year (or equivalent) in order to become eligible for full registration. The legislation specifies that this experience must be in a school. There is provision, however, for the College to accept “other experience it considers is the equivalent of one year of teaching in a school”.

During 2006, the College gave initial consideration to the kind of experience it will consider equivalent to teaching in a school. This will be further considered in 2007. In the meantime, the College has continued to accept the kind of experience accepted under the BTR.



As an interim measure pending the development of a new process based on its new professional standards, the College continued to use the Principal's Report form used by the former BTR as the means of ensuring that teachers had achieved the standards required for full registration.

In October the College, in partnership with the Department of Education, Training and the Arts, presented a two-day Beginning Teachers' Induction Conference in Brisbane. The College presented sessions on the role of the College and on the (then draft) Professional Standards for Teachers. Feedback on the conference was very positive.

During 2006, 1,766 provisionally registered teachers were granted full registration on the basis of a positive Principal's Report.

Due to the introduction of the preparatory year in Queensland schools and consequent changes to the *Education (General Provisions) Act*, the definition of 'prescribed school' in the *Education (Queensland College of Teachers) Act 2005* will change effective from 1 January 2007. This has potential implications for College policy on teaching experience for moving to full registration and for implementation (from 2010) of the teaching practice requirement specified in the Act for renewal of registration.



Permission to teach

Under the Act, the College may grant a person Permission to Teach if the College is reasonably satisfied the person-

- a. has been offered a teaching position in a school and the employing authority for, or principal of, the school can not find an appropriate registered teacher to fill the position; and
- b. has knowledge, qualifications, skills or training reasonably considered by the College to be relevant to the position the person has been offered; and
- c. is suitable to teach; and
- d. meets any other requirements for permission to teach prescribed under a regulation.

The College may impose conditions on the Permission to Teach. Applicants must undergo a criminal history check. The period of a Permission to Teach must not be longer than 2 years from the day the College grants the permission.

Applications for Permission to Teach that meet certain criteria are decided in the office by the Director. All other applications are referred to a committee as follows:

- Either the Director or Assistant Director (Professional Standards) of the Office of the College; and
- Either the Deputy Chair of the Board or Chair of the Registration Committee; and
- A practising teacher nominated by the College Board (taken from a pool of three nominated practising teacher Board members).

Endorsement by all committee members is required for an application to be approved.

During 2006, 126 applications for Permission to Teach were received. Of these, 106 applications resulted in granting of Permission to Teach, 12 applications were not approved, and 8 were withdrawn.

Of the 106 Permissions to Teach that were granted, 22 were for 2006 Exchange Teachers for whom the Board of Teacher Registration had issued authorisation prior to the end of 2005; under transitional provisions of the new Act, these persons were taken to be holders of Permission to Teach from 1 January 2006.

For the remaining 84, labour market forces constituted the most common reason for employers being unable to find a registered teacher for the position. The subject area most often involved was Manual Arts/Technology Education (31 cases). Other subject areas with significant numbers were Mathematics/ Science (14), Languages other than English (6), Special Education (6) and Home Economics/Hospitality (4). Some more uncommon and specialised subject areas included Alternate Literacy/

Vocational Access and Specialist Indigenous Education for Workplace Readiness in Mining.

Just over half of the Permissions to Teach granted were for metropolitan areas. Most applications (66) were granted for a period of less than six months.



Talks to graduating students

As in previous years, graduating teacher education students at all higher education institutions around the State which offer teacher education were addressed by College representatives. This important task was undertaken by Professional Standards staff members. Meetings with university staff were held in conjunction with some of these visits.

Development of professional standards

Under the Act, the College must develop and apply professional standards for entry to and continuing membership of the profession.

The College's Professional Standards Committee comprising a range of representatives of key stakeholder groups was responsible for setting strategic direction and overseeing the development and implementation of the proposed standards. A writing group was appointed by the Committee to produce the draft version of the standards. This draft was considered and approved by the Committee in August 2006 for consultation.

The QCT conducted a state-wide consultation process in the second semester of 2006. The consultation program was structured to include both face-to-face and written response modes and included registered teachers, and a range of key stakeholders including employers, professional associations, universities, unions and parent bodies. All data collected in the consultation process was used to inform a revised version of the standards. The final version of the standards was endorsed by the Board of the College in December 2006.

The Professional Standards for Queensland Teachers describe the abilities, knowledge, understandings and professional values that teachers in Queensland schools demonstrate as they provide meaningful and high quality educational experiences for students. The Standards celebrate, articulate and support the varied nature of a teachers work.

The Standards lie at the heart of the College's registration and approval functions. The standards provide benchmarks for the full registration of teachers for Queensland schools and will be used to inform the development of policies and practices including:

- approval of preservice teacher education programs, to manage the provisional registration of graduates from Queensland universities
- consideration of registration for applicants who have not attained the qualifications and experience for registration as prescribed
- renewal of teacher registration
- the Continuing Professional Learning Framework for teachers, which supports and promotes a professional culture characterised by continual teacher self-reflection and ongoing professional development
- promotion of the teaching profession through raising awareness of the complex nature of teachers' work and strengthening public confidence in the profession.

The Professional Standards for Queensland Teachers will be implemented from January 2007.

Teacher education program consultation and approval

Preservice teacher education programs offered in Queensland must be approved by the College in order for graduates to be granted registration as teachers in Queensland. The approval process provides the mechanism for graduates to be eligible for provisional registration in Queensland.

In late 2006, once the new Professional Standards for Queensland Teachers had been developed, the College developed new Program Approval Guidelines for preservice teacher education. These will be applied from 2007.

The new Guidelines will form the basis for approval of programs and include:

- information about the application of the Professional Standards at graduate level;
- mandatory program requirements to enable programs to be approved by the College; and
- program approval procedures.

Approval of preservice teacher education programs will be dependent on institutions satisfying the College that they will ensure that the graduates achieve the *Professional Standards for Queensland Teachers*, at the level of a graduate teacher, and that the program guidelines are met.



The College recognises the professional expertise and responsibilities of higher education institutions in regard to development of preservice teacher education programs and the Guidelines are intended to provide a broad framework to assist the development of programs that meet the expectations and requirements of the profession and other education stakeholders in Queensland.

The Guidelines include a guide to the application of the standards for purposes of approval of preservice teacher education programs. The guide is intended to orient the standards to the level of preservice teacher education. The standards provide the 'what' in terms of expectations. The implementation or the 'how' for preservice teacher education is the responsibility of the teacher education institutions. Program documentation will provide explicit information about how the intended outcomes, content and teaching approaches of the program enable preservice teachers to meet the standards at a level of graduate teacher. Program documentation will also describe the assessment within the program and the opportunities provided to produce the multiple forms of evidence that will demonstrate achievement of the standards.

Pending the development of a new process based on the College's new Professional Standards, the College based its program approval during 2006 on the Board of Teacher Registration's Professional Standards for Graduates and Guidelines for Preservice Teacher Education Programs (Standards and Guidelines), which were developed and reviewed in collaboration with members of the education community. These described:

- professional standards for graduates of teacher education programs, defining attributes considered necessary for effective beginning teaching;
- mandatory program components, to enable programs to be approved by the Board;
- guidelines on program consultation and approval.

The College continued the former Board's approach to program consultation and approval, which allowed for preliminary consultation at the concept development stage and further discussions throughout the program development phase, prior to formal submission of the program documentation to the College. This collaborative process was designed to provide institutions with the flexibility to be innovative in designing programs to meet current and future needs of the teaching profession and education community.

Programs that appeared likely to be in accord with the Standards and Guidelines received Phase One approval in the first instance. Documentation on the program, which included information relating to the evidence students would produce to demonstrate attainment of the Professional Standards for Graduates, was considered by the relevant program consultative subcommittee. Further consultation and negotiation then took place as required to ensure that the program was in accord with the Standards and Guidelines.

Phase Two approval, a collaborative review process, took place around the time of the first cohort of students graduating from the program. Phase Two approval only proceeded if the program met the Professional Standards and Guidelines which were current at that time. The Phase Two process involved a visit to the institution and included discussions with stakeholders about the implementation and operation of the program, any changes made to the program since the original documentation, and plans for its future operation. Phase Two approval remained in force no longer than four years after the first group of students graduated from the program. Continuing approval was subject to satisfactory annual updates on the operation of the program.

Programs approved

The approval status of existing preservice teacher education programs currently accepted by the Board of Teacher Registration as of the end of 2005 was carried over to the College as current until the scheduled time for review. One-year postgraduate diploma programs had been accepted by the BTR for a specific term as transitional programs.

The College's Professional Standards Committee established ten program panels (one for each institution) to undertake the detailed review of teacher education programs submitted for approval for teacher registration purposes. Seventeen meetings of program panels were held in 2006.

During 2006, programs from Australian Catholic University, Bond University, James Cook University, Queensland University of Technology, the University of Queensland, the University of the Sunshine Coast and the University of Southern Queensland were considered by the College.

The following program was given Phase One approval under the Standards and Guidelines:

- Australian Catholic University: Master of Teaching Primary

The following program was given Phase Two Approval:

- University of Southern Queensland: Bachelor of Education (Further Education and Training)

In addition, the College considered significant modifications to programs offered by Australian Catholic University (Graduate Diploma of Education and Bachelor of Education), Bond University (Postgraduate Diploma of Education) and the University of Queensland (dual degree programs).

The following programs were given extensions of Phase One Approval to the end of 2007:

- James Cook University: Master of Teaching
- QUT: Bachelor of Education (Early Childhood, Primary, Secondary)
- University of Queensland: dual degree programs
- University of Southern Queensland: Graduate Diploma of Teaching and Learning (with conditions)

The Standards and Guidelines allowed for preliminary consultation about programs at appropriate stages during their initial development. In 2006, the College was represented on the internal course development committees, professional experience committees or faculty boards of Australian Catholic University and Griffith University.

As part of the consultative and collaborative program approval process of the Standards and Guidelines, the relevant program panels visited university campuses as required. In 2006, a visit for purposes of acceptance of programs was made to the University of Southern Queensland. The visit included discussions with institutional staff, teacher education students, school and employer personnel, and recent graduates of the program.

A further mechanism for ongoing monitoring of programs is the requirement that each year universities provide reports on the operation of their teacher education programs during the year. The reports on the operation of programs in 2005 were discussed by program panels in meetings with representatives of each university during 2006.

Currently-accepted programs

The full list of Queensland preservice teacher education programs currently accepted for teacher registration purposes as at December 2006 appears in Appendix 6.

Internships Authorisations Issued

The College is supportive of higher education institutions in Queensland offering internships in schools as part of the final year of preservice teacher education programs. Authorisations need to be issued to the higher education institutions offering internship programs by virtue of the fact that the interns are not directly supervised by a registered



teacher. A total of 1280 final year students undertook teaching internships under authorisation in 2006. The participating higher education institutions were Central Queensland University, Christian Heritage College, Griffith University, James Cook University, Queensland University of Technology, and the University of Queensland.

Report on numeracy in preservice teacher education

A Working Party established by the Board of Teacher Registration in February 2005 to investigate numeracy in preservice teacher education produced its report late in 2005..

The report outlines the theoretical framework for the project and provides information about current practice in preservice teacher education programs to prepare teachers to teach numeracy. It also included the numeracy standards which had been developed in response to the information gathered throughout the project.



The report, *Numeracy in Teacher Education: The way forward in the 21st century*, was distributed early in 2006 to relevant stakeholders, including all schools. It is also available from the College website.

Professional development and CPL framework

Under the new legislation, fully registered teachers are required to renew their registration every five years. The first time that teachers will be required to renew their registration will be at the end of 2010.

For renewal of registration every five-year period, teachers will need to advise whether they have met the recency of practice requirements of the College. Those teachers that meet the recency requirement will also have to indicate how they have met the CPL requirements of the College. The College is to develop a CPL Framework that has regard to the standards.

Teachers who do not meet the recency of practice requirement will have their registration renewed subject to a Returning to Teaching condition. The required Returning to Teaching professional learning program, which must have regard to the standards, will be able to be completed either in the year before returning to teaching in a school or during the first year of teaching.

Work was commenced on addressing the role of the College in each of these areas.

In response to its legislated responsibilities and the Minister's expressed interest in the College's role in supporting access to professional development opportunities for teachers, the College established a Professional Development Project to investigate a future role for the College in the provision of services to support teachers' continuous professional development in relation to the QCT professional standards.

Research

Under Section 232 of the *Education (Queensland College of Teachers) Act 2005*, functions of the College, in addition to the main functions of registration and discipline, include undertaking or supporting reviews and research relevant to the regulation of the teaching profession.

At its March meeting the Board decided that during 2006, the College would focus its research activities on the development of the draft professional standards and a framework for Continuing Professional Learning, but that it would consider aspects of potential future research and would prepare a Research Plan for later implementation.

At its November meeting, the Board endorsed a Research Plan for implementation in 2007 and beyond. The Research Plan aligns with the College's areas of responsibility so that considered decisions can be made to ensure continuing public confidence in work undertaken to advance the standing of the teaching profession in Queensland and Australia. In this regard the College aims to ensure that research activities undertaken are of high quality, are of strategic priority, avoid duplication of existing knowledge, and are shared with other key stakeholders. The Plan identifies several research priorities for 2007, including implementation aspects of the professional standards during 2007, professional experience in pre-service teacher education (to be undertaken in collaboration with universities), teachers' professional development experience and perceptions of value (joint project with Victorian Institute of Teachers), and assessing English language proficiency of non-English speaking teachers trained overseas.

Contribution to the development of best practice in teacher education nationally and internationally

Participation in AFTRAA

For most of the last thirty years, Queensland and South Australia have been the only Australian states or territories that have continuously required registration to practise the profession of teaching. In the past five years, the issues of child protection, professional standards and teacher education have been instrumental in bringing about change in this area, and most other states have now introduced teacher registration.

The Teachers Registration Board of Tasmania began compulsory registration of teachers in 2002, followed by the Victorian Institute of Teaching in 2003. The Western Australian College of Teaching began operations in September 2004 and the Northern Territory Teacher Registration Board was formally established in October 2005. New South Wales in 2004 established an Institute of Teachers to oversee an accreditation scheme for teachers in that state.

With teacher registration in one form or another now a reality in all parts of Australia except the ACT, it is clearly important that all such authorities play a part in ensuring that there is consistency across the country, that there are high entry and ongoing professional standards, that people unsuitable to work with children and young people are excluded, and that teachers are able to move freely with their qualifications between the states. To this end, representatives of authorities in the various jurisdictions have been meeting on a regular basis for some years. In 2003, these bodies, as well as the Teaching Council of New Zealand, formed the Australasian Forum of Teacher Registration and Accreditation Authorities (AFTRAA).

The forum meets several times a year, and each authority is represented by its Chair and its Director/Chief Executive. The full meetings of the forum in 2006 were conducted in Hobart, Darwin and Adelaide. Major items on the agenda included a National Framework for the Approval of Pre- Service Education Programs, assessment of overseas trained teachers, research regarding professional development experience of teachers, alignment of professional standards with the National Framework, and registration pathways.



Other

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

College Officers participated in relevant state and national education conferences. An officer participated in the National Assessment Officers' meeting (an annual meeting of officers involved in assessment of teaching qualifications from the various teacher registration authorities).

The College maintained subscriptions to numerous education journals, and abstracts of articles particularly pertinent to the Board's work were distributed to Board and committee members.

Throughout the year, the College provided meeting facilities for the Joint Council of Queensland Teacher Associations.



Ministerial briefings

The College provided to the Minister and the Director-General briefing papers and draft responses to correspondence as requested and in a timely manner.

The Director and Board members met with the Minister and Director-General on several occasions to discuss important issues being considered by the Board.



Future plans

In 2007, the College plans to:

- Continue to implement the registration framework established in 2006;
- Undertake training sessions to familiarise teachers with the new Professional Standards and their implementation in College's processes;
- Begin to implement the Professional Standards;
- Commence implementation of the new process for moving from provisional to full registration;
- Begin implementation of the College's new Program Approval Guidelines;



- Continue to work with higher education institutions to ensure that all preservice programs meet the Guidelines;
- Undertake further development work on a CPL framework and on Returning to Teaching programs;
- Provide initial advice to teachers regarding continuing professional development requirements for future renewal of registration;
- Continue to consider role for the College in the provision of services to support teachers' continuous professional development;
- Continue active participation in AFTRAA;
- Begin work on the research projects identified in 2006 as priorities.

PROFESSIONAL CONDUCT

The Professional Conduct Unit is responsible for the discipline and enforcement functions of the College. These functions include:

- Developing and applying codes of practice about the professional conduct of approved teachers;
- Receiving and assessing information from employing authorities and complaints from the community about the professional conduct and competence of approved teachers;
- Receiving and assessing information from approved teachers, the Queensland Police Service and the Director of Public Prosecutions about approved teachers' criminal history;
- Conducting investigations into the professional conduct or competence of approved teachers or a contravention of the *Education (Queensland College of Teachers) Act 2005*;
- Referring disciplinary matters to a disciplinary committee;

- Providing administrative, professional support and training to disciplinary committees and the College's Professional Conduct Internal Review Committee;
- Advocating on behalf of the College at Teachers Disciplinary Committee hearings;
- Giving effect to and monitoring compliance with disciplinary orders;
- Administering appeals to the District Court against decisions of the College or the Teachers Disciplinary Committee; and
- Monitoring compliance with the *Education (Queensland College of Teachers) Act 2005*.

The Professional Conduct Unit also has a role in the registration function of the College. It receives and assesses information about applicants' criminal history and information about their previous employment or professional registration to determine their suitability to teach, an eligibility requirement of registration. It also supports the Professional Practice and Conduct Committee in deciding applicants' suitability to teach.

Framework for the Management of Complaints Against Teachers

The commencement of the *Education (Queensland College of Teachers) Act 2005* provided for members of the community to make complaints directly to the College about a person who is (or was at the time of the conduct in question) an approved teacher alleging that a ground for disciplinary action exists. In April a Complaints Management Working Party was established by the Board of the College to refine the complaints management process. In consultation with the Working Party a framework for managing complaints against teachers has been developed that includes:

- a *Complaints Against Teachers Policy* which was endorsed by the Board in October
- *Complaints Against Teachers and Compliance Issues – Procedures Manual*
- a Complaint About Teachers Form and an information sheet to assist complainants
- a communication plan to be endorsed by the Board and implemented by the Professional Conduct Unit early in 2007.

Code of Conduct for Board and Committee Members

The College recognises that, pursuant to the *Public Sector Ethics Act 1994*, the following ethics principles are fundamental to good public administration:

1. Respect for the law and system of government;
2. Respect for persons;
3. Integrity;
4. Diligence; and
5. Economy and efficiency.

A Code of Conduct was developed that applies to all members of the Board of the College and College committees and working parties. The Code of Conduct provides a framework to support the ethics principles and provides a standard of conduct to apply to members in performing their duties as members of the Board and its committees and working parties. It provides a measure by which members can be assessed to ensure the highest standard of ethical behaviour in undertaking their duties.

The Code, together with an Implementation Framework, was endorsed at the Board's November meeting and forwarded to the Minister for approval.

Code of Practice about Professional Conduct

Under the Act, the College may develop codes of practice to provide guidance to approved teachers about appropriate professional conduct or practice.

Pending the development and adoption of a new or amended code, the College adopted the *'Ethical Standards for Teachers'* of the former Board of Teacher Registration.

A Code of Practice Reference Group was established by the Board of the College and met in October. The Group considered an environmental scan of interstate and overseas teacher registration bodies' and other professional bodies' approaches to a code of practice about professional conduct. The Reference Group made recommendations to the Board's November meeting and the Board resolved that a new code be developed in the form of a code of ethics.

The draft *Code of Ethics for Teachers in Queensland* aligns with the values in the College's *Professional Standards for Teachers*. It aims to guide and encourage all teachers to achieve high standards of ethical behaviour and service provision in their dealings and relationships with students, families, caregivers, colleagues and the broader community. The draft is to be considered by the Board of the College early in 2007 for subsequent consultation with approved teachers and major stakeholders in the teaching profession.



Registration Matters

To be eligible for registration or permission to teach the College must be satisfied that the person is 'suitable to teach' as well as that they meet professional practice requirements. Under the Act, information that the College must consider in deciding a person's suitability to teach includes criminal history information and information about a person's conduct in previous employment or during professional registration. On receipt of applications for registration or permission to teach where there exists a question about the applicant's suitability to teach, the Professional Standards Unit refers the matter to the Professional Conduct Unit.

In addition to the disciplinary functions of the Professional Practice and Conduct Committee that are provided for under the Act, the Board of the College has delegated to the Committee the authority to consider applicants' suitability to teach. Until August the Committee provided only advice to the Board about applicants' suitability to teach. In August the Board of College delegated to the Committee the power to determine applicants' suitability to teach. In November the Board of the College endorsed a framework for the assessment of applicant's criminal history information.

Applications for registration referred to PCU

| | |
|--|-----|
| Number of applications referred to the Unit for assessment | 371 |
| Applicants assessed as suitable to teach | 265 |
| Applicants referred to the Professional Practice & Conduct Committee | 57 |
| Applicants assessed as suitable to teach | 54 |
| Applicants assessed as not suitable to teach | 3 |
| Applications to be finalised | 49 |

The Unit also finalised fourteen applications for registration made to the former Board of Teacher Registration prior to 2006. Of these, four cases were referred to the Professional Practice and Conduct Committee. Thirteen applicants were assessed as suitable to teach and one applicant was assessed as not suitable to teach and refused registration by the Board of the College.

Disciplinary Proceedings

Information disclosed to the College under the Act constitutes disciplinary information for the purpose of the College determining whether to 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 it is believed that one or more grounds for disciplinary action exist.

Notifications from employing authorities

Under the Act, employing authorities are obliged to report to the College matters where they have commenced an investigation into allegations of harm caused or likely to be caused to a child because of the conduct of an approved teacher. They must also report to the College circumstances where an approved teacher has resigned or had their employment terminated as a result of an investigation into allegations of harm caused or likely to be caused to a child because of the conduct of that approved teacher. Further an employing authority must also report to the College a dismissal of an approved teacher in circumstances that, in the opinion of the employing authority, call into question the teacher's competency to be employed as a teacher.

Notifications from employing authorities

| | |
|---|----|
| Number of notifications received from employing authorities | 25 |
| Awaiting further information from employer | 7 |
| Registration suspended & case referred to the Teachers Disciplinary Committee | 3 |
| Cases referred to the Teachers Disciplinary Committee | 1 |
| Cases referred for investigation | 4 |
| Cases closed - no further action required | 5 |
| Cases to be assessed | 5 |

Twelve notifications received from employing authorities by the Board of Teacher Registration prior to 2006 were also assessed. One case was referred for investigation, four cases were referred to the Teachers Disciplinary Committee, five cases were closed with no further action required, one case awaits the outcome of courts proceedings and one case is to be assessed following receipt of further information.



Complaints

Under the Act, a member of the community may make a complaint to the College alleging a ground for disciplinary action exists against a person who is (or was at the time of the conduct in question) an approved teacher.

The College can refuse to deal with a complaint in certain circumstances, for example where the complaint could be more appropriately or has already been, dealt with by another authority. Where the College does not refuse to deal with the complaint it may refer the matter to a disciplinary committee or authorise an investigation into the complaint.

In 2006 the Professional Conduct Unit received forty-two telephone enquiries from members of the community with concerns about teachers. Many of these concerns were resolved through discussion and or referral to the school, employer or another authority. Eight of the enquiries resulted in a complaint being lodged with the College.

Complaints Lodged

| | |
|---|----|
| Number of complaint files opened | 14 |
| Closed when complainant elected not to proceed | 3 |
| College determined to refuse to deal with the complaint | 5 |
| Allegation more appropriately dealt with by another authority | 4 |
| Allegation already adequately dealt with by the College or another entity | 1 |
| To be assessed by the College | 6 |

Notifications from approved teachers

Under the Act, approved teachers are obligated to report to the College where there has been a change to their criminal history. For a teacher who does not have a criminal history a change to criminal history is taken to have occurred if the teacher acquires a 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 before or after the commencement of the Act. *The Criminal Law (Rehabilitation of Offenders) Act 1986* does not apply to this definition.

Notifications from teachers about a change to criminal history

| | |
|---|----|
| Notifications received from Teachers | 23 |
| Awaiting outcome of court proceedings | 8 |
| Cases referred to the Professional Practice & Conduct Committee | 1 |
| Cases closed – no further action required | 14 |

Twelve notifications received from teachers by the Board of Teacher Registration prior to 2006 were assessed. Seven cases were closed as no further action was required, one case awaits the outcome of court proceedings, one case was referred to the Professional Practice and Conduct Committee and the Board of the College authorised committees of inquiry for three cases.

Notifications from the Commissioner of Police and Prosecuting authorities

The Act requires that the Commissioner for Police notify the College where they suspect that a person charged with an offence is an approved teacher or the person was an approved teacher at the time of the offence. As well the Commissioner for Police or the Director of Public Prosecutions must, under the Act, report to the College where a person reasonably suspected to be an approved teacher or who was at the time of the offence is charged with an indictable offence. The prosecuting authority must give notice when the person is committed for trial and the outcome of the prosecution process.

Notifications from the Commissioner of Police

| | |
|---|----|
| Notifications received from the Commissioner from Police | 16 |
| Awaiting outcome of court proceedings | 1 |
| Cases referred to the Professional Practice & Conduct Committee | 2 |
| Suspended registration & case referred to Teachers Disciplinary Committee | 9 |
| Cases closed – no further action required | 3 |
| Cases to be assessed | 1 |

Seventeen notifications received from the Commissioner of Police by the Board of Teacher Registration prior to 2006 were assessed. One teacher's registration was cancelled by the College, five cases were referred to the

Teachers Disciplinary Committee, nine cases were closed as no further action was required and two cases await the outcome of court proceedings.

Excluding Offences

Where an approved teacher has been charged with an excluding offence the College must immediately suspend the teacher's registration. Excluding offences are defined in the *Commission for Children and Young People and Child Guardian Act 2000*. Essentially these include serious child-related sex offences, certain offences in relation to the entry for the *Classification of Computer Games and Images Act 1995*, *Classification of Films Act 1991* or the *Classification of Publications Act 1991*.

In 2006 the College suspended seven teachers' registration as a result of their being charged with an excluding offence in 2006. Under the Act the College must refer the matters to the Teachers Disciplinary Committee for a review of their suspension, providing the teacher with an opportunity to make a case that theirs is an exceptional one where the best interests of children would not be harmed if the teacher's suspension were ended.

Where an approved teacher has been convicted of an excluding offence and an imprisonment or a disqualification order imposed, the College must as soon as possible after it becomes aware, cancel the teacher's registration. In 2006 the College cancelled one teacher's registration as a result of the teacher being convicted of an excluding offence and an imprisonment order being imposed.

Suspension of registration

Other than when a teacher is charged for an excluding offence, the College may also suspend a teacher's registration or permission to teach if it reasonably believes the teacher poses an imminent risk of harm to children and it is necessary to immediately suspend the teacher's registration or permission to teach to protect children. In 2006 the College suspended eight teachers' registration for this reason. The College is required, under the Act, to refer the matters to Teachers Disciplinary Committee to determine whether a ground for disciplinary action exists. The Committee must commence a hearing within fourteen days of the teacher having been suspended.

Disciplinary Committees

Under the Act, a two-tiered disciplinary structure exists. Matters likely to result in minor disciplinary action or those where an investigation was authorised by the College are considered and determined by a disciplinary committee consisting of Board members (the Professional Practice and Conduct Committee). Matters that could result in more serious disciplinary action are referred to a disciplinary committee independent of the Board of the College (the Teachers Disciplinary Committee).

The Professional Practice and Conduct Committee

The Professional Practice and Conduct Committee is a disciplinary committee established by the College as required by the Act. It has the authority to consider disciplinary matters referred to it by the College where the College believes a ground for disciplinary action exists and minor disciplinary action is likely to be appropriate, as well as those matters where the College has authorised an investigation when a ground for disciplinary action against a teacher may exist. Its functions are to authorise an investigation before hearing and deciding a matter; refer matters to the Teachers Disciplinary Committee for hearing; or hear and decide the matter. Disciplinary action able to be taken by the Committee includes the issuing of a warning or reprimand, making an order for a particular notation or endorsement about a teacher to be entered into the register; or accepting an undertaking from a teacher.

Disciplinary hearings by the Professional Practice and Conduct Committee

| | |
|---|---|
| Number of disciplinary matters referred to the PP&C Committee | 4 |
| Committee issued a warning | 1 |
| Matters to be finalised | 3 |
| Number of investigations referred | 1 |
| Matters to be finalised | 1 |

The Teachers Disciplinary Committee

The Teachers Disciplinary Committee is established under the Act independent of the Board of the College and consists of five members nominated by the Minister. It has the authority to conduct a hearing, and make decisions, about disciplinary matters referred to it by the College or the Professional Practice and Conduct Committee. It has the power to take more serious disciplinary action against teachers, including imposing a monetary penalty, suspending or cancelling registration.

The Committee must also review the suspension of a teacher's registration where they have been charged with an excluding offence to determine whether the teachers case is an exceptional one where the best interests of children would not be harmed if the teacher's suspension were ended.

Where a teacher has been convicted of a serious offence other than an excluding offence the Teachers Disciplinary Committee must cancel the teacher's registration unless the teacher can show cause why their case is an exceptional one where the best interests of children would not be harmed if the teacher's registration were not cancelled. Serious offences are defined in the *Commission for Children and Young People and Child Guardian Act 2000*.

Disciplinary hearings by the Teachers Disciplinary Committee

| | |
|--|----|
| Number of disciplinary matters referred by the College | 15 |
| Committee cancelled teacher registration | 7 |
| Former approved teacher prohibited from re-applying for registration for 5 years | 1 |
| Matters to be finalized | 7 |
| Number of suspensions of registration reviewed | 7 |
| Suspensions to continue pending court proceedings | 7 |

Reviews and Appeals

Professional Conduct Internal Review Committee

The Unit is responsible for administering and providing professional support to the Professional Conduct Internal Review Committee. The Committee is established by the Board of the College to review decisions of the Professional Practice and Conduct Committee about applicants' suitability to teach and disciplinary action to be taken against approved teachers. The Committee, after reviewing the decision, must recommend to the Board of the College whether it should confirm, amend or substitute the original decision of the Professional Practice and Conduct Committee.

In 2006 the Committee received one application for review from an applicant for registration who was not granted registration as the College determined that the person was not suitable to teach. The Committee recommended to the Board that it should confirm the original decision. The Board of the College determined to confirm the original decision that the applicant was not suitable to teach and therefore should not be granted registration.

District Court Appeals

The Unit is responsible for administering appeals to the District Court against decisions of the College or the Teachers Disciplinary Committee. Under the Act a person who applied for the review of an original decision may lodge a notice of appeal to the District Court about the review decision. A review decision is made by the Board of the College, following a recommendation by the respective Internal Review Committee to confirm, amend or substitute an original decision, for example not to grant registration, take particular action in relation to a condition of registration or a decision to take particular disciplinary action.

Teachers Disciplinary Committee decisions about the review of a suspension due a charge for an excluding offence, to cancel a teacher's registration due to a conviction for a serious offence or a decision that there is a ground for disciplinary action and the disciplinary action to be taken, may be appealed by the relevant teacher affected by the decision or by the College.

In 2006 there were no notices of appeal made to the District Court by an affected person or by the College. The Unit administered two applications made by affected teachers to the District Court in 2005 about decisions of the former Board of Teacher Registration. One matter was settled and did not proceed to hearing. The second matter was heard by the District Court and the appeal allowed. The Board of the College resolved to appeal the decision of the District Court to the Queensland Court of Appeal. The matter is listed for hearing in early 2007.

Outlook for 2007

The Unit will:

- implement the communication plan for the Complaints Management Framework following its endorsement by the Board;
- develop and implement administrative procedures and management practices for the *Code of Conduct for Members of the Board of the Queensland College of Teachers and Committees and Working Parties established by the Board of the Queensland College of Teachers*;
- consult with approved teachers and major stakeholders in the teaching profession about the draft *Code of Ethics for Teachers in Queensland*;
- finalise transitional disciplinary cases of the former Board of Teacher Registration;
- finalise a process with the Queensland Police Service for the daily monitoring of changes to approved teachers' criminal history;
- finalise procedures for conducting investigations authorised under the Act;
- educate employing authorities about the College's disciplinary proceedings and their obligations under the Act;
- establish information sharing arrangements with relevant agencies for the purpose of sharing or exchanging information held by the College or the relevant agency;
- develop a framework for monitoring compliance with the Act and prosecuting persons who fail to comply with the Act.

COMMUNICATION AND PROMOTION OF THE TEACHING PROFESSION

Unlike the legislation pertaining to the former Board of Teacher Registration, the legislation governing the College, the *Education (Queensland College of Teachers) Act 2005*, explicitly includes promotion of the profession as a function of the College. The *Education (Queensland College of Teachers) Act 2005*, Section 232, states:

“The college’s functions also include ... promoting the teaching profession to the public.”

The Board decided that the focus of such promotion should include:

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

Strategies aimed at promoting the teaching profession and enhancing its recognition and appreciation must necessarily be ongoing over a significant period of time. During its inaugural year, the College has taken initial steps in this regard, as described below. This work will continue and be expanded upon in future years.

Promoting the Profession Working Party

The College Board established a small working party consisting of Board members, teachers and others with relevant expertise (see Appendix 5 for membership) to develop strategies to promote the teaching profession. The Working Party met five times and developed a set of recommendations to assist the College in developing strategies to promote the teaching profession; these were presented to the Board’s November meeting for action in 2007.



World Teachers’ Day

World Teachers’ Day (WTD) was held nationally on 27 October, 2006. The QCT, in association with the VIT, produced a poster and short film for use by schools and communities across Queensland.

To encourage schools to celebrate WTD, the College developed a website containing the 60-second film, WTD poster (with QCT logo and contact details), possible newsletter items, an event planning tool, teaching stories, a questionnaire, and background information about WTD. Several copies of the printed poster were sent to each Queensland school. All schools received two emails alerting them to the website and the resources available.

To increase the public’s awareness of WTD, chambers of commerce across Queensland, selected franchise business chains and councils were contacted with letters and telephone discussions inviting businesses to be involved in WTD.

Media releases were sent by fax and mail to all suburban Queensland print and broadcast media outlets. Media announcements carrying a ‘call to action’ for local communities to get involved in WTD were sent in the week commencing October 23, 2006.

Over 15 percent of visitors to the QCT website in October visited the WTD page. The video was downloaded on over 4,900 occasions. The film was screened at the commencement of the DEA’s New Professionalism Awards lunch held on WTD.

Website

In January the College’s interim website (www.qct.edu.au) was launched. Several College forms, including the Application for Teacher Registration form and the Principal’s Report on a Provisionally Registered Teacher form, are available on the site in downloadable form. A range of publications by the College and the former Board of Teacher Registration are available for downloading from the site. Links to other related websites are provided for the assistance of users.



The website includes a Register Search facility whereby selected information on teachers from the Register (name, registration number, date of registration, type of registration, and qualifications) is available for the assistance of employers, parents and members of the public.

In 2006 the website was enhanced by the addition of a password-secured teacher log-on section whereby teachers can update their personal details on the College database. The Teacher Services section of the website continued to be developed across the year to provide a greater range of personalised services to teachers, including downloading of payment receipts.

An employer services facility, whereby schools can update the College on employment of registered teachers, will be made available in 2007.

During 2006, the number of “hits” on the website averaged about 7,000 – 9,000 a day. The most often accessed pages were the Register Search and information on applying for Teacher Registration and downloading the Application Form.

Late in the year the College began a website redevelopment project with a view to launching a greatly revised and enhanced site early in 2007.

Newsletter

The College launched a new periodical publication, *College Connection*. This was intended as an interim publication for 2006, pending the College’s consideration of possibilities for future publications. The main aim of *College Connection* was to provide teachers with news about the College, the changes to teacher registration, the new board, board decisions, policy issues and teachers’ obligations under the new Act. The publication was also designed to provide opportunities to promote the profession and several articles celebrated the achievements of teachers, both individually and as a profession.

Three editions of this newsletter were produced during the year – in May, September and November. Each edition consisted of eight A4 pages in full colour. The average cost per edition was less than 60 cents per registered teacher. Each edition was mailed individually to all teachers on the register. Feedback on the newsletter was encouraged, and in response to teacher comments, the third edition focused more closely on issues of direct relevance to teachers.

Media

The Board was contacted by the media in relation to current media reports on particular teachers and issues to do with teacher education and teacher registration. Media releases or statements were produced on a number of matters.





Student artworks

As a means of helping to acknowledge the work of teachers, the College instigated a program of displaying works of art by local school students in the College's public foyer and its meeting rooms. The artworks are changed on a regular basis. This program provides a means of publicly celebrating tangible outcomes of the excellent work of Queensland teachers.

As an extension of this activity, an annual art competition was inaugurated in partnership with EDSCO Education Supply Company to offer aspiring secondary school student artists a unique opportunity to display their work in the College's main entrance foyer.

A painting titled *Teachers... along life's journey*, by Jason Davis, a Year 11 student from A B Paterson College in Brisbane, was selected by a panel of Board members from many quality submissions received in the inaugural event in 2006.

Both these projects were well received by teachers, students and visitors to the College, and will continue in 2007.



Above images:
2006 College Art Competition

Future plans

In 2007 the College will:

- Develop and implement a communications plan for the College
- Develop a campaign to promote the profession during 2007 and 2008, in conjunction with other relevant projects being undertaken by the College
- Establish a Promoting the Profession Advisory Group with broad representation of teachers and teacher educators to provide input and feedback on the College's strategies to promote the profession
- Undertake a survey of teachers' views of the newsletter and review its publication in the light of the responses
- Continue to provide opportunities to showcase student artwork, including the Student Art Competition
- Actively promote World Teachers Day in Queensland
- Launch a revitalised website

CORPORATE SERVICES

Corporate Service Objectives

The primary objectives of the Corporate Services section are to deliver efficient and effective services in the management of the College's finances, human resources, records and data, information technology, facilities and resources.

Summary of financial position

The College's budget was approved by the Minister and monitored throughout the year. A mid-year review was undertaken in August.

The financial statements presented below (see pages 58 and following) reflect a sound financial position for this first year of operations.

The following aspects of the College's financial position are highlighted:

- A surplus of \$1.92m for the year ended 31 December 2006. This is substantially in excess of the original budgeted surplus of \$0.67m and is attributable to favourable variances in revenue (\$0.85m) and under-expenditure across a range of cost categories (\$0.40m).
- A substantial portion of the 2006 surplus, \$0.371m, has been utilised to offset the accumulated deficit which was transferred across from the College's predecessor, the Board of Teacher Registration, on the College's establishment. After allowing for this carried-over amount the College's accumulated surplus is substantially positive with a balance of \$1.487 million.
- The College has cash balances totalling \$5.596m at 31 December 2006. This is partially the result of the 2006 operating surplus referred to above and the advance receipt of the 2007 Annual Renewal Fee in December 2006 from approximately 47,000 registrants.

Corporate Services and Resources Committee (CSRC)

The CSRC oversees the delivery of corporate services, the strategic focus of these services and the provision of advice to the board across a range of financial and compliance issues. The CSRC includes 3 board members one of whom acts as the chair.

The internal audit process in the College is overseen by the CSRC. During the 2006 financial period independent internal audits and reviews were conducted by the Department of Education and the Arts of the College's financial services and Information Technology areas. Recommendations from these reviews are being implemented and further work will continue in 2007, whereupon follow-up audits will be conducted to ensure that all matters have been adequately addressed.

Risk Management

The following risks were identified during 2006 as having a significant future impact upon the College's operating activities:

Intangible Asset – Registration Database System

The College utilises a legacy computer software system, developed in-house over a number of years by its predecessor, the Board of Teacher Registration (BTR), to manage and maintain its teacher registration and renewal processes. The system is central to the College's fee-generating and registration activities.

The initial cost of the database system, purchased in 1989, was approximately \$71,000. This is below the Queensland Treasury's current intangible asset recognition threshold. The subsequent costs since the initial acquisition, of customising the purchased database system, were expensed in prior periods by the BTR. From a financial perspective this means that a significant asset used by the College is not reflected on its Balance Sheet and no provision is being made for its replacement by a charge against income for its depreciating value.

In order to establish the magnitude of the system's worth to the College, CITEC were tasked by management to perform a replacement cost exercise in November 2006 to establish the redevelopment cost of the present system. CITEC determined an estimated cost of \$ 0.95 - 2.3 million, depending on the architecture utilised to redevelop the system.

Alternatives to the present system are currently under consideration and will require a substantial investment on the part of the College over the next two reporting periods. Exact estimates of the

likely cost are not available at this time; however, management have budgeted \$500,000 in 2007 to commence the process.

The present system will remain in use for at least the next two reporting periods.

Future Commitment to Conduct Criminal History Checks

In terms of the *Education (Queensland College of Teachers) Act 2005*, the College has an obligation commencing in the latter half of 2010 to conduct, at its own expense, Criminal History Checks of teachers applying for renewal of their five-year registration.

This effectively places an obligation on the College to commit to substantial cash outflows, which for the period 2010 to 2011 will total \$2.152m. This estimate is based on the current cost of obtaining a Criminal History Check and registrant profile at 31 December 2006.

It is significant to note that this commitment will be a permanent feature of the College's ongoing business from 2010 given the changed nature of teacher registration from calendar-year to rolling renewal periods.

As a result the College is instituting the following risk-minimisation strategies:

- * Regular ongoing risk assessments of its obligation in terms of future Criminal History Checks;
- * The maintenance of adequate levels of Accumulated Surpluses and cash funds to cater for these obligations and the increased expenditure associated with conducting and administering these Criminal History Checks. An amount of \$1.4 million has been specifically allocated from the 2006 Accumulated Surplus, and is to be invested separately to meet this commitment. Additional

amounts will be allocated from available surpluses to make up the level of funding required.

Staffing Establishment

A review was undertaken during 2006 by independent consultants, Mercer Human Resources Consulting, of the College's organizational structure, staffing and remuneration levels. The review noted that with the increased duties, functions and responsibilities of the College the staff complement and skill set was inadequate in relation to its obligations and objectives. As a consequence a revised organisational structure and slight increase in staff numbers have been approved by the board with the necessary changes and recruiting action likely to occur in the first half of 2007.



Financial Services

The College maintains its accounts internally on the MYOB general ledger package which was implemented with effect from 1 January 2006. The movement to a new system was a response identifying a need to improve the quality of information made available to the College's management to assist in decision-making processes, arising out of the College's expended functions.

During 2007 it is proposed to further investigate options to improve the quality of information available for decision-making as well as the use of shared service providers to support the College's delivery of its corporate service obligations.

Banking

The College maintains a cheque account with the Commonwealth Bank of Australia and an investment account with the Queensland Treasury Corporation, which provides access to favourable interest rates on cash balances.

In terms of current regulations the College is only permitted to invest surplus cash for a maximum period of 12 months. In line with the College's future commitment to undertake Criminal History Checks mentioned earlier, discussions are currently being held with Department of Education and the Arts and Queensland Treasury with a view to enabling the College to access longer term investment products to improve the yield on cash invested to meet this obligation.

Building and facilities

During 2006 the Resources unit managed alterations to the 9th floor layout of the Professional Conduct and Directorate sections to physically separate its disciplinary hearings, decision-making and executive functions.

Information Technology

The Information Technology unit of Corporate Services oversees and supports the College's technology infrastructure and information requirements.

Central to the unit's functions is the continual refinement of the College's registration database system, referred to earlier, in response to information, processing and client needs. Changes to the functions and activities inherited from the BTR, resulting from the College's enabling legislation, impacted on the registration database, requiring significant refinements and improvements to cater for these changed functions.

During 2006 a teacher services facility was added to the database via a web-based application to enable teachers to update certain of their details on the database. Work also commenced on an employers' service facility to enable schools to check on the registration status of teachers in their employ and amend their details in order to advise the College of teacher movements. It is hoped to fully deploy this enhancement during the early part of 2007.



Options for fee payment were further enhanced by the expansion of web-based payment options to include Bill Express.

An additional officer was appointed during the year to specifically service the increasing web-based needs of the College. The College's website is currently undergoing redevelopment together with an events calendar for delivery in 2007.

Records Management

The College continues to implement the electronic records and document management system inherited from the BTR. A review of records management processes and procedures was conducted during the year. Arising from the recommendations made further work will be conducted during 2007 to improve the classification system and institute processes around retention, archiving and disposal of documents in compliance with the necessary standards.

Human Resources

In July 2006 the College's payroll processes were moved from the Department of Education and the Arts to the Corporate Administration Agency (CAA). The move enabled the College to access a more comprehensive range of human resource services to better service the organisation's needs.

The College's office staff operated on flexitime to help ensure maximum staff availability during peak workload periods.

Training sessions were made available to all staff members during 2006 in the following areas: Privacy and Freedom of Information, Good Decision-making, State Purchasing Policy, and Workplace Health and Safety. External short courses and workshops on areas relevant to

their roles were attended by various staff members (eg Rehabilitation and Return to Work, assessment of overseas teaching qualifications, corporate investigation, writing Ministerial correspondence, and MYOB).

As part of the current enterprise bargaining agreement, a Local Consultative Committee, consisting of management and union representatives, was established and met monthly; reports of the meetings were made available to all members of staff. A Workplace Health and Safety Committee was established and met several times.

A Professional Performance and Review plan was developed with assistance from the CAA.

In August, staff members were invited to complete the Queensland Public Agency Staff Survey (QPASS), an instrument designed to measure levels of morale and job stress among staff. In terms of quantitative results all measures of workplace morale were in the neutral range or better; measures of job satisfaction and professional interaction rated most positively. Measures of organisational stress were neutral or better, with results indicating that staff on average were satisfied in relation to levels of individual stress. Staff will be surveyed on an annual basis in order to gauge any changes in organisational climate.

Staffing profile

As at the last pay day in December the College directly employed 37.6 staff members.

Gender and Employment Basis of College Staff

| | Female | Male | Total |
|------------|--------|------|-------|
| Permanent | 26 | 6 | 32 |
| Fixed Term | 3 | 0.6 | 3.6 |
| Casual | 2 | - | 2 |
| TOTAL | 31 | 6.6 | 37.6 |

Service Charter

To help improve the College's service and strengthen relationships with stakeholders, a Service Charter was developed and made available on the website. The Service Charter explains the College's role, details its service commitments and offers advice on how clients can assist the College to meet these commitments. Feedback on the College's performance is encouraged.

Strategic Plan and Annual Report

A Strategic Plan for 2006-2010 was prepared and forwarded to the Minister.

Under the provisions of the *Education (Queensland College of Teachers) Act 2005*, the College was required to prepare and submit the Annual Report of the Board of Teacher Registration for 2005, the final year of that Board's operations. This was submitted to the Minister before the 30 April due date.

Public interest disclosures

No disclosures were received during the 2006 year under the *Whistleblowers Protection Act 2001*. In the absence of its own policy in this area, the College will manage any disclosures or improper conduct in terms of current Department of Education and the Arts policy and guidelines.

Freedom of Information

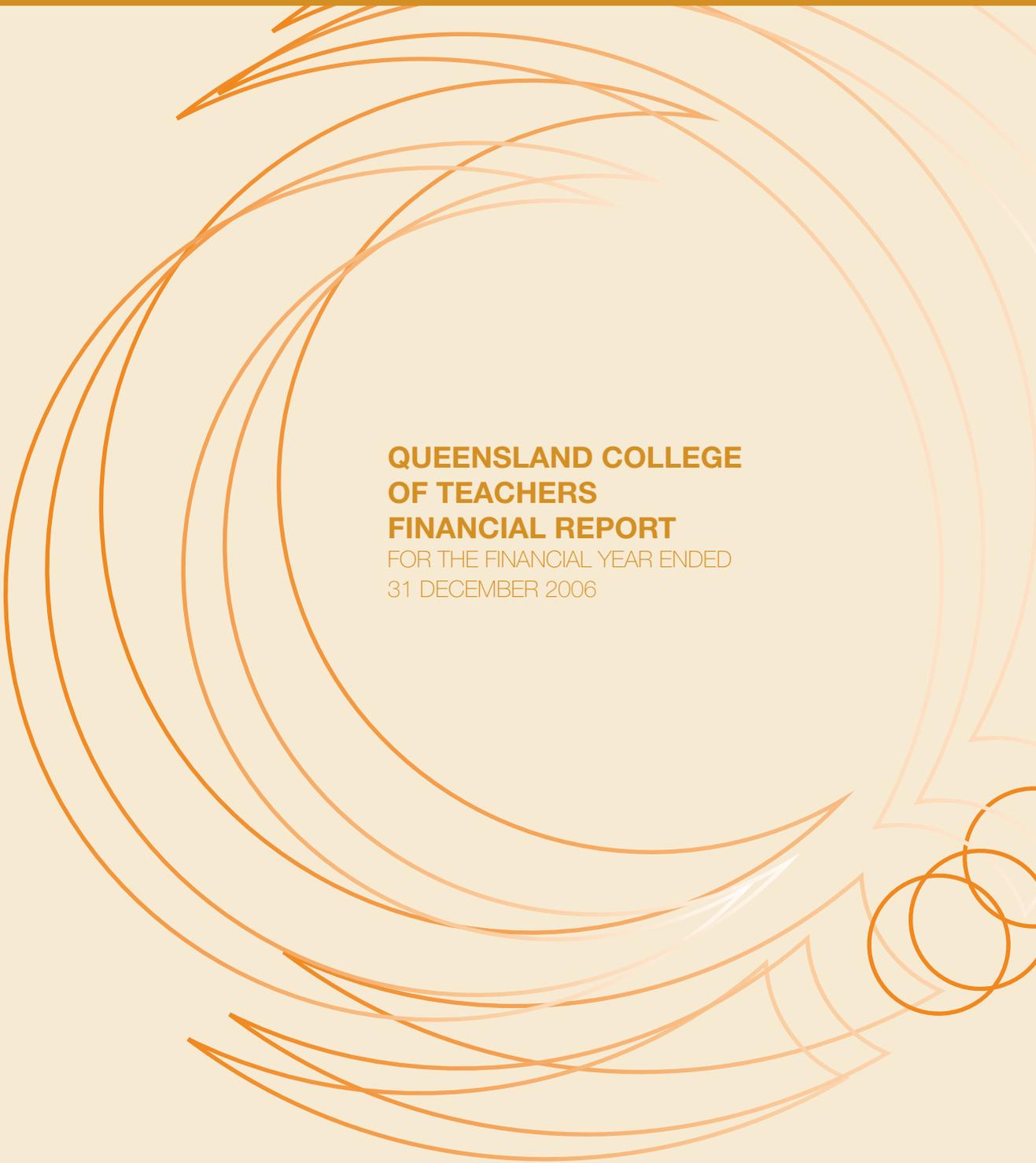
The College's Freedom of Information (FOI) Officers in 2006 were Ms Kathryn Rodgers (Legal Officer) and Ms Kylie Mercer (Principal Legal Officer). The FOI officer oversees the right of access to documentation in terms of the *Freedom of Information Act 1982*.

During 2006 two requests for information were made to the College; one was finalised and the other was still under consideration as of the end of the year.

Future Plans

In 2007, the College will:

- Undertake ongoing review and maintenance of corporate governance arrangements to ensure better practice is maintained;
- Continue to review policies to ensure performance accountabilities are met;
- Maintain commitment to implementation of audit recommendations;
- Continue to monitor indicators of organisational health to ensure they remain positive;
- Consider recommendations arising from the review of information systems.



**QUEENSLAND COLLEGE
OF TEACHERS
FINANCIAL REPORT**
FOR THE FINANCIAL YEAR ENDED
31 DECEMBER 2006

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General Information

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

39 Sherwood Road
Toowong Q 4000

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

INCOME STATEMENT

FOR THE YEAR ENDED 31 DECEMBER 2006

| | Notes | 2006 \$ |
|--------------------------|-------|------------------|
| INCOME | | |
| Revenue | | |
| Fees | 2 | 5,808,540 |
| Interest | | 187,808 |
| Criminal History Checks | | 140,558 |
| Other revenue | | 11,727 |
| Total Income | | 6,148,633 |
| EXPENSES | | |
| Employee expenses | 3 | 2,462,091 |
| Supplies and services | 4 | 1,490,954 |
| Depreciation | 5 | 22,856 |
| Criminal History Checks | | 252,982 |
| Total expenses | | 4,228,883 |
| OPERATING SURPLUS | 13 | 1,919,750 |

The accompanying notes form part of these financial statements.

BALANCE SHEET

AS AT 31 DECEMBER 2006

| | Notes | 2006 \$ |
|----------------------------------|-------|------------------|
| CURRENT ASSETS | | |
| Cash and cash equivalents | 6 | 5,595,708 |
| Receivables | 7 | 80,058 |
| Other | 8 | 80,491 |
| Total current assets | | 5,756,257 |
| NON-CURRENT ASSETS | | |
| Plant and equipment | 9 | 147,547 |
| Total non-current assets | | 147,547 |
| TOTAL ASSETS | | 5,903,804 |
| CURRENT LIABILITIES | | |
| Payables | 10 | 227,165 |
| Accrued Employee Benefits | 11 | 328,841 |
| Other Current Liabilities | 12 | 3,860,605 |
| Total current liabilities | | 4,416,611 |
| NET ASSETS | | 1,487,193 |
| EQUITY | | |
| Retained Surplus | 18 | 1,487,193 |
| TOTAL EQUITY | | 1,487,193 |

The accompanying notes form part of these financial statements.

STATEMENT OF CHANGES IN EQUITY

FOR THE YEAR ENDED 31 DECEMBER 2006

| | Notes | Retained Surplus |
|--|-------|-------------------------|
| | | 2006 \$ |
| BALANCE 1 JANUARY | | - |
| Operating Surplus for the year | | 1,919,750 |
| Transactions with Owners as Owners: | | |
| Assets/liabilities transferred from government | 14 | (371,214) |
| Net leave liabilities transferred from other public sector entities | | (61,343) |
| BALANCE 31 DECEMBER | 18 | <u>1,487,193</u> |

The accompanying notes form part of these financial statements.

CASH FLOW STATEMENT

FOR THE YEAR ENDED 31 DECEMBER 2006

| | Notes | 2006 \$ |
|--|-------|--------------------------------|
| CASH FLOWS FROM OPERATING ACTIVITIES | | |
| Inflows: | | |
| Receipts from customers | | 8,909,388 |
| Interest | | 187,808 |
| GST input tax credits | | 226,215 |
| GST collected from customers | | 10,330 |
| Outflows: | | |
| Employee expenses | | (2,592,840) |
| Supplies and services | | (1,825,211) |
| GST paid to suppliers | | (251,857) |
| GST remitted to the ATO | | (3,409) |
| Net cash provided by operating activities | 13 | <u>4,660,424</u> |
| CASH FLOWS FROM INVESTING ACTIVITIES | | |
| Inflows: | | |
| Sales of plant and equipment | | 17,518 |
| Outflows: | | |
| Payments for plant and equipment | | (133,769) |
| Net cash used in investing activities | | <u>(116,251)</u> |
| NET INCREASE IN CASH HELD | | 4,544,173 |
| Cash at beginning of financial year | | 0 |
| Cash transferred from Government | 14 | <u>1,051,535</u> |
| CASH AT END OF FINANCIAL YEAR | 6 | <u><u>5,595,708</u></u> |

The accompanying notes form part of these financial statements.

NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2006

Objectives and Principal Activities of the Queensland College of Teachers

The Queensland College of Teachers commenced operation on 1 January 2006. The College encompasses the activities previously undertaken by the Board of Teacher Registration.

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

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

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

1 Summary of Significant Accounting Policies

(a) Basis of Accounting

The financial statements have been prepared in accordance with Australian Equivalents to International Financial Reporting Standards (AEIFRS).

The financial report is a general purpose financial report.

In particular, the financial statements comply with the Treasurer's Minimum Reporting Requirements and other authoritative pronouncements.

The AASB has issued amendments to existing standards. The amendments are denoted by year and then number, for example 2005-1 indicates amendment 1 issued in 2005. The College has elected to early adopt the following accounting standards and amendments:

AASB 2005-10 *Amendments to Australian Accounting Standards* [AASB 132, AASB 101, AASB 114, AASB 117, AASB 133, AASB 139, AASB 1, AASB 4, AASB 1023 & AASB 1038] September 2005)

Except where stated, the historical cost convention is used.

(b) First year reporting

The College initiated operations on 1 January 2006 as a result of the commencement of the *Education (Queensland College of Teachers) Act 2005*. This Act resulted in the closure of the Board of Teacher Registration and all assets, liabilities and losses, as detailed in note 14, were transferred by Government to the College.

(c) The Reporting Entity

The financial statements include the value of all revenues, expenses, assets, liabilities and equity of the College, where material, except for those detailed in note 18.

(d) Revenue

Amounts disclosed as revenue are, where applicable, net of returns, allowances and duties and taxes. Revenue is recognised for each of the College's major activities as follows:

Registration fees

Registration fees are raised annually in advance. Revenue is recognised in the year to which the registration relates. Revenue relating to a future year, in accordance with the above revenue recognition policy, is carried forward in the balance sheet as renewal fees received in advance.

Application Fees and Criminal History Checks

Application fees and Criminal History Check fees are charged to prospective teachers and recognised as revenue on initial registration and at the time of application respectively.

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

(e) Receivables

Receivables are comprised of other debtors, and generally arise from transactions outside the usual operating activities of the College, being recognised at their assessed values. Terms are a maximum of three months, no interest is charged and no security is obtained.

The collectability of receivables is assessed periodically with provision being made for impairment. All known bad debts were written-off as at 31 December.

(f) Acquisitions of Assets

Actual cost is used for the initial recording of all asset acquisitions. Cost is determined as the value given as consideration plus cost incidental to the acquisition, including all other costs incurred in getting the assets ready for use. However, any training costs are expensed as incurred.

Where assets are received free of charge from a Queensland department (whether as a result of a machinery-of-Government or other involuntary transfer), the acquisition cost is recognised as the gross carrying amount in the books of the transferor immediately prior to the transfer together with any accumulated depreciation.

(g) Plant and Equipment

Items of plant and equipment, with a cost or other value in excess of the following thresholds are recognised for financial reporting purposes in the year of acquisition:

| | |
|-------------|-----------|
| Intangibles | \$100,000 |
| Other | \$5,000 |

Items with a lesser value are expensed in the year of acquisition.

Plant and equipment is valued at cost in accordance with Queensland Treasury's Non Current Asset Accounting Policies for the Queensland Public Sector. The carrying amounts for plant and equipment at cost should not materially differ from their fair value.

(h) Depreciation of Plant and Equipment

Plant and equipment are depreciated on a straight-line basis so as to allocate the net cost of each asset, less its estimated residual value, progressively over its estimated useful life to the College.

Where assets have separately identifiable components that are subject to regular replacement, these components are assigned useful lives distinct from the asset to which they relate and are depreciated accordingly.

Any expenditure that increases the originally assessed capacity or service potential of an asset is recognised and the new depreciable amount is depreciated over the remaining useful life of the asset to the College.

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

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

| Class | Rate % |
|---|---------|
| Plant and equipment: Other equipment | 10 – 25 |

(i) Impairment of Non-Current Assets

All non-current physical assets are assessed for indicators of impairment on an annual basis. If an indicator of possible impairment exists, the College determines the asset's recoverable amount. Any amount by which the asset's carrying amount exceeds the recoverable amount is recorded as an impairment loss.

The asset's recoverable amount is determined as the higher of the asset's fair value less costs to sell and depreciated replacement cost.

An impairment loss is recognised immediately in the Income Statement.

Where an impairment loss subsequently reverses, the carrying amount of the asset is increased to the revised estimate of its recoverable amount, but so that the increased carrying amount does not exceed the carrying amount that would have been determined had no impairment loss been recognised for the asset in prior years. A reversal of an impairment loss is recognised as income.

(j) Leases

A distinction is made in the financial statements between finance leases that effectively transfer from the lessor to the lessee substantially all risks and benefits incidental to ownership, and operating leases, under which the lessor retains substantially all risks and benefits.

Operating lease payments are representative of the pattern of benefits derived from the leased assets and are expensed in the periods in which they are incurred.

(k) 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.

(l) Employee Benefits

Wages, Salaries, Annual Leave and Sick Leave

Wages, salaries and annual leave due but unpaid at reporting date are recognised in the Balance Sheet at the remuneration rates expected to apply at the time of settlement and include related on-costs such as payroll tax, WorkCover premiums, long service leave levies and employer superannuation contributions.

For unpaid entitlements expected to be paid within 12 months, the liabilities are recognised at their undiscounted values. For those entitlements not expected to be paid within 12 months, the liabilities are recognised at their present value, calculated using yields on Fixed Rate Commonwealth Government bonds of similar maturity.

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

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

Long service Leave

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

No provision for long service leave is recognised in the financial statements, the liability being held on a whole-of-Government basis and reported in the financial report prepared pursuant to AAS 31 *Financial Reporting by Governments*.

Superannuation

Employer superannuation contributions are paid to Qsuper, the superannuation plan for Queensland Government employees, at rates determined by the State Actuary. Contributions are expensed in the period in which they are paid or payable. The College's obligation is limited to its contribution to Qsuper.

Therefore, no liability is recognised for accruing superannuation benefits in these financial statements, the liability being held on a whole-of-Government basis and reported in the financial report prepared pursuant to AAS 31 *Financial Reporting by Governments*.

(m) Provisions

Provisions are recorded when the College has a present obligation, either legal or constructive as a result of a past event. They are recognised at the amount expected at reporting date to settle the obligation in a future period, but where the timing and/or amount required to settle the obligation is uncertain at reporting date, discounted to the present value using the pre-tax discount rate.

(n) Insurance

The College's non-current physical assets and other risks are insured through a commercial insurer with 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.

(o) Contributed Equity

Non-reciprocal transfers of assets and liabilities between wholly-owned Queensland State Public Sector entities as a result of machinery-of-Government changes are adjusted to 'Contributed Equity' where it exists or Retained Surplus, in accordance with UIG Abstract 1038 Contributions by Owners Made to Wholly Owned Public Sector Entities and the Treasurer's Financial Reporting Requirements.

(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 ATO are recognised and accrued.

(q) Issuance of Financial Statements

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

(r) Judgements and Assumptions

The College has made no judgements or assessments which may cause a material adjustment to the carrying amounts of assets and liabilities within the next reporting period.

(s) Rounding and Comparatives

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

No comparative figures are provided for the prior year as the College commenced operations with effect from 1 January 2006.

2006
\$

NOTES TO AND FORMING
PART OF THE FINANCIAL
STATEMENTS FOR THE YEAR
ENDED 31 DECEMBER 2006

2 Fees

| | |
|---|------------------|
| Teacher Registration and Application fees | 5,694,427 |
| Late Payment fees | 113,680 |
| Other fees | 433 |
| | <u>5,808,540</u> |

3 Employee expenses/Number of employees/ Executive Remuneration

| | |
|---------------------------------------|------------------|
| Wages and salaries | 2,114,078 |
| Employee superannuation contributions | 201,233 |
| Long service leave levy | 33,579 |
| Other | 113,201 |
| | <u>2,462,091</u> |

The College had 31.1 full time equivalent employees at 31 December 2006.

Executive Remuneration:

No senior executive earned in excess of \$100,000 during the current reporting period.

4 Supplies and services

| | |
|---|------------------|
| Administration and finance * | 764,580 |
| Asset operating costs | 92,733 |
| Board and Committee Expenses | 130,241 |
| Board Election Costs | 46,358 |
| Consulting, contracting and bureau fees | 91,347 |
| Professional Conduct and Disciplinary costs | 58,648 |
| Property costs & maintenance | 307,047 |
| | <u>1,490,954</u> |

*Total external audit fees relating to the 2006 financial year are estimated to be \$12,000.
There are no non - audit services included in this amount.

5 Depreciation

| | |
|---------------------|---------------|
| Plant and equipment | <u>22,856</u> |
|---------------------|---------------|

2006
\$

6 Cash and cash equivalents

| | |
|------------------|------------------|
| Cash on hand | 600 |
| Cash at bank | 1,047,118 |
| Deposits at call | 4,547,990 |
| | <u>5,595,708</u> |

7 Receivables

| | |
|-----------------------------------|---------------|
| Other debtors | 16,265 |
| Long service leave reimbursements | 9,309 |
| GST Receivable | 61,472 |
| GST Payable | (6,988) |
| | <u>80,058</u> |

8 Other current assets

| | |
|---------------------|---------------|
| Prepayments | 38,789 |
| Salaries in Advance | 41,702 |
| | <u>80,491</u> |

9 Plant and equipment

| | |
|-------------------------------|----------------|
| <i>Plant and equipment</i> | |
| At cost | 279,453 |
| Less accumulated depreciation | (131,906) |
| Total | <u>147,547</u> |

Plant and equipment reconciliation

| | Opening WDV Transferred in | Additions | Disposals | Depreciation | Closing WDV |
|----------------------------|-------------------------------|-----------|-----------|--------------|----------------|
| | \$ | \$ | \$ | \$ | \$ |
| <i>Plant and equipment</i> | 56,452 | 133,769 | (19,818) | (22,856) | 147,547 |

The College has plant and equipment with an original cost of \$ 95,074 and a written down value of zero which is still being used in the provision of services. Disposal of these assets is scheduled for 2010 -11, upon relocation of the College to new premises.

2006
\$

10 Payables

| | |
|-----------------|----------------|
| Trade creditors | 95,292 |
| Other creditors | 131,873 |
| | <u>227,165</u> |

11 Accrued Employee Benefits

| | |
|----------------------|----------------|
| Recreation leave | 270,263 |
| Salaries outstanding | 58,578 |
| | <u>328,841</u> |

12 Other Current Liabilities

| | |
|----------------------------------|------------------|
| Unearned application fees | 195,567 |
| Renewal fees received in advance | 3,665,038 |
| | <u>3,860,605</u> |

2006
\$

13 Reconciliation of Operating Surplus to Net Cash Provided by (Used In) Operating activities

| | |
|---|------------------|
| Net surplus from ordinary activities | 1,919,750 |
| Depreciation | 22,856 |
| Loss on disposal of non-current assets | 2,299 |
| Change in assets and liabilities | |
| Decrease in receivables | 6,246 |
| Increase in receivables | (25,642) |
| Increase in LSL reimbursement | (9,957) |
| Increase in prepayments | (41,581) |
| Decrease in accounts payables | (41,993) |
| Decrease in accrued employee benefits | (120,791) |
| Increase in unearned revenue | 2,942,316 |
| Increase in GST payable | 6,921 |
| Net cash provided by operating activities | <u>4,660,424</u> |

NOTES TO AND FORMING
PART OF THE FINANCIAL
STATEMENTS FOR THE YEAR
ENDED 31 DECEMBER 2006

14 Assets and liabilities transferred by owners

On formation of the College on 1 January 2006 the following assets and liabilities were transferred in accordance with section 303 of the *Education (Queensland College of Teachers) Act 2005*:

| | |
|--|--------------------|
| Non current assets | 56,452 |
| Accounts receivable and prepayments | 106,493 |
| Current liabilities | <u>(1,585,694)</u> |
| Net liabilities Introduced by owners excluding cash balances | (1,422,749) |
| Cash balances | 1,051,535 |
| Net liabilities transferred | <u>(371,214)</u> |

15 Financial Instruments

Transition to Australian Equivalents to International Financial Reporting Standards

The College has used the exemption in AASB 1 *First-Time Adoption of Australian Equivalents to International Financial Reporting Standards* and has not presented comparative information for financial instruments that complies with AASB 132 *Financial Instruments: Presentation*, AASB 139 *Financial Instruments: Recognition and Measurement* and AASB 7 *Financial Instruments: Disclosures*.

No adjustments were required to comply with the new requirements set out in AASB 132, AASB 139, and AASB 7.

Categorisation of Financial Instruments

The College has categorised the financial assets and liabilities held as:

| Financial Assets | Category |
|-----------------------|---|
| Cash | |
| Receivables | Loans and Receivables (at nominal value) |
| Financial Liabilities | |
| Payables | Financial liability not at fair value through profit or loss (at nominal value) |

15 Financial Instruments (continued)

Interest rate risk exposure

The College's exposure to interest rate risks and the effective interest rates of financial assets and financial liabilities are shown in the following table:

| | Floating Interest Rate | Non interest bearing | Total carrying amount as per Balance Sheet | Weighted average interest rates |
|------------------------------------|---------------------------|-------------------------|--|---------------------------------------|
| | \$ | \$ | \$ | |
| Financial assets | | | | |
| Cash and cash equivalents | 5,595,108 | 600 | 5,595,708 | 6.1% |
| Receivables | 80,058 | 80,058 | | |
| Total financial assets | 5,595,108 | 80,658 | 5,675,766 | |
| Financial liabilities | | | | |
| Payables | - | 227,165 | 227,165 | |
| Total financial liabilities | - | 227,165 | 227,165 | |

Credit Risk Exposure

The maximum exposure to credit risk at balance date in relation to each class of recognised financial asset is represented by the carrying amount of those assets net of any provisions for impairment as indicated in the Balance Sheet.

No significant concentrations of credit risks have been identified.

Liquidity risk

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.

Fair value

The fair value is determined as follows:

The fair value of cash and cash equivalents and non - interest bearing monetary financial assets and financial liabilities approximate their carrying amounts.

| Financial Instruments | Total carrying amount 2006 \$ | Net fair value 2006 \$ |
|------------------------------|-------------------------------------|------------------------------|
| FINANCIAL ASSETS | | |
| Cash and cash equivalents | 5,595,708 | 5,595,708 |
| Receivables | 80,058 | 80,058 |
| Total | 5,675,766 | 5,675,766 |
| FINANCIAL LIABILITIES | | |
| Payables | 227,165 | 227,165 |
| Total | 227,165 | 227,165 |



16 Segment Information

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

2006
\$

17 Commitments for expenditure

Non-Cancellable Operating Lease Commitments

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

Operating leases for property, office equipment and motor vehicles

Outstanding lease commitments are due for payment as follows:

| | |
|---|------------------|
| not later than one year | 298,888 |
| later than one year and not later than five years | 858,262 |
| | <u>1,157,150</u> |

18 Retained Surplus

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

Intangible Asset

The College utilises a computer software system, developed in house by its predecessor, the Board of Teacher Registration, to manage and maintain its teacher accreditation and renewal processes. The system is pivotal to the College's activities. The capitalised cost of the database system, purchased in 1989 was approximately \$71,000, which is below the current intangible asset recognition threshold. The subsequent costs of customising the purchased database system were expensed in prior periods.

The present system will remain in use for at least the next two reporting periods whilst a replacement system is developed and implemented.

CITEC performed a replacement cost exercise on 21 November 2006 to establish the redevelopment cost of the present system. An estimated cost of between \$.95-2.3 million was determined depending on the architecture utilised.

Alternatives to the present system are currently under consideration. It is estimated that the likely cost will be in excess of \$500,000, and should be considered in assessing the adequacy of the College's equity and cash positions.

18 Retained Surplus (continued)

Criminal History Checks

In terms of its enabling legislation, the College is obliged at its own expense to conduct Criminal History Checks within six months prior to the termination of Teachers' 5 year registration periods. Based on present registrations and current Criminal History Check fees the estimated cash outflow commencing in 2010 is expected to be in excess of \$ 2.15 million.

As such, the College has earmarked \$1.4 million of the retained surplus to cater for the resultant anticipated cash flows.

19 Contingent liabilities

There were no known contingent assets or liabilities of a significant nature as at 31 December 2006.

20 Superannuation

The College contributes in respect of its employees to the following Superannuation scheme:

QSuper

| | Contribution Rate | 2006 \$ |
|------------------------------------|----------------------|----------------|
| Type of Scheme | % | |
| Defined Benefit | 12.75 | 129,023 |
| Accumulation account | 9 - 12.75 | 72,210 |
| Total contributions to all schemes | | <u>201,233</u> |

The disclosure requirements for defined benefit schemes, detailed in AASB 1028 have not been provided as the liability is held and reported on a whole-of-Government basis.

21 Remuneration of Board Members

Remuneration received, or due and receivable by Board Members from the College in connection with the management of the College totalled \$ 24,929.

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

| \$ | 2006 No. |
|----------------|-------------|
| 0 - 5,000 | 2 |
| 5,001 - 10,000 | 3 |



20 Remuneration of Board Members (continued)

The College's Board comprises the following members as at 31 December 2006:

Professor J Dewar (Chairperson)

P Anderson

D Aylward

G Barnes

J Beaton

N Grayson

M Hollands

Dr R Hunter

J Kennedy

W Lambert

S Lund

M McCall

R Nichols

S Nightingale

T Rourke

K Twomey

All members were appointed as of 1 January 2006. There have been no changes in the Board during the Period.

NOTES TO AND FORMING
PART OF THE FINANCIAL
STATEMENTS FOR THE YEAR
ENDED 31 DECEMBER 2006



CERTIFICATE

OF QUEENSLAND COLLEGE OF TEACHERS

These general purpose financial statements have been prepared pursuant to section 46F(1) of the *Financial Administration and Audit Act 1977* (the Act), and other prescribed requirements. In accordance with Section 46F(3) of the Act we certify that in our opinion:

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

b) the statements have been drawn up to present a true and fair view, in accordance with prescribed accounting standards, of the transactions of the Queensland College of Teachers for the financial year ended 31 December 2006 and of the financial position of the College at the end of that year.

J.Ryan
Director

March 2007

Professor J.Dewar
Chairperson

March 2007

INDEPENDENT AUDIT REPORT

TO THE BOARD OF THE QUEENSLAND COLLEGE OF TEACHERS

Scope

Matters Relating to the Electronic Presentation of the Audited Financial Report

The audit report relates to the financial report of the Queensland College of Teachers for the financial year ended 31 December 2006 included on Queensland College of Teachers' web site. The Directors are responsible for the integrity of the Queensland College of Teachers' web site. We have not been engaged to report on the integrity of the Queensland College of Teachers' web site. The audit report refers only to the statements named below. It does not provide an opinion on any other information which may have been hyperlinked to/from these statements. If users of the financial report are concerned with the inherent risks arising from electronic data communications they are advised to refer to the hard copy of the audited financial report, available from Queensland College of Teachers, to confirm the information included in the audited financial report presented on this web site.

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

The Financial Report

The financial report of the Queensland College of Teachers consists of the Income Statement, Balance Sheet, Statement of Changes in Equity and the Cash Flow Statement, notes to and forming part of the financial report and certificates given by the Board and Director of the Queensland College of Teachers for the year ended 31 December 2006.

The Board's Responsibility

The Board is responsible for the preparation and true and fair presentation of the financial report, the maintenance of adequate accounting records and internal controls that are designed to prevent and detect fraud and error and for the accounting policies and accounting estimates inherent in the financial report.

Audit Approach

As required by law, an independent audit was conducted in accordance with QAO *Auditing Standards*, which incorporate the *Australian Auditing Standards*, to enable me to provide an independent opinion whether in all material respects the financial report is presented fairly, in accordance with the prescribed requirements, including any mandatory financial reporting requirements as approved by the Treasurer for application in Queensland.

Audit procedures included –

- examining information on a test/sample basis to provide evidence supporting the amounts and disclosures in the financial report;
- assessing the appropriateness of the accounting policies and disclosures used and the reasonableness of significant accounting estimates made by the Board;
- obtaining written confirmation regarding the material representations made in conjunction with the audit; and
- reviewing the overall presentation of information in the financial report.

Independence

The *Financial Administration and Audit Act 1977* promotes the independence of the Auditor-General and QAO authorised auditors.

The Auditor-General is the auditor of all public sector entities and can only be removed by Parliament.

The Auditor-General may conduct an audit in any way considered appropriate and is not subject to direction by any person about the way in which audit powers are to be exercised.

The Auditor-General has for the purposes of conducting an audit, access to all documents and property and can report to Parliament matters which in the Auditor-General's opinion are significant.

Audit Opinion

In accordance with s.46G of the *Financial Administration and Audit Act 1977* –

- (a) I have received all the information and explanations which I have required; and
- (b) in my opinion –
 - (i) the prescribed requirements in respect of the establishment and keeping of accounts have been complied with in all material respects; and
 - (ii) the financial report has been drawn up so as to present a true and fair view, in accordance with the prescribed accounting standards of the transactions of the Queensland College of Teachers for the financial year 1 January 2006 to 31 December 2006 and of the financial position as at the end of that year.



C F DOUGHERTY CPA
as Delegate of the Auditor-General of Queensland

Queensland Audit Office
Brisbane

APPENDIX 1: SCHEDULE OF CONSULTANCIES

| Name of Consultant | Service | Category of consultancy | Total cost to QCT |
|----------------------------------|---|---------------------------|-------------------|
| Mercer Human Resource Consulting | Professional services, September to November 2006 | Human Resource Management | \$31,185.00 |

APPENDIX 2: SCHEDULE OF OVERSEAS TRAVEL

| Name of Officer and Position | Destination | Dates of travel | Reason for travel | Total cost to QCT | Contribution from other agencies or sources |
|--|-------------|------------------|------------------------|-------------------|---|
| Manitzky, Jill (Ms) Senior Policy Officer | New Zealand | 28.1.06 – 5.2.06 | Attend PEPE Conference | \$1506.24 | nil |

APPENDIX 3: REMUNERATION PAID TO BOARD AND TEACHERS DISCIPLINARY COMMITTEE MEMBERS

The total amount of fees paid to members of the Board and the Teachers Disciplinary Committee for the period 1 January 2006 to 31 December 2006 was \$36,998.

The total amount of on-costs (including travel and accommodation involved in meeting attendance, and reimbursement to schools for Teacher Relief Salaries incurred when teacher members attend meetings) for the Board and the Teachers Disciplinary Committee in 2006 was \$24,525.00.

APPENDIX 4: MEMBERSHIP OF COMMITTEES ADMINISTERED BY THE COLLEGE

Teachers Disciplinary Committee

| Membership Category | Name |
|---|-----------------|
| 1 lawyer of at least 5 years standing who is familiar with school environments (as Chair) | Lisa O'Neill |
| Registered Teacher | Beverley Day |
| Registered Teacher | Stuart McDonald |
| Not a Registered Teacher | Les McNamara |
| Not a Registered Teacher | Trevor Schramm |

Standing Committees of the Board of the College:

Corporate Services and Resources Committee

| Membership Category | Name | Position |
|---|-----------------------|--|
| Board member who is a registered teacher | Mark Hollands (Chair) | Teacher, School of Distance Education |
| Board member who is a registered teacher | Ruth Nichols | Teacher, State School |
| Board member who is not a registered teacher | Wanda Lambert | President , Qld Council for Parents and Citizens Associations |
| The Director of the Office of the College (or nominee) | John Ryan (from May) | Director, Office of the College |
| An external community representative with high-level financial or audit expertise | Neville Moo | Director Audit Operations, Department of Education and the Arts |
| An external community representative with high-level ICT expertise | Terry Dwan | Assistant Director Information and Communication Technologies, Qld Studies Authority |



Professional Conduct Internal Review Committee

| Membership Category | Name | Position |
|--|----------------|---|
| A member of the Board of the College (as Chair) | John Kennedy | Compliance Officer, Diocesan Catholic Education Office |
| Non-Board member identified jointly by the employer representatives on the Board | Craig Allen | Director, Human Resource Services, Department of Education and the Arts |
| Non-Board member identified by the union representatives on the Board | Jim Ferster | Teacher, non-state school |
| Non-Board member who is a community representative identified jointly by the parent representatives on the Board and the Minister's community nominee to the Board | Di Loddon | Community representative |
| Non-Board member who is a staff member from the Office of the College nominated by the Director | Robert Beazley | Business Manager, Office of the College |

Professional Practice and Conduct Committee

| Membership Category | Name | Position |
|--|------------------------|--|
| Board member who is a registered teacher | Therese Rourke (Chair) | Teacher, state school |
| Board member who is a registered teacher | Sandra Nightingale | Support Teacher – Inclusive Education, non-state school |
| Board member who is not a registered teacher | John Beaton | Chair, State Committee Federation of Parents and Friends Associations of Catholic Schools (FPFACS) |

Professional Standards Committee

| Membership Category | Name | Position |
|---|----------------|--|
| The Chair of the Registration Committee | Perry Anderson | Guidance Officer, Department of Education and the Arts |
| Board member who must be a practising teacher, at least one of whom must be an elected teacher representative | Mark McColl | Teacher, non-state school |
| Board member who must be a practising teacher, at least one of whom must be an elected teacher representative | Dianne Aylward | Head of Department (H&PE), state high school |

Professional Standards Committee (Continued)

| Membership Category | Name | Position |
|--|----------------------|--|
| Board member who is a parent or community representative | Neville Grayson | Board member nominated by the Minister to represent the interests of the community |
| One additional Board member | John Kennedy (Chair) | Compliance Officer, Diocesan Catholic Education Office |
| Nominee of the Deans of Education Forum | Annette Patterson | James Cook University |
| Nominee of the Deans of Education Forum | Robert Herschell | Christian Heritage College |
| Nominee of the Deans of Education Forum | Peter Taylor | Queensland University of Technology |
| Nominee of Department of Education and the Arts | Gary Barnes | Assistant Director-General, Strategic Human Resources and Learning Department of Education and the Arts |
| A nominee of the Department of Education and the Arts who is a practising teacher | Louise Barrett | Deputy Principal, state school |
| Nominee of Queensland Catholic Education Commission | Ken Avenell | Queensland Catholic Education Commission |
| Nominee of Association of Independent Schools of Queensland | Roger Hunter | Director, Lutheran Education Queensland |
| The Assistant Director (Professional Standards) in the Office of the QCT | Ros Bell (from June) | Assistant Director – Professional Standards, Office of the College |
| Nominee of the Director of the Queensland Studies Authority | Janine Gilmour | Manager, Syllabus Development Queensland Studies Authority |
| Practising teacher who is not a Board member, identified by the Queensland Teachers Union | Sam Pidgeon | Teacher, state high school |
| Practising teacher who is not a Board member, identified by the Queensland Teachers Union | Leigh Schelks | Principal Indigenous Education Training Alliance |
| Practising teacher who is not a Board member, identified by the Queensland Independent Education Union | Michael Elliott | Teacher, non-state school |

Professional Standards Internal Review Committee

| Membership Category | Name | Position |
|--|---|---|
| A member of the Board of the College (as Chair) | Kevin Twomey | Director, Employee Relations, non-state employing authority |
| Non-Board member identified jointly by the employer representatives on the Board | Bob Elliott | University teacher educator |
| Non-Board member identified by the union representatives on the Board | Julie Brown | Union officer |
| Non-Board member who is a practising teacher educator identified by the Deans of Education Forum | Tania Aspland (to September) Cheryl Sim (from October) | University teacher educator |
| Non-Board member who is a staff member from the Office of the College nominated by the Director | Debra Cunningham | Manager, Professional Standards, Office of the College |

Registration Committee

| Membership Category | Name | Position |
|--|----------------------|--|
| A member of the Board of the College (as Chair) | Perry Anderson | Guidance Officer, Department of Education and the Arts |
| A nominee of the Deans of Education Forum | Judith Mulholland | University teacher educator |
| A nominee of the Director of the Office of the College | Ros Bell (from June) | Assistant Director – Professional Standards, Office of the College |
| A nominee of Department of Education and the Arts | Phil Cook | Executive Director (Schools), District Office |
| A nominee of Queensland Catholic Education Commission | Carmel Wallace | Staffing Officer, non-state employing authority |
| A nominee of Association of Independent Schools of Queensland | Norm Hunter | Principal, non-state school |
| One additional Board Member | Sue Lund | Academic Manager, Institute of TAFE |
| Registered teacher who is not a Board member, identified by the Queensland Teachers Union | Adriana Greenhill | Deputy Principal, state school |
| Registered teacher who is not a Board member, identified by the Queensland Independent Education Union | Jane Elliott | Teacher, non-state school |

APPENDIX 5: MEMBERSHIP OF COLLEGE WORKING PARTIES

Promoting the Profession Working Party

| Membership Category | Name | Position |
|---|-----------------------------------|---|
| Board member who is a practising teacher | Sandra Nightingale | Support Teacher, non-state primary school |
| Board member who is a practising teacher | Ruth Nichols | Teacher, state school |
| Teacher who is not a Board member | Elizabeth Kriesch | Teacher, non-state school |
| Teacher who is not a Board member | Julie Peel | Teacher, state high school |
| Staff member from the Office of the College nominated by the Director | Marilyn Cole (Chair) | Senior Client Services Officer, Office of the College |
| Staff member from the Office of the College nominated by the Director | Mel Bennett | Executive Officer, Office of the College |
| Co-opted member with relevant expertise | Associate Professor Greer Johnson | University teacher educator |

Professional Standards Writing Group

| Name | Position |
|------------------------|--|
| Ros Bell | Assistant Director (Professional Standards), Office of the College |
| Jill Manitzky | Senior Policy Officer, Office of the College |
| Dr Katie Makar | University teacher educator |
| Sam Pidgeon | Head of Department, state high school |
| Dianne Reardon | Executive Officer (Research and Review), non-state employing authority |
| Professor Peter Taylor | University teacher educator |



Complaints Management Working Party

| Name | Position |
|----------------|--------------|
| Kevin Twomey | Board Member |
| John Beaton | Board Member |
| Therese Rourke | Board Member |
| Roger Hunter | Board Member |

Code of Practice Reference Group

| Name | Position |
|-----------------|----------------------------|
| Perry Anderson | Chairperson - Board Member |
| Kevin Twomey | Board Member |
| Therese Rourke | Board Member |
| Neville Grayson | Board Member |
| Dianne Aylward | Board Member |

APPENDIX 6: PRESERVICE TEACHER EDUCATION PROGRAMS ACCEPTED BY THE COLLEGE

Australian Catholic University

Bachelor of Education (Primary)
Bachelor of Education (Primary) Aboriginal and Torres Strait Islander Education
Bachelor of Education (Primary) (Graduate entry)
Bachelor of Education (Secondary) (Graduate entry)
Master of Teaching
Graduate Diploma in Education (Secondary) (from 2006)

Bond University

Master of Educational Practice (Graduate entry)
Post graduate Diploma in Education (from 2006)

Central Queensland University

Bachelor of Learning Management (EC, Primary, Middle School, Secondary, Japanese)
Bachelor of Learning Management (graduate entry) (Primary and Secondary)
Bachelor of Learning Management (Secondary and VET)
Graduate Diploma of Learning and Teaching (Early Childhood, Primary, Middle Years, Secondary and Secondary/VET) from 2006

Double degrees

Bachelor of Arts/ Bachelor of Learning Management (Secondary and VET); Bachelor of Business Administration / Bachelor of Learning Management (Secondary and VET); Bachelor of Information Technology/ Bachelor of Learning Management (Secondary and VET); Bachelor of Human Movement Studies / Bachelor of Learning Management (Secondary and VET); Bachelor of Mathematical Science/ Bachelor of Learning Management (Secondary and VET); Bachelor of Applied Science (Chemistry) / Bachelor of Learning Management (Secondary and VET); Bachelor of Applied Science (Physics)/ Bachelor of Learning Management (Secondary and VET); Bachelor of Engineering Technology /Bachelor of Learning Management (Secondary and VET)

Christian Heritage College

Bachelor of Education (Primary, Secondary)
Bachelor of Education (Secondary) (graduate-entry)
Bachelor of Education (Primary/Early Years, Primary/Middle Years, Secondary/Middle Years)
Bachelor of Education (Secondary/ Middle Years) (graduate-entry)

Double Degrees

Bachelor of Arts/Bachelor of Education (Primary, Secondary)
Bachelor of Arts/Bachelor of Education (Primary/Early Years, Primary/Middle Years, and Secondary/Middle Years)

Griffith University

Bachelor of Education (Primary, Secondary)
Bachelor of Education - Graduate Entry (Primary)
Bachelor of Technology Education
Bachelor of Special Education
Bachelor of Adult and Vocational Education (teacher registration pathway only)
Master of Adult and Vocational Education (teacher registration pathway only)
Master of Teaching (Primary and Secondary) (for overseas students)
Graduate Diploma of Education (Secondary) (from 2006)

Double degrees

Bachelor of Arts/ Bachelor of Education (secondary); Bachelor of Arts (Language and Linguistics) /Bachelor of Education (secondary);
Bachelor of Science/ Bachelor of Education (secondary); Bachelor of Fine Arts / Bachelor of Education (secondary)
Bachelor of Human Services/ Bachelor of Education (Primary)
Bachelor of Exercise Science/Bachelor of Education (to 2006)
Bachelor of Arts (Psychology)/ Bachelor of Education (Primary) (to 2006)

James Cook University

Bachelor of Education (Primary, Secondary, Early Childhood, Primary Human Movement, Secondary Human Movement)
Bachelor of Education (Graduate Entry) (Primary, Secondary)
Master of Teaching
Graduate Diploma in Education (Primary, Secondary, Years One-Ten) (from 2006)

Double degrees

Bachelor of Science/ Bachelor of Education (Secondary); Bachelor of Arts/ Bachelor of Education (Primary and Secondary); Bachelor of Sports & Exercise Science/ Bachelor of Education (Secondary); Bachelor of Languages /Bachelor of Education (Primary and Secondary)
Bachelor of Education (Primary)/Bachelor of Psychology

Queensland University of Technology

Bachelor of Education (Early Childhood/Primary/ Secondary)
Bachelor of Education (Graduate Entry) (ECE, Primary, Secondary)
Bachelor of Education (Preservice Early Childhood upgrading) (external)
Graduate Diploma in Education (Early Years, Middle Years, Senior Years) (from 2006)

Double degrees

Bachelor of Arts/ Bachelor of Education (Secondary)
Bachelor of Applied Science/ Bachelor of Education (Secondary)
Bachelor of Creative Industries (Dance or Drama or Visual Arts)/ Bachelor of Education (Secondary)
Bachelor of Music/ Bachelor of Education (Secondary)
Bachelor of Information Technology/ Bachelor of Education (Secondary)
Bachelor of Arts/ Bachelor of Education (Primary)
Bachelor of Applied Science/ Bachelor of Education (Primary)
Bachelor of Arts/ Bachelor of Education (EC)

University of Queensland

School of Education

Graduate Diploma of Education (Secondary, Middle Years of Schooling) (from 2006)

Graduate Entry Bachelor of Education (Middle Years of Schooling)

Bachelor of Education (Secondary) graduate entry

Double degrees

Bachelor of Music/ Bachelor of Education (Secondary); Bachelor of Science/ Bachelor of Education (Secondary); Bachelor of Arts/ Bachelor of Education (Secondary); Bachelor of Business/ Bachelor of Education (Secondary); Bachelor of Economics/ Bachelor of Education (Secondary); Bachelor of Social Science/ Bachelor of Education (Secondary); Bachelor of Commerce/ Bachelor of Education (Secondary); Bachelor of Applied Science/ Bachelor of Education (Secondary); Bachelor of Natural Resources/ Bachelor of Education (Secondary); Bachelor of Agricultural Science/ Bachelor of Education (Secondary); Bachelor of Business Management / Bachelor of Education (Secondary)

Bachelor of Education (Middle Years of Schooling)/Bachelor Behavioural Studies; Bachelor of Education (Middle Years of Schooling)/ Bachelor of Contemporary Studies; Bachelor of Education (Middle Years of Schooling / Bachelor of Social Sciences

School of Human Movement Studies

Bachelor of Applied Science (Human Movement Studies - Education)

University of Southern Queensland

Bachelor of Education (Further Education & Training)

Graduate Diploma of Learning and Teaching (Early Childhood, Primary, Secondary, Further Education and Training)(From 2006)

Bachelor of Education (Graduate Entry) (Early Childhood, Primary, Senior and Middle Schooling)(to 2005)

Bachelor of Education (Early Childhood, Primary and Middle School, Secondary and Middle Schooling)

Double degrees

Bachelor of Arts/ Bachelor of Education (Senior and Middle Schooling); Bachelor of Commerce/ Bachelor of Education (Senior and Middle Schooling); Bachelor of Science/ Bachelor of Education (Senior and Middle Schooling); Bachelor of Visual Arts/ Bachelor of Education (Senior and Middle Schooling); Bachelor of Music/ Bachelor of Education (Senior and Middle Schooling); Bachelor of Drama/ Bachelor of Education (Senior and Middle Schooling)

University of the Sunshine Coast

Graduate Diploma in Education (Secondary, Middle Phase, Secondary/VET, Middle Phase/Early Phase) (from 2006)

Double degrees

Bachelor of Education(Senior and Middle Phase) / Bachelor of Arts ; Bachelor of Education(Senior and Middle Phase) / Bachelor of Science ; Bachelor of Education(Senior and Middle Phase)/ Bachelor of Business



APPENDIX 7: PUBLICATIONS

Publications of the College in 2006 were as follows:

Annual Report

- Annual Report of the Board of Teacher Registration for 2005

Strategic Plan

- QCT Strategic Plan 2006 -- 2010

Service Charter

- QCT Service Charter

Periodicals

- *College Connection* Issues 1 (May), 2 (September), and 3 (November)

Report

- *Numeracy in Teacher Education: The Way Forward in the 21st Century*, A report of the Numeracy in Preservice Teacher Education Working Party, Board of Teacher Registration (released by the College in March 2006)

NOTES

READER FEEDBACK FORM

The College is keen to obtain responses from readers of its Annual Report for 2006 on the report's content and design. Readers' comments will be taken into account in producing future reports.

Please take a few moments to answer the following questions.

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

- 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

| | | | | |
|-----------------|---|---|---|---|
| Content | 1 | 2 | 3 | 4 |
| Ease of reading | 1 | 2 | 3 | 4 |
| Design | 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 Communications Officer
 Queensland College of Teachers
 Reply Paid 389
 Toowong Qld 4066

Fax: 07 3870 5006

Email: enquiries@qct.edu.au



For further information
refer to the website of
the Queensland College
of Teachers:

www.qct.edu.au

