

# 2013 Annual Report

Queensland College of Teachers

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

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This report describes the way in which the Queensland College of Teachers (QCT) fulfilled its obligations under the *Education (Queensland College of Teachers) Act 2005* during the year ending 31 December 2013.

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

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

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

### Interpreter Service Statement



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

### Contact details for Office of the Queensland College of Teachers

Street address:	10th floor, Sherwood House 39 Sherwood Road Toowong
Postal Address:	PO Box 389 Toowong Queensland 4066
General Telephone Number:	(07) 3377 4777 1300 720 944 (untimed charge)
Fax Numbers:	(07) 3870 5006 or (07) 3876 7248
Email enquiries:	<a href="mailto:Enquiries@qct.edu.au">Enquiries@qct.edu.au</a>
Website:	<a href="http://www.qct.edu.au">www.qct.edu.au</a>

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# 2013 Annual Report to the Minister

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## Letter of compliance

28 February 2014

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

Dear Minister

I am pleased to present the Annual Report, including financial statements, for the Queensland College of Teachers for the year ending 31 December 2013.

I certify that this Annual Report complies with:

- the prescribed requirements of the *Financial Accountability Act 2009* and the *Financial and Performance Management Standard 2009*, and
- the detailed requirements set out in the *Annual Report Requirements for Queensland Government Agencies*.

The Report can be accessed at the Queensland College of Teachers' website:  
[www.qct.edu.au/Publications/Corporate/QCT\\_Annual\\_Report\\_2013.pdf](http://www.qct.edu.au/Publications/Corporate/QCT_Annual_Report_2013.pdf)

A checklist outlining the annual reporting requirements can be accessed at:  
[www.qct.edu.au/Publications/Corporate/QCT\\_Annual\\_Report\\_2013\\_Compliance.pdf](http://www.qct.edu.au/Publications/Corporate/QCT_Annual_Report_2013_Compliance.pdf)

Yours sincerely



Joe McCorley OAM  
*Chairperson of the Board*

Queensland College of Teachers  
39 Sherwood Road  
TOOWONG QLD 4066

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# About the Queensland College of Teachers

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The Queensland College of Teachers (QCT) is a Queensland Government statutory body, established in January 2006. It is responsible to the Minister for Education, Training and Employment for a range of functions to do with registration of teachers, with the aim of upholding the standards of the teaching profession and maintaining public confidence in the profession. The functions and powers of the QCT are detailed in Appendix 1.

## Vision, purpose and values

### Our vision

Quality regulation - quality teachers

### Our purpose

- To uphold the standards of the teaching profession
- To maintain public confidence in the teaching profession
- To protect the public by ensuring education in schools is provided in a professional and competent way by approved teachers

### Our values

- **Professionalism** – we demonstrate through our own actions the highest standards of professional and personal performance
- **Accountability** – we act in a transparent, fair and ethical manner in all decision-making and processes
- **Collaborative relationships** – we work constructively with all stakeholders in a consultative, responsive and collaborative way
- **Leadership** – we demonstrate leadership in maintaining a high class regulatory framework suitable for contemporary educational contexts in Queensland
- **Exemplary service** – we demonstrate effective, efficient and capable service delivery



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## From the Chairperson and the Director

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The year 2013 marked the fortieth anniversary of teacher registration in Queensland. Registration was introduced in 1973, initially on a voluntary basis, by the then recently established Board of Teacher Education. Queensland thus became the first state in Australia to establish a system of registration for teachers in both public and private schools. This milestone was celebrated this year in the *QCT eNews* and formed the theme for the printed *QCT News* mailed to teachers paying their annual fee towards the end of the year.

With its twin purposes of protecting the public and upholding the standards of the teaching profession, the Queensland College of Teachers (QCT) is proud to continue the contributions made by its predecessors, the Board of Teacher Education (1971 - 1989) and the Board of Teacher Registration (1989 - 2005), to the quality of teaching in Queensland schools through regulation of the teaching profession. Queensland is one of only two Australian states to have continuously, since the 1970s, required registration to practise the profession of teaching. In the present century, with an increased focus on issues of child protection, professional standards and teacher education, all other states and territories have now introduced registration or accreditation of teachers.

As well as looking back to its rich history, the QCT in 2013 was very much focussed on the present and the future. In line with its Vision, the QCT aims to be a contemporary regulator using up-to-date technologies and approaches.

Congruent with the Queensland Government's Public Sector Renewal Program, the QCT is developing new ways of working and new ways of meeting the needs of Queenslanders. This includes placing customers at the centre of everything we do; encouraging innovation and new and better ways of working; building partnerships with the community and across the public, private and not-for-profit sectors; and attracting, retaining and developing a workforce that is engaged and has the capability we need now and into the future.

The year saw a number of enhancements to the QCT's customer service activities, with an acceleration of its ongoing move to online services and engagement with teachers through web-based media such as webinars.

Prompted by a desire to ensure its activities are aligned with the current Queensland Government's priorities, such as a focus on 'contestability' in service delivery, the QCT developed a project plan with the overall objective of ensuring the QCT's ongoing ability to fulfil its purpose in an innovative, effective and efficient way in the best interests of the people of Queensland. The project has been titled 'Positioning the QCT for the Future' and is seen as an opportunity for the QCT to improve its operations.

Consistent with the Queensland government's Open Data initiative, the QCT in 2013 developed an Open Data Strategy through which it plans to release appropriate information in the form of datasets to the Queensland government open data portal at: [www.qld.gov.au/data](http://www.qld.gov.au/data). Making this data publicly available has the potential to enhance the delivery of teacher services to Queenslanders.

The QCT's governing Board strives to keep itself informed of current and emerging issues in education. In 2013 Board meetings included a number of informative invited guest speakers on topics relevant to QCT functions, including:

- the chairperson of the board of the Australian Children's Education and Care Quality Authority, Ms Rachel Hunter, on the functions of the Authority, particularly those concerning teacher quality and accreditation of teaching qualifications in the early childhood area
- the chief executive officer of the Tertiary Education Quality Standards Agency, Dr Carol Nicoll, on the agency's role and approach
- Assistant Queensland Director-General of Education, Ms Gabrielle Sinclair, on the Queensland government's reform action plan for the further education and training sector
- former Director of Charter School Authorisation at Chicago Public Schools in the USA, Ms Eileen Harrity, on Chicago charter schools
- Australian Council for Educational Research Principal Research Fellow and Queensland Review Chief Investigator, Dr Gabrielle Matters, on the review of the Queensland senior school assessment system and related issues

The Queensland Government's action plan to reform the state's further education and training (FET) sector, 'Great skills. Real opportunities', includes the development of standards of accreditation, and the creation of voluntary accreditation arrangements from 2016, for Queensland trainers and assessors. Given the QCT's expertise in professional standards, the Minister invited the QCT to develop the professional standards for the FET sector. The Board accepted the Minister's invitation in July and the QCT began background work on this in the second half of the year.

In 2013 the Board considered a large number of proposed amendments to the 'QCT' legislation and, after consultation with major stakeholder groups, endorsed these for submission to the Minister with a request that he consider and progress these. The proposed amendments arose from the QCT's experience of implementing the existing legislation and the various amendments that have been made to this since the Act and its associated Regulation were first passed in 2005. The proposals were aimed at improving details of the way the objects of the Act are achieved. As a result, the Minister decided that the legislation should be fundamentally reviewed in order to 'fully consider options for providing a streamlined legislative framework that supports teacher registration and regulation, and reflects current priorities and reforms in relation to the teaching profession'. The review will be undertaken by the Department of Education, Training and Employment (DETE) during 2014. The Board looks forward to providing input to the review.

The QCT places much value on its good relationships with its many stakeholders. These include the Minister for Education, Training and Employment, the teacher employing authorities, the teacher unions, parent and community associations and the teaching profession more widely. Consultation with its stakeholders has always been a priority of the Board, and as Chair and Director we met during the year with the chief executives of all the interest groups represented on the Board. All stakeholder groups expressed a high level of satisfaction with the QCT.

Board members deserve thanks for their valuable contributions to the activities of the QCT, both through their work in Board meetings and through their participation on its various committees. The perspectives and insights brought by members from their various backgrounds and areas of expertise make for healthy and informed discussion of the range of matters considered. We are grateful too to the teachers, teacher educators, school authority representatives and others who together with Board members make up our QCT committees. Finally, we wish to express our appreciation to the staff of the QCT for their commitment to their roles and for the high standard of service they provide.



Dr Joe McCorley OAM,  
*Chairperson*



John Ryan,  
*Director*

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## 2013 in review

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### *Customer satisfaction*

- 84% of participants satisfied with QCT workshops on the Australian Professional Standards for Teachers (APST)
- 98% of surveyed Queensland graduate applicants satisfied with the QCT's service
- 92% of surveyed registered teachers moving from provisional to full registration satisfied with the QCT's service

### *Public value*

- Lowest annual teacher registration fee in Australia – \$72.95
- Lowest staff: registered teacher ratio in Australia – 1:2081
- Lowest expenses: registered teacher ratio in Australia – \$77.14

### *Budget*

- Small surplus – \$690k
- Unqualified audit report
- Financial sustainability

### *Reduced regulatory burden*

- Centralised data exchange with DETE reducing reporting requirements of 1,200 principals
- Automated processes for confirming registration for the DETE Teacher Applicant Centre
- 'Right touch' regulation – reviewed regulatory framework
- Increased flexibility for undertaking a Returning to Teaching Program

### *Quality teaching*

- 16 initial teacher education programs approved under the national system
- Introduced the APST in Queensland
- 3,200 teachers moved from provisional to full registration
- 30,000 fully registered teachers made 306,496 entries in online records for Continuing Professional Development

### *'A Fresh Start'*

- Principals surveyed about graduates' preparedness to teach – 74% satisfaction rate
- Monitoring strategy introduced with higher education institutions to promote best practice
- Suite of online resources developed for supervising teachers of preservice teachers

### *'Great skills. Real Opportunities'*

- Issues paper prepared on professional standards for the FET sector
- Rationale and application of the standards considered
- Consultation commenced

### *Strategic partnerships*

- Department of Education, Training and Employment (DETE) – “How to teach...”
- Australian Institute for Teaching and School Leadership (AITSL) – Preservice teachers
- Australasian teacher regulatory authorities – Professional leadership
- Queensland employing authorities
  - Promoting the APST
  - A Fresh Start

### *Research and data analysis*

- Attrition rates of recent Queensland graduate teachers – 13.5%\*
- Principals' perceptions of graduate teachers' preparedness for beginning teaching – 74% satisfaction rate
- Teaching critical thinking skills
- Use of data in the classroom
- Analysis of discipline and competence cases

\* in first four years of registration

### *Digital strategy*

- Open data strategy
- 24/7 services and products
- Automated business processes

### *Promotion of the profession*

- Research grants awarded
- World Teachers' Day celebrated
- Excellence In Teaching Awards program conducted

### *Protecting the public and the profession*

- 54 permissions to teach granted for maths, science, industrial design, languages other than English and Primary teaching
- 33 teachers or former teachers had registration cancelled or suspended or were prohibited from re-applying for various periods and 1 teacher was reprimanded
- 10,392 'suitability to teach' checks conducted
- Provision of professional conduct education to preservice teachers

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# Outlook for 2014

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## *Quality Teaching*

- Promote the use of the APST
- Rigorously apply the national program standards for the accreditation of initial teacher education programs

## *'Great Skills. Real Opportunities'*

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

## *'A Fresh Start'*

- Implement monitoring strategies with higher education institutions to promote best practice
- Ascertain school principals' views on graduates' preparedness to teach

## *Strategic Partnerships*

- Develop a national Code of Ethics with other Australian teacher regulatory bodies
- Partner with the DETE to develop online modules to assist beginning teachers

## *Contestability*

- Review delivery mode of key services
- Revise QCT's procurement policy

## *Protecting the Public and the Profession*

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

## *Research and Data Analysis*

- Review implementation of the national system of accreditation of initial teacher education programs in Queensland
- Identify best procedure in the teaching of numeracy

## *Reduced Regulatory Burden*

- Contribute to the review of the *Education (Queensland College of Teachers) Act 2005*
- Review major forms associated with administrative tasks

## *Digital Strategy*

- Implement appropriate technology to enable and enhance digital services and products
- Contribute data to the Government's open data strategy

## *Sustainability*

- Project the number of Queensland teachers until 2020
- Develop a culture of innovation amongst QCT staff

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# Strategic Plan 2013–2016

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The QCT Strategic Plan for 2013 - 2016 identifies the Goals, Objectives and Performance Indicators shown below. The following table (Table 1) summarises achievements in 2013 against the performance indicators. Details are provided in later sections of this Report, in the pages indicated.

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

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

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

Some of the education policies being implemented by the federal government (e.g. its emphases on early childhood education and on improving teacher quality) affect the QCT's work. The activities of the QCT contribute towards meeting the objective, under the Council of Australian Governments' National Education Agreement, that all Australian school students acquire the skills and knowledge to participate effectively in society and employment in a global economy.

The QCT is monitoring its effectiveness and efficiency in achieving its goals and believes it is meeting acceptable standards in most areas. Our careful assessment of applications for registration ensures that only people with appropriate qualifications and experience, or who can show that they meet the QCT's professional standards, are granted registration. Our audits of school and university records indicate we are effective in ensuring only registered teachers are employed in teaching duties in schools or in supervising student teachers in schools. Our disciplinary work ensures that teachers charged with certain offences, or found guilty of certain offences, or dismissed by employers for certain reasons, are prevented from teaching.

To improve our cost-effectiveness, we monitor and identify areas in which efficiency can be increased, and apply resources to such areas responsively. By upgrading our communication and information technology and systems, enhancing our website, employing sufficient numbers of capable staff, ensuring through selection processes and professional development that staff have appropriate skill sets, improving our records management systems, and building appropriate relationships and arrangements with stakeholder groups and other relevant agencies, we expect to be able to increase our cost-effectiveness and our levels of service delivery.

Late in 2013 the Board adopted a new Strategic Plan for 2014 - 2017. The goals and strategies identified in the Strategic Plan for 2013 - 2016 remain relevant and the goals identified in the Strategic Plan for the next financial year will be similar.

**Table 1: Achievements against Strategic Plan in 2013**

<i>Objectives</i>	<i>Performance indicators (Targets)</i>	<i>Achievements in 2013</i>	<i>Pages</i>
<b>Key Result Area 1 – Maintaining and improving quality teaching</b>			
<i>Overall objective: Ensure teachers in Queensland schools are qualified, competent and ethical</i>			
Work in partnership with all key stakeholders to support and improve the quality of teacher graduates	Level of satisfaction of employers with quality of graduates	Completed research on principals' perceptions of graduate quality as a benchmark for future years	27
	<i>(Improved satisfaction with the quality of teacher graduates)</i>	Workshops and liaison with higher education staff on accreditation of initial teacher education programs	25
		Enhance professional awareness and knowledge of the national (Australian) standards, which are critical in the maintenance and development of quality teaching	Multiple face-to-face workshops and information sessions held around the state for teachers at various career stages
Implement a timely and targeted regulatory compliance program	Level of compliance management action undertaken to address regulatory compliance  <i>(Compliance management plan fully implemented)</i>	Implemented the APST to include school resources and webinars	23 – 24
		Implemented the APST to include school resources and webinars	23 – 24
		Held workshop for higher education institutions and employers on use of classroom data	26
Implement and continue to improve the framework for disciplinary management	Number of disciplinary matters decided by QCAT where QCAT finds against the QCT for insufficiency of evidence, inappropriate investigative processes or being contrary to the public interest  <i>(Nil such matters)</i>	Regulatory compliance plan completed and fully implemented	36 – 39
		Conducted audits of employing authorities for compliance with professional conduct reporting requirements	38
		Liaised with stakeholders regarding professional conduct and legislative obligations	37 – 38
Support ITE students and practising teachers through the provision of appropriate resources and activities on ethical behaviour for teachers	Teachers' evaluations of the helpfulness of QCT resources on the national (Australian) standards and on ethical behaviour for teachers  <i>(At least 80 per cent satisfaction rate)</i>	Disciplinary framework implemented	29 – 31
		No QCAT decisions were determined on the basis of QCT not managing the proceeding in accordance with procedural fairness; evidence was sufficient, investigative processes were appropriate and no QCT decisions were contrary to the public interest	30
		Implemented the APST to include school resources and webinars	23 – 24
Support ITE students and practising teachers through the provision of appropriate resources and activities on ethical behaviour for teachers	Teachers' evaluations of the helpfulness of QCT resources on the national (Australian) standards and on ethical behaviour for teachers  <i>(At least 80 per cent satisfaction rate)</i>	Engagement with the Profession programs rated highly (>80%) by participants	23
		Web conferences rated highly	24
		Delivered professional conduct and ethics presentations to teacher undergraduates	31

Objectives	Performance indicators (Targets)	Achievements in 2013	Pages
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**Key Result Area 2 – Leading as a contemporary regulator**

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

Maintain the integrity and improve the quality of information on the register of Queensland approved teachers to inform strategic policy development and business practices	Improved data collection and analysis <i>(Development of better-targeted policy and communication)</i>	Research completed on attrition of Queensland graduate teachers, providing data and information to assist future policy development	27
		Enhanced integrity of data exchange with DETE	37, 39
Lead, influence and collaborate with major stakeholders on future directions in the regulation of teaching at both state and national levels	Satisfaction rate of stakeholder groups with the QCT <i>(At least 80% satisfaction rate)</i>	Participated in ATRA and ATRA networks	27
		Major stakeholders consulted re proposed legislative amendments and re draft strategic plan	7
		Regular meetings held with stakeholders	7
		All stakeholder groups expressed satisfaction with QCT	7
Undertake relevant research projects and implement findings to enhance the evidence basis for quality teaching	Number of research documents produced <i>(At least three research documents per year)</i>	Report of research on attrition of Queensland graduate teachers provided to Board and published on website	27, 94
		<i>QCT Research Digest No.9</i> published on website and disseminated to schools	33
		Report produced for Minister and Board on survey of principals' perceptions of Queensland graduates	27
		Research undertaken on use of student and classroom data to improve teaching	27
Enhance community awareness and understanding of the teaching profession and the QCT's role, by: <ul style="list-style-type: none"><li>• Showcasing the profession in regular planned ways, e.g. through the annual QCT teaching awards</li><li>• Providing formal opportunities for major stakeholders to give feedback to the QCT</li></ul>	Estimated advertising value of published media releases <i>(\$100k per year)</i>	QCT Excellence in Teaching Awards program conducted	34 – 35
		World Teachers' Day celebrated	34
		Publicity gained via broadcast media reports on Award finalists and winners – estimated advertising value \$240,000	34
		Formal surveys undertaken of principals, participants in engagement sessions, graduate applicants, online applicants for full registration	23 – 24, 26 – 27, 32
Achieve QCT-identified improvements in legislation and policies relating to the profession of teaching through consulting with stakeholders		Conducted internal review of the <i>Education (Queensland College of Teachers) Act 2005</i> , consulted stakeholders concerning proposed amendments and provided submission to the Minister for legislative amendment	7

<i>Objectives</i>	<i>Performance indicators (Targets)</i>	<i>Achievements in 2013</i>	<i>Pages</i>
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### **Key Result Area 3 – Enhancing services to stakeholders**

*Engage, enrol and/or empower stakeholders by providing responsive, timely and accurate service delivery*

Enhance stakeholders' awareness of the QCT's role, processes and services by developing and implementing a communication plan	Stakeholders' satisfaction with QCT services <i>(At least 80% satisfaction rate)</i>	Stakeholders' awareness enhanced through variety of communications	23 – 26, 28, 32, 33 – 34
		Various processes enhanced by use of contemporary ICTs, e.g. online application form introduced for moving from provisional to full registration	24, 32 – 33
		98% of surveyed Queensland graduate applicants satisfied with the QCT's service	32
		92% of surveyed registered teachers moving from provisional to full registration satisfied with the QCT's service	32
Enhance services for stakeholders and deliver services through a variety of media		Engagement with the Profession programs rated highly (>80%) by participants	23
		Web conferences rated highly	23 – 24
		Website reviewed to update information	24

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

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

Continue to build capacity in our staff by informing, engaging and providing opportunities for ongoing development through Performance Planning and Review	Satisfaction of QCT staff with their employment at QCT <i>(At least 80% satisfaction rate)</i>	Majority of officers have personal performance plans and all undertake regular professional development according to needs identified	48
		Staff survey completed every second year – next due 2014	-
Develop an organisational leadership and innovation plan in consultation with staff		Several managers attended leadership development courses and shared their learning with others	48

<i>Objectives</i>	<i>Performance indicators (Targets)</i>	<i>Achievements in 2013</i>	<i>Pages</i>
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**Key Result Area 5 – Strengthening organisational capability and sustainability**

*Overall objective: Strengthen organisational capability and sustainability*

Identify potential savings in the delivery of services to approved teachers and stakeholders based on:: <ul style="list-style-type: none"> <li>• an analysis of our expenditure</li> <li>• comparing our operating model with a comparable national organisation</li> </ul>	Number of activities examined for potential cost reduction  <i>(All main activities examined for potential cost reduction over period of Plan)</i>	Expenditure analysed and QCT performance compared to other teacher regulatory bodies	46
Enhance governance systems and processes, including risk and compliance management systems, by implementing a quality framework	Outcome of external audit  <i>(Unqualified audit report)</i>	Governance systems enhanced – Disaster Recovery Plan refined and Business Continuity Plan reviewed  Unqualified audit report received	47  47
Build on IT and other business systems to ensure they are contemporary, effective and efficient and support the delivery of user-friendly and accessible member services	Support of major systems (e.g. ATIS, TRIM) by relevant vendors  <i>(All major systems supported by vendors)</i>	Upgrade commenced on QCT's Approved Teacher Information System (ATIS)  QCT's electronic record and document management system (TRIM) upgraded  All major systems supported by vendors	49  49  49
Become an environmentally responsible organisation	Level of QCT's carbon footprint and waste  <i>(10% reduction by 2015)</i>	Work not yet commenced on reducing carbon footprint and waste.	-

# Queensland's approved teachers

## The state of the register

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

The following table (Table 2) illustrates the state of the Register on 31 December 2013, as compared with the previous four years. At the end of 2013 the Register contained the names of 99,984 approved teachers.

**Table 2: Register of teachers in Queensland 2009–2013**

	2009	2010	2011	2012	2013
<b>Number of approved teachers</b> as at 31 December	98,429	97,086	97,098	98,633	99,984
<b>Number of new applications</b> for teacher registration received	6,651	7,440***	6,410	6,681	6,364
Applications for teacher registration in progress as at 31 Dec*	1,660	1,388	1,138	698	1,210
Applications for teacher registration or Permission to Teach refused	73	102	117	97	76
Applications for teacher registration or Permission to Teach withdrawn	32	265	258	424	162
Applications for teacher registration or Permission to Teach approved	5770	6,790	6,398	6,075	5,645
Applications for renewal/restoration of registration received	n/a	59,079**	21,940	3,902	3,841
Applications for renewal/restoration of registration processed	n/a	38,800	31,111	4,004	3,878
Applications for renewal/restoration in progress as at 31 Dec	n/a	n/a	347	185	181

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

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

\*\*\* The spike in the total number of applications received in 2010 compared to other years was due to a cohort of provisionally registered teachers coming to the end of their second period of provisional registration in 2009 and consequently re-applying for registration in 2010.

n/a Not applicable.

## Registration activity

### Applications received

The QCT received a total of 6,364 applications for teacher registration (a decrease of 4.3 per cent on the previous year), including 854 from teachers whose initial teaching qualification was completed interstate (an increase of 6.2 per cent from 2012) and 542 from teachers whose initial qualification was from overseas (a decrease of 10.3 per cent from the previous year).

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

A total of 479 provisionally registered teachers had their extended period of provisional registration come to an end; these teachers needed to re-apply for teacher registration to remain registered. Of this group 392 did not re-apply for registration by 31 December 2013 and their names were removed from the register of teachers in Queensland.

During 2013, 3,061 provisionally registered teachers were successful in applying to move from provisional to full registration.

### Mutual recognition

Under the provisions of the Mutual Recognition Acts, the teacher registration authorities in Queensland, Tasmania, South Australia, Victoria, Western Australia, the Northern Territory and most recently the Australian Capital Territory grant equivalent registration status to teachers transferring between these States. Similarly, the above authorities are bound under the provisions of the *Trans-Tasman Mutual Recognition Acts* to recognise registered teachers transferring between New Zealand and these states. Ongoing liaison with these bodies was maintained throughout the year.

The number of teachers from each jurisdiction who were granted registration in Queensland under mutual recognition in 2013 is shown in Table 3.

**Table 3:** Numbers of teachers granted registration under mutual recognition in 2013

State	Number
ACT	33
NT	88
NZ	226
SA	53
TAS	24
VIC	258
WA	73
Total	755

The total represents a decrease of 10.8 per cent on the figure for the previous year, but is similar to the yearly average for the period 2010 to 2012.

### Recognition of teachers with overseas qualifications

The *Queensland Multicultural Policy (2011)* recognises the need to maximise the benefits of cultural diversity and promote equitable access to services. The QCT facilitates the registration process for teachers with overseas qualifications as a means of moving towards a teaching force that reflects more closely the composition of the Queensland population.

Overseas qualifications are assessed by QCT staff after taking into account advice from Australian Education International – National Office of Overseas Skills Recognition (AEI-NOOSR) and information from a range of resources, and on the basis of lengthy experience in this area by the QCT's office. The QCT maintains a comprehensive collection of data on overseas qualifications and liaises, where necessary, with assessment officers at AEI-NOOSR and with other registration authorities in order to obtain advice on qualifications and to add to the QCT's store of information in this area.

The legislation requires that teachers have the ability to communicate in spoken and written English at a professional level. To ensure that overseas-qualified teachers have the language skills necessary to participate fully in all aspects of school life, QCT policy provides that a person whose qualifications were obtained in an overseas country can be required to satisfy the QCT that he or she has a level of English proficiency which

enables him or her to communicate in spoken and written English at a professional level with students, parents, teachers and other persons.

The QCT's English language policy aligns with nationally consistent registration processes, ensuring a consistent standard for English language proficiency for the registration of teachers across Australian states and territories.

In 2013, the QCT received a total of 542 applications from teachers whose initial teacher education was undertaken outside Australia. The number of applications received from such teachers has declined in the past few years and there was a further 10.3 per cent decline in applications from overseas applicants compared to the previous year. The decrease can be attributed to changing migration patterns and the higher level of English language proficiency required as a result of adopting a nationally consistent standard for English proficiency from 1 January 2012. The proportion of applications received from overseas applicants is 8.5 per cent of all applications received in 2013.

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

During 2013, 572 overseas-trained teachers were admitted to the register on the basis of their qualifications, English proficiency, and, in some cases, teaching experience.

### *Assessing complex and non-standard applications*

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

Applicants who have not obtained the qualifications currently prescribed under the *Education (Queensland College of Teachers) Regulation 2005* (the Regulation) may have their application assessed under alternative provisions of the Act. Applicants applying under these provisions need to satisfy the QCT that their 'education, demonstrated abilities, experience,

knowledge and skills' establish that they meet the eligibility requirements of professional practice. The QCT's guidelines and proforma submission for such applicants were reviewed early in 2013 and revised to incorporate the *Australian Professional Standards for Teachers (APST)*, replacing the previous *Professional Standards for Queensland Teachers*.

In 2013, 15 such applications were assessed. This resulted in seven applicants being approved for provisional registration, two being approved for provisional registration with a study condition, and six applicants being refused registration.

### *Permission to teach*

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

- a. has been offered a teaching position in a school and the employing authority for, or principal of, the school cannot find an appropriate registered teacher to fill the position;
- b. has knowledge, qualifications, skills or training reasonably considered by the QCT to be relevant to the position the person has been offered;
- c. is suitable to teach; and
- d. is able to communicate in spoken and written English at a professional level.

The QCT may impose conditions on the PTT and the period of a PTT must not be longer than two years. Applicants must undergo a criminal history check.

During 2013, 54 applications for PTT were approved, compared with 49 in 2012 and 39 in 2011. Sixty-five per cent of people approved for PTT in 2013 were enrolled in an initial teacher education program.

Labour market forces constituted the most common reason for employers being unable to find a registered teacher for a position. The subject area most often involved was Manual Arts, with Arabic second followed by Maths/Science.

Approximately 31 per cent of PTTs granted were for rural or remote areas, 39 per cent for provincial areas and the remainder for metropolitan areas. Of those PTT applications for general Primary teaching, 40 per cent were for rural and remote locations, with the remainder being for provincial areas. For secondary subject areas, 37 per cent of the applications were for

rural and remote locations, 44 per cent were for provincial areas, and the remainder were for the metropolitan area. Approximately 41 per cent of PTTs granted were for a period of less than six months.

In 2013 the QCT developed and implemented a *Permission to Teach Policy*. The policy is based on procedures and practices that had been developed over time, and as a result of the QCT engaging with schools and employing authorities. It articulates the requirements for applicants for PTT and employers who wish to engage an unregistered person to fill a teaching position.

A professional practice requirement for PTT is the ability to communicate in spoken and written English at a professional level with students, parents, teachers and other persons. The *Permission to Teach Policy* sets out the English language proficiency requirements for PTT, which differ from those of teacher registration. The policy also includes provision for special consideration in relation to English language proficiency in exceptional circumstances, where the vacant position is for teaching of languages other than English.

### *Internal review of decisions*

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

Five decisions of the QCT were reviewed by the IRC in 2013. There was one case where the IRC recommended substituting another decision for the original decision, with confirmation of the original decision being recommended for the remainder. The QCT Board endorsed the recommendation of the IRC in all cases.

### *Renewal and restoration of registration*

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

Those renewing teachers whose application remains in progress after their registration end-date, awaiting a determination to be

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

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

In 2013 4,417 teachers were advised that their five-year period of full registration was about to end and that they needed to renew their teacher registration by submitting an application for renewal to the QCT and paying their annual fee. A total of 3,841 applications for renewal or restoration of registration were received and 3,878 were processed (the number processed includes applications received in the previous year).

From 1 January 2013 amendments to the Act and Regulation, passed by Parliament in November 2012, enabled the QCT to use the *Australian Professional Standards for Teachers* and implement changes to recency of practice and the Continuing Professional Development required for renewal of registration purposes.

### *'Returning to Teaching' conditions*

Where a fully registered teacher applies for renewal or restoration of registration at the end of their five-year period and the teacher does not meet the recency of practice requirements outlined in the Regulation, the Act mandates that the QCT can only renew the teacher's registration by imposing a returning to teaching condition (RTT condition) on their registration.

To ensure national consistency in registration practices, the amount of teaching required for recency of practice decreased to 100 days for Queensland registered teachers whose five-year period of full registration ended on or after 1 January 2013, and who wish to renew their registration.

In 2013 88 renewing teachers had a RTT condition applied to their teacher registration. Added to the number of teachers who still had RTT conditions from previous years, this meant that by the end of 2013 a total of 8,211 fully registered teachers had a RTT condition on their registration. Should they wish to continue or return to teaching in a Queensland school they will be required to complete a RTT professional development program within the 12 months before, or within the first 12 months after, returning to teaching, to ensure that their knowledge, skills and practice are up-to-date.

## Registration data analysis

### *Registration status*

Of the total number of registered teachers as at 31 December, 13.8 per cent had provisional registration and the remainder had full registration. The number of provisionally registered teachers on the register is down 1.8 per cent compared to the previous year while the proportion of registered teachers with provisional registration compared to those with full registration dropped half a per cent.

### *Location and employment*

Approximately 96 per cent of registered teachers have Queensland addresses, while 3 per cent have interstate addresses (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 2013, 60.5 per cent of registered teachers were known to be employed in permanent or long-term temporary teaching positions in Queensland schools. Just over one per cent of registered teachers were employed in other educational institutions (e.g. TAFE, universities, and kindergartens).

Those not in permanent or long-term teaching positions include relief and short-term contract teachers; teachers on extended leave; teachers who are no longer employed in a school but are employed in education-related positions (e.g. curriculum development, system administration, education programs in cultural institutions); teachers teaching interstate or overseas; as well as retired teachers and those in other fields of employment who maintain teacher registration for a variety of reasons.

Of all registered teachers who had advised the QCT that they had a permanent or long-term temporary teaching position in a Queensland school, 66.4 per cent were in State schools and 33.6 per cent were in non-State schools. Table 4 shows the distribution of teachers across employment sectors.

**Table 4:** Percentages of registered teachers recorded on register as teaching in each employment sector (as a percentage of teachers recorded as permanently employed in a Queensland school or other educational institution)

<i>Employment sector</i>	<i>Per cent</i>
Non-State Primary	16.5%
Non-State Secondary	17.1%
State Primary	42.4%
State Secondary	24%

Of those teaching in schools, about 94.5 per cent held full registration and the remainder provisional registration. The proportion of fully registered teachers to provisionally registered teachers in schools has increased by about 1.5 per cent compared to recent years.

## Age profile and gender

Table 5 shows the average age of applicants and approved teachers compared with the previous four years. The average age of applicants is 35.3 years and the average age of teachers on the register is 44.2 years.

**Table 5: Average age (in years) of applicants and approved teachers – 2009 – 2013**

Average age of:	2009	2010	2011	2012	2013
All applicants	33.4	33	33.1	33.3	35.3
Approved teachers on the register	44.4	43.6	43.7	43.7	44.3
Female applicants	33	32.5	32.5	32.8	34.8
Male applicants	34.8	34.7	35.1	34.9	36.8

Table 6 shows the age profile and gender breakdown of approved teachers by age group. Overall, three-quarters (75 per cent) of teachers on the register are female and 49 per cent of teachers are 45 years of age or older.

**Table 6: Age profile of approved teachers as at 31 December 2013**

Age group	Proportion of register	Male	Female
0-24	4.2	17.5	82.5
25-29	10.3	20.1	79.9
30-34	12.4	22.4	77.6
35-39	11.5	23.3	76.7
40-44	12.9	22.7	77.3
45-49	12.1	23.6	76.4
50-54	11.7	25.2	74.8
55-59	12.0	28.0	72.0
Over 60	12.9	33.8	66.2

## Qualifications

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

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

Qualification	Initial teaching qualification	Total qualification
4 Years +	38%	86%
3 Years	30%	12%
Other	32%	2%

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

Age group	% with less than 3 years	% with 3 years	% with 4 or more years
0-24	0%	0%	100%
25-29	0%	1%	99%
30-34	0%	1%	99%
35-39	1%	3%	96%
40-44	1%	16%	84%
45-49	1%	22%	77%
50-54	1%	22%	78%
55-59	1%	24%	75%
Over 60	11%	13%	76%

Due to rounding, figures for some age groups do not total exactly 100 per cent.

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# Strengthening the profession

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## Engaging the profession

One of the projected outcomes of the QCT's strategic plan is that 'approved teachers are qualified, competent and ethical'. To meet this outcome the QCT takes an active role in engaging with teachers and providing professional development opportunities to support teachers in understanding registration requirements and professional standards.

From the beginning of 2013, the *Professional Standards for Queensland Teachers* were replaced by the *Australian Professional Standards for Teachers* (APST). The APST are a public statement that describes the professional knowledge, professional practice and professional engagement required of teachers. The Standards also underpin registration decisions at different career junctures. Organised into four career stages, the Standards reflect a continuum of a teacher's developing professional expertise.

To support the implementation of the APST, during 2013 the QCT visited various Queensland university campuses, including those in regional areas. Sessions focused on understanding the *Australian Professional Standards for Teachers* as a central reflective framework and modelling their use to reflect on, plan and develop teachers' teaching knowledge and practice across their careers. Thirteen sessions were provided across eight campuses, involving approximately 1175 undergraduate and graduate-entry students. In addition, two professional engagement sessions were held for preservice teachers involved in the Teacher Education Centres of Excellence.

The Professional Standards team personnel also delivered a series of 37 workshops and information sessions for provisionally and fully registered teachers in 19 locations throughout Queensland, and five principals' cluster information sessions. In total, over 1600 teachers attended the workshops, with 882 attending the Continuing Professional Development (CPD) information sessions and 725 the workshops on provisional registration. In response to employer requirements and 2012 feedback from teachers, all of the professional development workshops were conducted in non-school hours, including the trial of before-school workshops for provisionally registered teachers in regional Queensland.

Targeted workshops were also conducted for teachers in the early childhood sector and provisionally registered supply teachers. Feedback in relation to these additional workshops was overwhelmingly positive with attendees appreciative of information specific to their needs. In a concentrated effort to reach regional Queensland, the Professional Standards team also delivered seven workshops in three days through Goondiwindi, St George and Roma. This included four teacher workshops and three principals' cluster meetings. Evaluations across all workshops indicated participants' level of understanding of the APST and their use in reflective practice and registration processes exceeded 80% upon workshop completion.

The workshops for provisionally registered teachers focussed on understanding the *Australian Professional Standards for Teachers* as a reflective framework and the requirements for progression from provisional to full registration. Advice was provided about features of the process including collating evidence, the culminating judgment and the recommendation. Participants received copies of the Standards and the Evidence Guide.

The purpose of the CPD workshops was to engage fully registered teachers with the process and requirements for renewal of registration, including the CPD Framework and use of the *Australian Professional Standards for Teachers*.

In addition to the face-to-face engagement workshops, the Professional Standards team commenced running web conferences using the Department of Education, Training and Employment (DETE) 'OneChannel' platform. The web conferences were conducted as a series of five modules, each designed to meet the needs of targeted audience groups. The digital delivery mode of presentation enabled the Professional Standards team to interact with teachers, curriculum leaders and school leaders from all sectors across the State. From September 2013 to December 2013, the team conducted 22 web conferences, with a total of 360 registered participants; these included 180 registrations from the State school sector, 167 from non-state schools and 13 supply teachers. The web conferences were held before and after school as well as during the Student Free Day in October. The most popular modules were those offered to

the Kindergarten Sector. The feedback provided indicates a high level of satisfaction from participant groups.

## Progression from provisional to full registration

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

- teaching experience
- guided reflection on practice
- professional development and growth through supported development
- collegial support and participation in collegial activities.

In 2013 the QCT implemented a number of nationally consistent registration practices. This included changes to the process of transitioning from provisional to full registration. Full registration is usually granted upon completion of a minimum of one year of full-time classroom practice or the part-time equivalent, successful demonstration of the Professional Standards at the 'Proficient' career stage and completion of an assessment and recommendation by a reviewer. The reviewer's culminating judgement results from a review, based on verified evidence and examples of practice, against each of the Professional Standards, taking account of each descriptor, as well as the assurance that all other requirements have been met.

To support provisionally registered teachers, principals and other authorised persons through this period and process, during 2013 the QCT reviewed and updated a range of resources including policy, fact sheets and website content. Besides disseminating information at the professional engagement workshops described above, the QCT also conducted a number of web conferences for provisionally registered teachers and their mentors/supervisors.

On 1 July 2013 the QCT introduced a new online process for provisionally registered teachers to apply to move to full registration. The launch of the online application form improved the lodgement and assessment process and data quality and provides efficiencies in processing these applications. Either the school or the teacher can initiate the process. This automation creates a three way email interaction between the teacher, the reviewer and the QCT.

The new process delivers the ability to a Queensland principal to access and manage the school's provisionally registered teachers and their transition to full registration through the school's QCT Employer Services account. This includes identifying who is provisionally registered at the school and where they are in the process of moving from provisional to full registration. Principals can access a record of an individual teacher's *Assessment against the Australian Professional Standards for Teachers* at the Proficient career stage and *Recommendation for Full Registration* in progress or completed by the school.

In 2013, the QCT surveyed over 100 provisionally registered teachers regarding their understanding of the process of moving to full registration. The survey was part of the QCT's quality assurance process and was aimed at enhancing consistency in judgements when granting full registration.

Recognising the differences in support structures between sectors, the QCT has continued to support provisionally registered teachers delivering approved kindergarten programs in early childhood settings. The QCT worked with individual teachers and key stakeholders to ensure consistency in the development and assessment of teaching practice in the full registration process. In 2013, the QCT recognised 252 fully registered teachers as appropriately qualified and experienced 'Reviewers' of provisionally registered kindergarten teachers to assist their transition to full registration.

## Renewal of full registration and the Continuing Professional Development Framework

The QCT's *Continuing Professional Development (CPD) Framework* outlines requirements for renewal of registration. The Framework recognises the importance of teachers' engagement in continuing professional development and provides the opportunity to publicly highlight teachers' engagement in ongoing professional development as an integral feature of contemporary teacher professionalism. It acknowledges the complex role of the teacher in schools today and the need to maintain and update skills and knowledge.

Amendments to the *Education (Queensland College of Teachers) Act* and the related *Regulation* enabled the use of the *Australian Professional Standards for Teachers* from 2013 and introduced a change to the amount of teaching required for recency of practice. For Queensland teachers whose five-year period of full registration ends on or after 1 January 2013, and who wish to renew

their registration, the amount of teaching required for recency of practice has decreased to 100 days. The amount of CPD required was also changed to 20 hours per year from 2013 for fully registered teachers who teach for 20 days or more in a year.

## Returning to Teaching programs

Teachers with full registration who do not meet recency of practice at the time of their five-yearly renewal of registration have their full registration renewed but with a Returning to Teaching (RTT) condition. This means, should they wish to continue or return to teach in a school, they are required to complete a RTT professional development program either in the 12 months prior to, or within 12 months after, returning to teach in a school to ensure that their knowledge, skills and practice are up-to-date. In 2013, 240 teachers completed approved 'Returning to Teaching' professional development programs to satisfy this condition of their registration. Approved 'Returning to Teaching' programs are listed in Appendix 4.

During 2013 an additional pathway for a fully registered teacher with a RTT condition on their teacher registration to meet the requirements and have the condition removed was finalised and information provided to teachers. Teachers choosing this pathway complete a RTT program by engaging in a range of professional development activities which satisfies the elements, program content and duration set out in the legislation, but which has not been formally approved by the QCT. Notice of program completion is provided to the QCT by the Principal of a school at which the teacher teaches at the time the notice is given. To date 12 teachers have used this pathway to remove the RTT condition on their registration.

## Initial teacher education program accreditation and approval

2013 was a transition year for implementation of national accreditation processes (see *Accreditation of Initial Teacher Education Programs in Australia: Standards and Procedures* - AITSL 2011), with proposed initial teacher education programs being considered according to the national requirements. Program panels (each including an interstate panellist) recommended 16 programs from 6 higher education institutions for national accreditation and commenced the national accreditation process for another 8 programs to be finalised early in 2014.

Under the national system, state and territory regulatory authorities retain responsibility for the accreditation process. Program documentation for

accreditation must provide explicit information about how the intended outcomes, content, teaching approaches and assessment of the program enable preservice teachers to meet the Professional Standards and produce evidence that demonstrates their achievement.

Program panels undertake in-depth consideration of program submissions and engage in discussion with representatives of the relevant higher education institution before making a recommendation to the QCT's Professional Standards Committee about accreditation. The panels comprise representatives of experienced teacher educators, teachers and teacher employers. AITSL is informed of the decision and maintains a national database of accredited programs.

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

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

During 2013 the QCT granted accreditation under the national system to the following programs:

### Central Queensland University

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

### Queensland University of Technology

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

### Griffith University

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

### University of Queensland

- Bachelor of Education (Primary)
- Bachelor of Education (Secondary) / Dual degree

### University of Southern Queensland

- Bachelor of Education (Secondary)

- Bachelor of Education (Sports, Health & Physical Education - Secondary)
- Bachelor of Education (Early Childhood)
- Bachelor of Education (Primary)
- Bachelor of Education (Special Education - Primary)
- Bachelor of Education (Sports, Health & Physical Education – Primary)

A further eight programs are under consideration and are expected to be finalised early in 2014, while another 13 are expected to be submitted by the end of April 2014.

During 2013, the QCT's *Program Approval Guidelines* continued to inform the ongoing approval of continuing Queensland initial teacher education programs. Graduates who successfully complete a program as approved or accredited are eligible for provisional teacher registration, subject to meeting 'suitability to teach' and other requirements. In August, the QCT Board considered and responded to the Minister's decision to defer until 2017 the proposed amendment of the Act to require graduate courses of preservice teacher education to comprise professional studies that are at least two years of academic study, in line with national requirements. The Board adopted a differentiated approach according to approval status of programs under QCT processes and advised the Minister and higher education institutions.

A standards-based approach to the approval of teacher preparation programs means that from the beginning of their involvement in the teaching profession, preservice teachers engage with the Professional Standards as a framework to guide their development. The Standards are used by both higher education institution academic staff and supervising teachers in schools to make judgements about the knowledge, skills and abilities of preservice teachers, culminating in a final decision that leads to eligibility for graduation and provisional registration.

A further mechanism for ongoing monitoring of programs is the requirement that each year universities provide statements on the operation of their teacher education programs during the year. The statements on the operation of programs at all Queensland Higher Education Institutions in 2012 were considered by program panels during 2013. Further strategies are currently being developed by the QCT, which was tasked with a number of key initiatives identified within the document 'A Fresh Start' released by DETE in July 2013. A pilot monitoring project with the Queensland Deans of Education has commenced

and will continue into 2014. A workshop for higher education institutions with representation from each employing sector about graduate expectations in 'Using Classroom data' has commenced work in this area.

As part of the QCT's consultative and collaborative program approval process, the QCT was represented on the internal course development committees, professional experience committees or faculty boards of Australian Catholic University, Griffith University, Christian Heritage College and University of Southern Queensland.

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

## Internships authorisations issued

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

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

In 2013 a total of 1,877 final year students undertook teaching internships under authorisation. The participating Queensland higher education institutions were Australian Catholic University (81 students), Central Queensland University (244 students), Christian Heritage College (25 students), Griffith University (409 students), Queensland University of Technology (407 students), the University of Queensland (296 students), the University of Southern Queensland (409 students) and the University of the Sunshine Coast (6 students).

## Research

In addition to aiding the dissemination of research through the *QCT Research Digest* and the QCT Teacher Research Grants program (see 'Communication with and promotion of the teaching profession' later in this Report), the QCT's research involvement in 2013 focused on the following:

### **Major Project - Using classroom data well: identifying key features of effective practices**

Using the *Australian Professional Standards for Teachers* as a framework this project investigates key factors that enable the effective interpretation of student and classroom data to evaluate and improve teaching across all professional career stages, with a particular emphasis on graduate and proficient stages. The research was commissioned by the QCT and has been undertaken by an external research group. The final report will be available in early 2014.

### **2013 Survey - Principals' Perceptions of Graduate Teachers' Preparedness for Work**

The QCT conducted a survey of school principals across all employing sectors to gather information on how well prepared principals thought newly employed graduate teachers were for their teaching role, and in what ways the principals supported the new teachers' transition from graduate to beginning teacher. A report was provided for the Board and the Minister.

The findings indicate that overall 74% of Queensland principals across all employing sectors who responded to the survey are satisfied to extremely satisfied with how beginning teachers are being prepared for work and in meeting professional standards.

The aspects perceived to contribute most to a beginning teacher's successful transition into their new school included targeted induction programs, networking and professional development opportunities, and support in classroom and behaviour management.

### **Partnered Project - Investigating the effectiveness of teacher education for early career teachers in diverse settings: a longitudinal study**

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

### **Research Project - Attrition of Recent Queensland Graduate Teachers**

In 2013 the QCT undertook a major research project into the attrition of recent Queensland graduate teachers from the profession in Queensland. The research focused on analysing data held by the QCT on Queensland graduates registered between 2006 and 2012, reviewing contemporary literature on beginning teacher attrition, undertaking a survey and conducting interviews with recent Queensland graduate teachers who had left the profession in Queensland.

The research report provides insight into the complex issues around beginning teacher attrition. The study produced a significant body of information for the QCT and key stakeholders to inform the development of policy and strategies regarding the retention of early career teachers in the profession in Queensland.

The Report and Appendices are available on the QCT website.

### **National leadership**

The QCT continued to play a significant role in 2013 in the area of national reform related to teacher quality.

The QCT is a member of the incorporated association of Australasian Teacher Regulatory Authorities (ATRA) as are all other Australian and New Zealand teacher registration/accreditation bodies. This body focuses on harmonization of registration processes across Australia. Officers from the QCT continued to participate in the various ATRA networks: Senior Registration & Assessment Officers, Professional Teaching Standards, Professional Conduct & Legal Officers, Professional Learning, Initial Teacher Education Accreditation Officers, and ICT Officers. In 2013 QCT officers convened several of these networks.

The chairing of ATRA rotates among member bodies. At the ATRA Annual General Meeting in September 2013 the QCT Chair and Director were appointed Chair and Deputy Chair, respectively, of ATRA and will serve in these positions until the next AGM in September 2014.

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

During 2013, the QCT continued to contribute to the work of AITSL in the areas of national professional standards for teachers, the Australian Performance and Development Framework, accreditation of initial teacher education programs and the elements of nationally consistent teacher registration. The QCT led a number of key projects in this area. A submission was provided to AITSL's public consultation on the development of guidelines for the selection of entrants to initial teacher education programs. A Board member who is a practising teacher participates as a nominee of the QCT in the AITSL national Focus Group of the Profession. The focus group provides advice on the conceptualisation, development and implementation of AITSL initiatives and provides feedback on resources, tools and materials developed to support teachers, school and system leaders.

In February the QCT made a submission to the federal government in response to its Discussion Paper on alternative pathways into teaching.

The QCT regularly provides advice on national issues to both the Queensland Minister for Education, Training and Employment and the Chief Executive Officer of DETE. Early in the year, the QCT responded to the draft DETE paper, *A Fresh Start: Improving the preparation and quality of teachers for Queensland schools*. A QCT staff member is currently involved in the Teacher Quality Reference Group for 'A Fresh Start'.

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# Protecting the public and the profession

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## Assessing suitability to teach

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

The Board of the QCT has endorsed a framework for the assessment of an applicant's criminal history information. The Suitability to Teach Committee (STT Committee) considers the criminal history and/or any disciplinary information of applicants for registration or Permission to Teach where there exists a question about the applicant's suitability.

In 2013 'suitability to teach' assessments were undertaken on 637 applications for teacher registration and applications for renewal of registration as a result of criminal history information which related largely to traffic and minor criminal matters. Of those, 16 applications were considered by the STT Committee. One applicant was assessed as not suitable to teach. Three applicants did not continue to seek registration after being asked for further information relevant to determining their suitability to teach. The remaining applicants were assessed as being suitable to teach.

## Disciplinary proceedings

The QCT can institute disciplinary proceedings against an approved teacher or a former approved teacher, such as suspending the teacher's registration, authorising an investigation where a ground for disciplinary action may exist or referring a matter to a disciplinary committee where grounds for disciplinary action are believed to exist.

Under the *Education (Queensland College of Teachers) Act 2005* ('the Act'), a two-tiered

disciplinary structure exists. Matters likely to result in minor disciplinary action or those where an investigation was authorised by the QCT are considered and determined by the Professional Practice and Conduct (PP&C) Committee, a disciplinary committee consisting of three Board members. Matters that could result in more serious disciplinary action, or where the QCT has determined to suspend a teacher's registration or Permission to Teach, are referred to the Queensland Civil and Administrative Tribunal (QCAT).

Disciplinary information leading to potential disciplinary proceedings is received by the QCT from several sources including approved teachers, the Commissioner of Police, employing authorities and the community.

## Notifications from approved teachers

Approved teachers must report to the QCT if they acquire a criminal history or where there has been a change to their criminal history. The definition of 'criminal history' under the Act is broad and includes every charge and every conviction of the person for an offence, in Queensland or elsewhere. *The Criminal Law (Rehabilitation of Offenders) Act 1986* does not apply to this definition.

In 2013 the QCT received 52 notifications from teachers about changes to their criminal history. Notifications received may be as a result of a teacher's understanding of and compliance with their legislative obligation to report a change, or a notification may be as a result of information received by the QCT from the Queensland Police Service (QPS). In either case, an assessment of all relevant information is undertaken prior to disciplinary action, if any, commencing.

## Notifications from the Commissioner of Police

The Commissioner of Police is required to notify the QCT where a person charged with an offence is suspected to be an approved teacher or was an approved teacher at the time of the offence. Since 2007 the QCT has had a system in place to check on a daily basis whether there is any change to approved teachers' criminal histories.

In 2013, 74 notifications were received from the Commissioner of Police. These resulted in the suspension of fifteen teachers' registration as a result their being charged with a serious offence. Serious offences include serious child related sex offences and certain offences in relation to the *Classification of Computer Games and Images Act 1995*, *Classification of Films Act 1991* and the *Classification of Publications Act 1991*.

## Notifications from employing authorities

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

In 2013, 135 notifications were received from employing authorities; of these the QCT suspended the registration of two (2) teachers believed to pose an imminent risk of harm to children and authorised six (6) disciplinary investigations.

Whilst some of the notifications were referred for disciplinary action, either directly to a disciplinary committee or for QCT investigation, others were determined as requiring no further action. At the end of the year some matters were still awaiting additional information such as the outcome of an employing authority or police investigation or court proceeding prior to the QCT determining what disciplinary action, if any, was required to be pursued.

## Complaints

A member of the community may make a complaint to the QCT alleging a ground for disciplinary action exists against an approved teacher. The QCT can refuse to deal with a complaint in certain circumstances, for example where the complaint could be, or has been, more appropriately dealt with by another authority. Where the QCT does not refuse to deal with the complaint it must refer the matter to a disciplinary committee or authorise an investigation into the complaint.

In 2013 the QCT received thirteen (13) complaints against approved teachers. Of these, one (1) relates to a complaint concerning criminal allegations which are being dealt with by the QPS and has resulted in the teacher's registration being suspended pending a decision by the court. The QCT refused to deal with three (3) of those complaints and commenced

a disciplinary investigation in four (4). The remaining five (5) are currently being considered. Of the outstanding four complaints at the commencement of 2013, the QCT authorised and finalised investigations into two (2) complaints and refused to deal with the other two (2).

## Disciplinary investigations

If the QCT reasonably believes on the basis of disciplinary information received by the QCT that a ground for disciplinary action against the teacher may exist, the QCT may authorise an investigation. Eleven (11) disciplinary investigations were authorised in 2013; of these, six (6) were finalised. Four (4) were referred for a decision by a disciplinary committee with the other two (2) in the process of being referred. The remaining five (5) are being progressed. In addition to the investigations conducted, 'reports to disciplinary committees' were finalised and referred in another three (3) matters.

A further 48 matters resulting from employing authority notifications/reports were reviewed and assessed as requiring no disciplinary action by the QCT.

## Disciplinary proceedings statistics

In 2013, proceedings conducted by the QCT in the Queensland Civil and Administrative Tribunal (QCAT) resulted in the following outcomes:

- Fifteen (15) teachers or former teachers had their registration cancelled and/or were prohibited from re-applying for teacher registration for periods of time ranging from four (4) months to five (5) years;
- Two (2) teachers received suspended suspensions of registration;
- One (1) teacher received a reprimand;
- Fifteen (15) teachers currently have registration suspended after being charged with serious offences (those offences are yet to finalised);
- One (1) teacher's registration is currently suspended while QCAT proceedings continue.

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

By year's end 27 open disciplinary matters were listed before the QCAT.

## **Internal reviews**

Where an applicant or an approved teacher or former approved teacher applies for a review of a decision of the PP&C Committee or the STT Committee about their suitability to teach or about disciplinary action to be taken against them, the decision is initially reviewed by the Internal Review Committee (IRC). The IRC, after reviewing the decision, must recommend to the Board of the QCT whether it should confirm, amend or substitute the original decision of the PP&C Committee or the STT Committee. In 2013 the IRC did not receive any applications for review of decisions made by the PP&C Committee or the STT Committee.

## **External reviews/appeals**

A person may seek external review by QCAT against a decision of the QCT relating to registration, Permission to Teach, disciplinary action or initial teacher education programs. A person can also appeal a disciplinary order of QCAT. In 2013 no external reviews were sought.

## **Data analysis and professional conduct education**

The QCT commenced a research project into trends in conduct and competence cases dealt with by the QCT since it began operation in 2006. The study will look at the implications of those trends for the work of the QCT, for example in professional conduct training to preservice teachers. The study is to be expanded in 2014 to include also details from other teacher regulatory authorities in Australia and New Zealand.

As part of its commitment to protecting the public, the QCT undertook professional conduct and ethics training to preservice students in three (3) initial teacher education courses.

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# Communication with and promotion of the profession

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## Corporate identity review

A corporate identity review was launched in mid-2013 and as a part of the corporate identity strategy the QCT increased the use of imagery, particularly photographs, to improve communication with and promotion of the profession. The aim is to build an image library of teachers in real Queensland school settings. During 2013 preliminary photography sessions were completed in two schools, resulting in a collection of photographs highlighting the role of the teacher.

## Quality customer service

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

During 2013 the registration area of the QCT responded to over 31,000 telephone enquiries and over 7,500 emails, in the main from registered teachers and applicants. The introduction of emails to teachers informing them of upcoming fee notices and events has assisted in reducing customer service issues associated with the annual cycle of teacher registration activities and mitigated the need for applicants and teachers to contact the QCT to check the progress of their application, change their contact details or request information about their registration.

Enhancements to online services accounts and a targeted electronic approach to customer service also support applicants, teachers and employers to access the QCT 24/7. For instance, in 2013 30,000 teachers logged 306,496 Continuing Professional Development entries and the majority of teachers

use electronic banking to pay their fees. Quick start guides were rolled out to explain processes and a greater focus given to electronic delivery streams such as the online services environment and emails.

Client satisfaction surveys, based on the Queensland Government's *Better Practice Guideline for Measuring Client Satisfaction*, were launched for Queensland graduate applicants for teacher registration. Respondents gave the QCT an overall satisfaction rating of 98%. A similar survey of applicants using the new *Application for moving from provisional to full registration* indicated an overall satisfaction rate of 92%.

## Registration communications

### *Electronic notifications*

In any one year the QCT issues to approved teachers notices for: fees (including renewal and restoration fees), registration approvals, certificates and annual registration cards. In 2013 the QCT automatically lodged over 230,000 notices against individuals' electronic files and continued the policy of providing email notifications of all fee notices, receipts, receipt of online application forms and advice when registration is granted.

### *Electronic bulk record keeping*

Significant business improvements and enhanced customer service have been derived from the implementation of the Automatic Bulk Lodgement Engine which provides for the QCT to ensure that all mail and email correspondence to individual applicants is converted to a PDF format and electronically filed in the person's QCT file. In 2013 a total of 230,128 mirror images of notices were uploaded into the QCT recordkeeping system. These PDFs are available the same day the automated data is sent to the mailing house. This process enables staff to almost instantaneously advise a customer about the content of a notice and to email the notice to them if required.

## Letters of Professional Standing

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

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

The charge fixed for the QCT to issue letters of professional standing is the same rate as the fee charged for replacing a registration certificate or certificate of permission to teach, which was \$31.05 in 2013. During 2013 the QCT received 175 enquiries about letters of professional standing and issued 166 such letters.

## Early childhood initiative

A QCT initiative during 2013 to capture information on over 2,600 newly licensed early childhood centres has created the facility for registered teachers moving into early childhood to record the centres at which they are teaching. Nearly 300 teachers were recorded at these centres in the last half of 2013. Not only does this strengthen the QCT's ability to communicate directly with this cohort but establishes groundwork for continuing capture of specialisation data of all registered teachers.

## Periodical publications

### QCT eNews

*QCT eNews* is an email bulletin sent every second month during the school year (i.e. five times in total each year) to all teachers for whom the QCT holds an email address. The purpose of the eNews is to advise teachers of matters concerning their teacher registration and forthcoming events that may be of interest to them, to provide professional development on professional standards and professional conduct, and to update teachers on QCT activities and recent publications from the QCT.

## QCT News

During the main fee-payment period of October to March, a printed newsletter is mailed to teachers with their receipts for payment of the annual fee. The 2013 edition focussed on the fortieth anniversary of teacher registration in Queensland and included a timeline of milestones in the development of the state's registration system.

## QCT Research Digest

In April the QCT resumed publication of its Research Digest series with the production of edition number 9, on Teaching Critical Thinking. These periodic digests are produced for the QCT by the Australian Council for Educational Research. Each digest focuses on a single topical issue, and provides a review of major messages from research on the issue. A key feature of the digests is an emphasis on what the research means for teachers and teaching. Over the course of several editions, a wide range of issues is covered, so that teachers from different areas of schooling will find topics of relevance to their needs and interests. Starting with No. 9, each edition will focus on the *Australian Professional Standards for Teachers* (AITSL, 2012).

This edition of *The Research Digest* is focused on theory, research and policy issues related to the teaching of critical thinking. It examines different definitions and views of critical thinking, and different approaches to teaching critical thinking. In particular it examines ways of posing higher-order critical thinking questions and the teaching of routines for critical thinking.

## Teacher research grants

Under the QCT's Teacher Research Grants program, funding is provided on a competitive basis to Queensland teachers who have undertaken research related to their teaching practice, to enable them to share their research at major education conferences in Australia. Applications close in April each year. Grants for 2013 were awarded to four teachers from state and non-state schools to present papers to the conferences of the Australian Teacher Education Association (Brisbane, July), the Australian Curriculum Studies Association (Darwin, September) and the Australian Association for Research in Education (Adelaide, December).

## World Teachers' Day - Friday 25 October 2013

The QCT's World Teachers' Day theme for 2013 was 'Teachers Inspire', acknowledging teachers from a wide range of teaching and leadership roles who go 'above and beyond' to help their students learn.

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

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

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



## Awards for Excellence in Teaching

In their fifth year in 2013, the QCT's Excellence in Teaching Awards now include four award categories named after eminent Queensland educators associated with the QCT and its predecessor bodies: the *Alan Druery OAM Excellence in Teaching Award* is for inspirational Queensland teachers, the *Dr Roger Hunter Excellence in Beginning to Teach Award* is for teachers with up to four years' experience, the *Professor Betty H Watts OBE Memorial Award for an Outstanding Contribution to Teaching* recognises teachers who have enriched the profession with an outstanding history of service, and the *Dr John Dwyer Award for Excellent Leadership in Teaching and Learning* acknowledges classroom teachers or school administrators who have taken a leading role in enhancing teaching and learning in their school.

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

The annual Excellence in Teaching Awards ceremony was held at Parliament House in Brisbane on World Teachers' Day, Friday 25 October. Twenty-two finalists from state, Catholic and independent schools were recognised in the four award categories for their passion and dedication to teaching in Queensland.

The awards, which attracted some 200 nominations in 2013, were announced by Minister for Education, Training and Employment, the Honourable John-Paul Langbroek MP. QCT Board member, Ms Lisa Siganto, was master of ceremonies. An instrumental strings ensemble from Hilder Road State School entertained guests.

The Awards garnered considerable coverage in local broadcast and print media; this had an estimated advertising value of \$240, 000.



## 2013 Finalists

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

*Awarded to:*

Brenda Shirley – Glenala State High School

*Finalists*

Trevor Beasley – Mackenzie State Campus

Michael Goodwin – Mackay North State High School

Craig Humbley – The Southport School

Elizabeth Venz – The Southport School

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

*Awarded to:*

Corrine McMillan – Glenala State High School

*Finalists*

Allison Elcoate – St Patrick's College Townsville

Angela Foulds-Cook – The Southport School

Angela Sleeman – Forest Lake State High School

Brendan SueSee – Cavendish Road State High School

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

*Awarded to:*

Debra Koh – St Aidan's Girls' School

*Finalists*

Linda Allen – Frenchville State School

Lorelli Allen – Glenala State High School

Kerrie Angel – Sunshine Coast Grammar

Maria Kehoe – Our Lady of Lourdes, Toowoomba

Naomi Kerswell – Maryborough Special School

Sally Kohler – Palmwoods State School

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

*Awarded to:*

Paddy Macleod – Kirwan State High School

*Finalists*

James Brewer – Glenala State High School

Anne-Marie Burchell – Cranbrook State School

Natasha Milovanovic – Marsden State High School

Penny Waring – St Rita's College



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# Regulating the profession

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## The QCT's Regulatory Compliance Framework

The QCT is responsible for monitoring and enforcing compliance with the Act and associated policies. The Act prescribes offences and penalties that can be applied and enforced by a court where an offence is proved. Individual QCT policies also outline how provisions of the Act apply and consequences for non-compliance.

The *QCT Regulatory Compliance Framework* provides an overarching structure for the QCT to manage its obligations as the regulator of the teaching profession in Queensland. The primary elements of the framework are QCT policies, strategies and actions to inform and educate, persuade and engage and, where necessary, monitor and enforce compliance with the Act. The framework aims to improve the QCT's regulatory efficiency by reducing the potential for any unnecessary enforcement and compliance costs and providing for the most appropriate action to be taken given a particular situation.

The *QCT Compliance Management Strategy* details the way in which potential compliance matters are monitored and managed. The QCT values maintaining productive working relationships with stakeholders and developing a partnership approach to regulatory issues where appropriate.

In 2013 risk management registers were developed for the General Offences provisions of the Act (s82-86) and the business process associated with moving from provisional to full registration. These registers assist the QCT to balance compliance actions with risk, necessity and proportionality.

## Compliance management

The QCT fully implemented the *2013 Compliance Management Plan* to ensure that the regulatory compliance obligations of the Act are monitored and managed. The plan includes reporting on QCT compliance activities and data, monitoring compliance with conditions on registration, conducting the annual census, undertaking an annual program of audits, stakeholder engagement and information provision.

## Monitoring and reviewing registration conditions

The legislation provides for the QCT to place a condition on a person's registration or permission to teach only if the QCT is reasonably satisfied the condition is necessary to ensure a person meets the eligibility requirements to be approved to teach in Queensland.

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

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

The QCT must review the condition as soon as practicable after being asked to do so. Following review of the condition, the QCT may amend, cancel, refuse to amend or cancel, or impose a new condition. Once the QCT has completed a review of the condition, the applicant is advised in writing of the outcome of the review.

In 2013, a total of 206 approved teachers had their overseas criminal history check condition cancelled due to meeting the requirements of the condition. Sixteen approved teachers had their study condition removed due to meeting the requirements of the condition. One met the requirements of their English language condition.

Section 46 of the Act provides for the QCT to institute a show cause process where the QCT reasonably believes that a person has failed to comply with a condition on their registration. Five people had their teacher registration cancelled for failure to comply with the requirements for their study condition and five others for failure to comply with an overseas criminal history check condition.

## Review of RTT condition

In 2013, 435 requests for review of an RTT condition were received. A total of 252 RTT conditions were cancelled on evidence that the teacher had completed an RTT program. Seventeen RTT conditions were omitted based on the determination that on the information provided the teacher's experience was equivalent to teaching in a Queensland school and 123 RTT conditions were removed for various other reasons. On 46 occasions the QCT refused to cancel an RTT condition and in 42 of these cases an extension of time was given to the teacher to comply with the condition. Three requests for review were still in progress at the end of the year.

## Annual census

The QCT conducted the 2013 annual census of school teachers in schools from 12 - 14 June via the QCT's web-based Employer Services. Principals at non-State schools were sent emails advising of the census and instructions on how to use the Employer Online Services to submit their census return. This facility can be used at any time during the year by the school administration to update teaching staff records. The benefits of using this tool for principals and school administrators include:

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

To capture census information for State schools, the QCT worked with the Department of Education, Training and Employment (DETE) and trialled a centralised data transfer of information on teachers employed in all State schools for annual census purposes. This initiative ensures a regular exchange of information about DETE teachers and negates the need for approximately 1,200 DETE principals to respond individually to the QCT annual school census. This process also ensured that all state schools are checked whereas in the past the return rate had been less than 75 per cent. By the end of the year 1,798 schools

(99 per cent of schools) had completed a census return. Overall only 11 non-State schools did not complete the census in 2013.

## Audit activities

### Schools

The QCT works with all teacher-employing authorities to ensure that only approved teachers are employed as teachers in prescribed schools, as required under section 82 of the Act. As part of the compliance monitoring program, the QCT undertook audits of the employment records of thirteen selected schools. Six of these audits were conducted onsite and seven were conducted as a desktop exercise. The audits indicated that the overall level of compliance with the Act is very high in Queensland schools.

Of the 13 audits completed in 2013 no anomalies were identified at eight schools. The QCT engaged with the other five schools to assist in addressing 31 issues. The QCT reminded school principals of the need to have a process in place in each school to check current teacher registration for all teachers employed during the year. The Employer Services facility on the QCT website enhances compliance with the Act by assisting principals to ensure that all teachers employed at their schools are approved teachers. All schools were co-operative and eager to use the information gained at audit to improve their systems and procedures.

### Higher education institutions

The QCT also undertook an audit of three higher education institutions to monitor compliance with section 83 of the Act - *a person who is not a registered teacher must not supervise, or assess the work of, a teacher or student teacher in a prescribed school*. A total of 185 student teacher supervisors across the three universities involved with this audit were checked against the QCT public register. Six were found to have been involved with the supervision and/or assessment of student teachers while they were not registered. The QCT is currently working with relevant staff within the education faculties at each institution to assist them to improve internal compliance monitoring processes to ensure that in future all supervisors of student teachers are registered teachers.

### Teachers

At the time when fully registered teachers apply for renewal of their registration, the QCT conducts an audit of random samples of registered teachers and requests that they supply records and

evidence of their CPD and hours of teaching. The audit is used in making decisions about renewal of a teacher's registration, including, for example, whether registration will be renewed with a condition. A total of 324 teachers were audited during 2013.

### Professional conduct related audits

The Act requires employing authorities to notify the QCT of the commencement and finalisation of investigations into allegations of harm to students by teachers and of the dismissal of teachers for reasons relating to competency. The QCT audit includes an examination the employing authority/school's student protection and reporting policy and the QCT works with employing authorities and schools to enable policies to detail required legislative reporting requirements.

In 2013 the QCT audited the records of three (3) selected employing authorities/schools. Whilst no compliance issues were identified, the QCT provided information and advice regarding reporting requirements and the school's respective policies and procedures.

### General offences

The aim of the QCT regulatory compliance model is to minimize regulatory burden and to promote voluntary compliance wherever possible, whilst still ensuring rigour is maintained by adopting management action that reflects risk, necessity and proportionality.

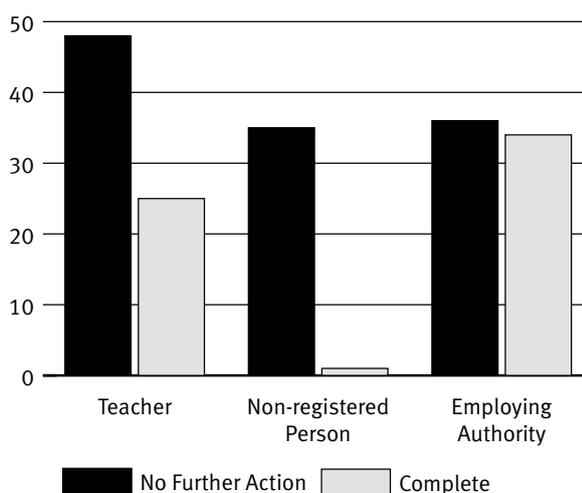
A core component of the QCT's regulatory compliance management is assessing information and undertaking action in respect to the General Offence provisions of the Act and in particular section 82 – *Only approved teachers may be employed as teachers* and section 83 – *Requirement to hold registration, or permission to teach in schools*.

In 2013 the QCT investigated 70 issues concerning schools and employing authorities about complying with the requirement under sections 82 and 83 of the Act that only approved teachers may be employed as teachers. On 34 occasions the school or employing authority was provided with advice about compliance with the Act and on 36 occasions the matter was not further pursued.

The QCT also investigated 78 issues concerning non-approved teachers and 36 issues concerning non-registered persons. These investigations resulted in 26 individuals being issued with written advice about their obligations under the Act.

As outlined in the graph below, following initial investigation, the QCT elected to take no further action in cases where no breach existed, a compliance breach could not be substantiated, or where the breach was of a minor nature and further action was not warranted. For instance, where a person was found working as a classroom teacher for a period of less than 5 days the QCT worked with the non-approved teacher and the employing authority to ensure that registration was obtained or regained and the matter was not pursued further.

**Graph 1: Breakdown of compliance matters 2013**



**Table 9: Compliance matters 2013**

Matters	2012	2013*
New cases received	195	184
Complete: warning letters issued	145	60
No Further Action	99	119

\*In 2013 the number of DETE compliance matters identified and resolved has been reduced as they are being dealt with in the main through the management of DETE data exchange.

### Other Issues

During the course of an audit of an independent secondary school that failed to participate in the QCT 2013 census, anomalies were detected in the documentation supplied by the school regarding one teacher. It was found that the person teaching at this school was not a registered teacher, and therefore not approved to teach in Queensland schools.

The QCT subsequently received an application for teacher registration from this person. Amongst other things, that application included a testamur and an academic record, purportedly from an Australian university. A review of this documentation revealed inconsistencies and inquiries were subsequently undertaken with the university which revealed that they had no record of this person having completed any qualification, and further, that the testamur provided to the QCT was not produced by the university.

Given the assertions by the university, the QCT reasonably suspected that this information disclosed an offence, namely 'forgery and uttering' under s488 of the Criminal Code and the matter was referred to the Queensland Police Service (QPS) which has now charged this person with fraud, forgery and uttering.

Another compliance issue was identified when a Taiwan employer contacted the QCT for confirmation of the Queensland registration details for a person who was applying for a position. They were advised that the registration did not exist and that the QCT certificate had been falsified. As this happened outside of Australian jurisdiction they were advised to contact Taiwanese authorities

In addition to the above, another two allegations regarding the production of false documents to the QCT were referred to the QPS and are the subject of QPS investigations.

## **Stakeholder engagement and reducing regulatory burden**

In 2013 the QCT worked with DETE as the major employer of teachers in Queensland to reduce the regulatory burden on DETE and State school principals in respect to DETE's compliance with the Act. This work included:

- Providing the Teacher Applicant Centre with a weekly cross-check of their applicants against the QCT register of teachers to assist DETE to ensure that data held on their teachers is up-to-date from the employment application process.
- Weekly reports to DETE on teachers attached to State schools who are about to end their provisional registration, who have not renewed their registration or whose registration is about to be cancelled. This provided DETE with the opportunity to intervene and assist the teacher to undertake the necessary action to maintain their teacher registration.

- A regular data exchange between the QCT and DETE automatically checks all DETE teachers against the QCT register. The monitoring of this data exchange and outcomes by the QCT and DETE staff is assisting DETE to ensure that only approved teachers are teaching in State schools. In the past 12 months this has significantly reduced the number of times the QCT has identified a compliance issue with a person engaged as a teacher with DETE. The centralised exchange and monitoring has also reduced the burden on DETE Regions and school staff.

Regular QCT/DETE data exchange continues to improve regulation and minimise workloads associated with ensuring compliance, while electronic information provision to five Catholic Dioceses in Queensland is proving very successful and significantly improving the ability of Catholic schools to comply with the Act.

The QCT liaises with stakeholders, by telephone and in person, about professional conduct and legislative obligations. For example during 2013 QCT Professional Conduct personnel met with relevant staff of DETE and the Brisbane Catholic Education Office for this purpose.

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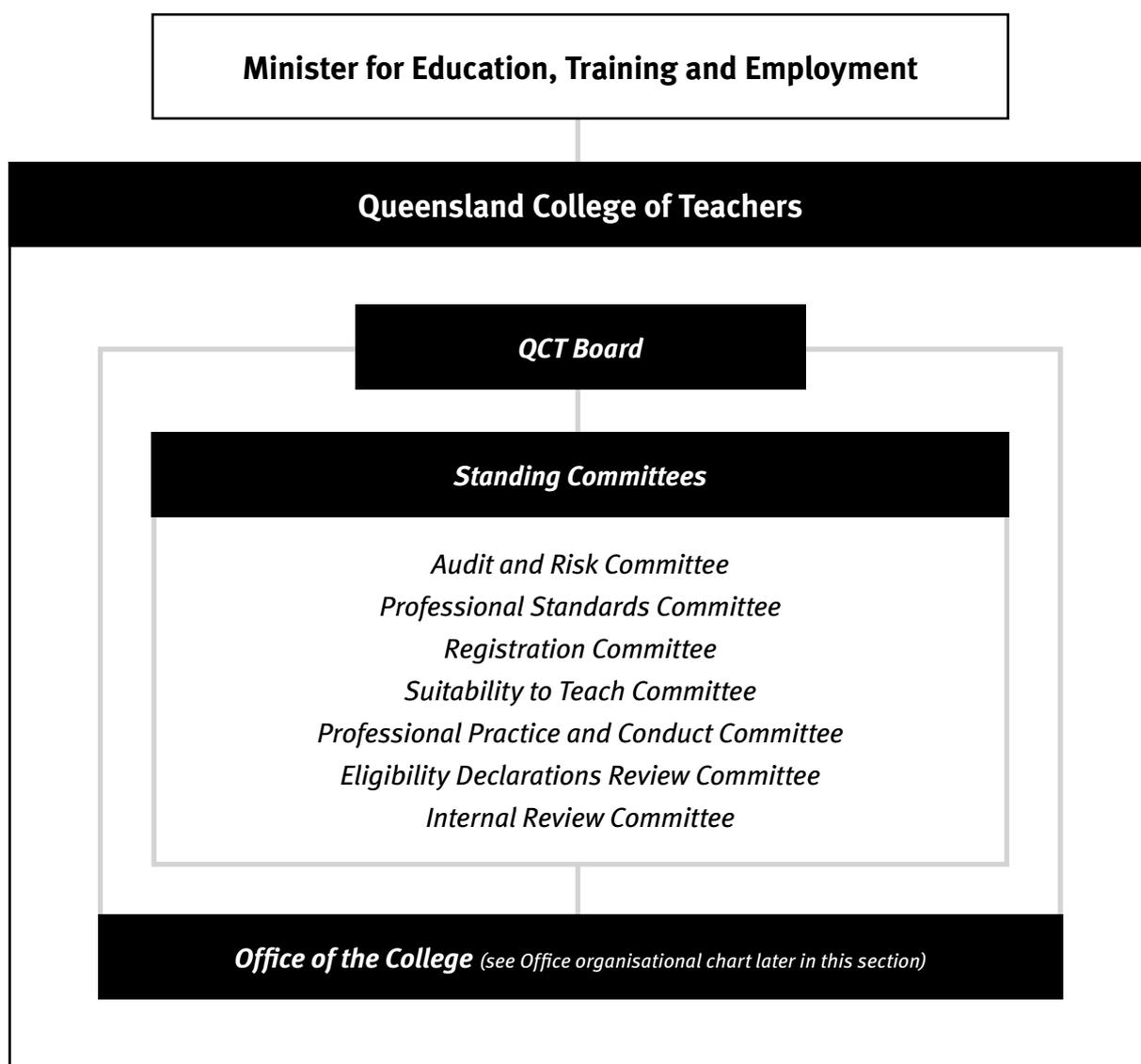
# Corporate governance

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## Organisational structure

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

**Diagram 1:** Organisational structure



## Role and achievements of the QCT Board

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

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

## Members of the QCT Board

Board members are appointed by the Governor in Council, on the recommendation of the Minister, normally for a three-year term. The Chairperson, who is nominated by the Minister, is appointed for up to four years. Under the Act, the Board must appoint a member to be deputy chairperson. The QCT Board was in the second year of its third three-year term in 2013.

Members in 2013 were as follows:

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

**Mr Craig Allen**  
Assistant Director-General,  
Human Resources, DETE  
*Nominee of the chief executive*

**\*Professor Nola Alloway**  
Pro-Vice-Chancellor, Faculty of Arts, Education  
and Social Sciences, James Cook University  
*Nominee of the Higher Education Forum  
who is a practising teacher educator*

**\*Mr Perry Anderson**  
Guidance Officer, DETE  
*Practising teacher nominated by the  
Queensland Teachers' Union*

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

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

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

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

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

**Mrs Margaret Leary**  
*Nominee of Queensland Council of Parents and  
Citizens' Associations*

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

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

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

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

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

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

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

\*Member was a registered teacher in 2013

The Board met 8 times in 2013, holding ordinary meetings every six weeks from February to November. In addition, a meeting was held in January of a small group of members delegated by the Board to act on its behalf during the summer recess before the February meeting.

The total amount of fees paid to members of the Board for the period 1 January 2013 to 31 December 2013 was \$27,638. The total amount of on-costs (including travel and accommodation involved in meeting attendance, and reimbursement to schools for Teacher Relief Salaries incurred when teacher members attend meetings) for the Board in 2013 was \$31,596.

Each Board meeting is evaluated by members and results are reported to the Board so that any unfavourable findings can be addressed. Evaluations of meetings in 2013 were generally very positive.

**Table 10: Queensland College of Teachers Board Meetings**  
Member attendance record 2013

Name	Feb	Mar	May	Jun	Jul	Aug	Oct	Nov	TOTAL attended in person
Dr Joe MCCORLEY (Chairperson)	✓	✓	✓	✓	✓	✓	✓	✓	8/8
Mr Craig ALLEN	✓	✓	✓	✓	✓	✓	✓	P	7/8
Professor Nola ALLOWAY	✓	✓	✓	✓	P	✓	P	✓**	5/8
Mr Perry ANDERSON	✓	P	✓	✓	✓	✓	✓	✓	7/8
Ms Melissa BURKE	A	P	✓	✓	✓	✓	✓	✓	6/8
Ms Samantha COLBERT	✓	✓	✓	✓	✓	✓	✓	✓	8/8
MS Aleisha CONNELLAN	✓	P	✓	✓	✓	P	✓	A	5/8
Ms Susan FORSYTH	✓	✓	✓	✓	✓	✓	A	✓	7/8
Dr Roger HUNTER	✓	✓	✓	✓	✓	P	✓	P	6/8
Ms Margaret LEARY	✓	✓	✓	✓	✓	✓	✓	✓	8/8
Ms Alota LIMA	✓	A	✓	✓	✓	✓	✓	A	6/8
Ms Amy LUNNEY	✓	✓	✓	✓	✓	✓	✓	A	7/8
Ms Marise MCCONAGHY	✓	✓	A	✓	✓	P	P	✓	5/8
Mr James MCGOWAN	✓	✓	✓	A	✓	✓	✓	✓	7/8
Ms Stephanie MUNDAY-LAKE	✓	✓	✓	✓	✓	✓	✓	A	7/8
Ms Lisa SIGANTO	✓	✓	✓	✓	✓	✓	P	✓	7/8
Mr Kevin TWOMEY	✓	✓	✓	✓	✓	✓	✓	✓	8/8

✓ – Attendance recorded; A – Apology recorded; P – Attendance by proxy;  
O – Observer attended in lieu; ✓\*\* – Participated by telecommunication

### Ministerial directions

No Ministerial directions were received during 2013.

## Committees

According to legislation, the QCT must have:

- a Professional Practice and Conduct Committee
- a committee to conduct internal reviews of decisions (the Internal Review Committee)

The Board may also establish committees for effectively and efficiently performing its functions. Four additional committees established by the Board operated in recent years.

The Board operated in 2013 with five committees in addition to the two specified in legislation: Eligibility Declarations Committee, Professional Standards Committee, Registration Committee, Suitability to Teach Committee and Audit and Risk Committee (formerly titled Corporate Governance and Risk Committee).

Terms of reference and composition of all QCT committees are given in Appendix 2.

## The office of the Queensland College of Teachers

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

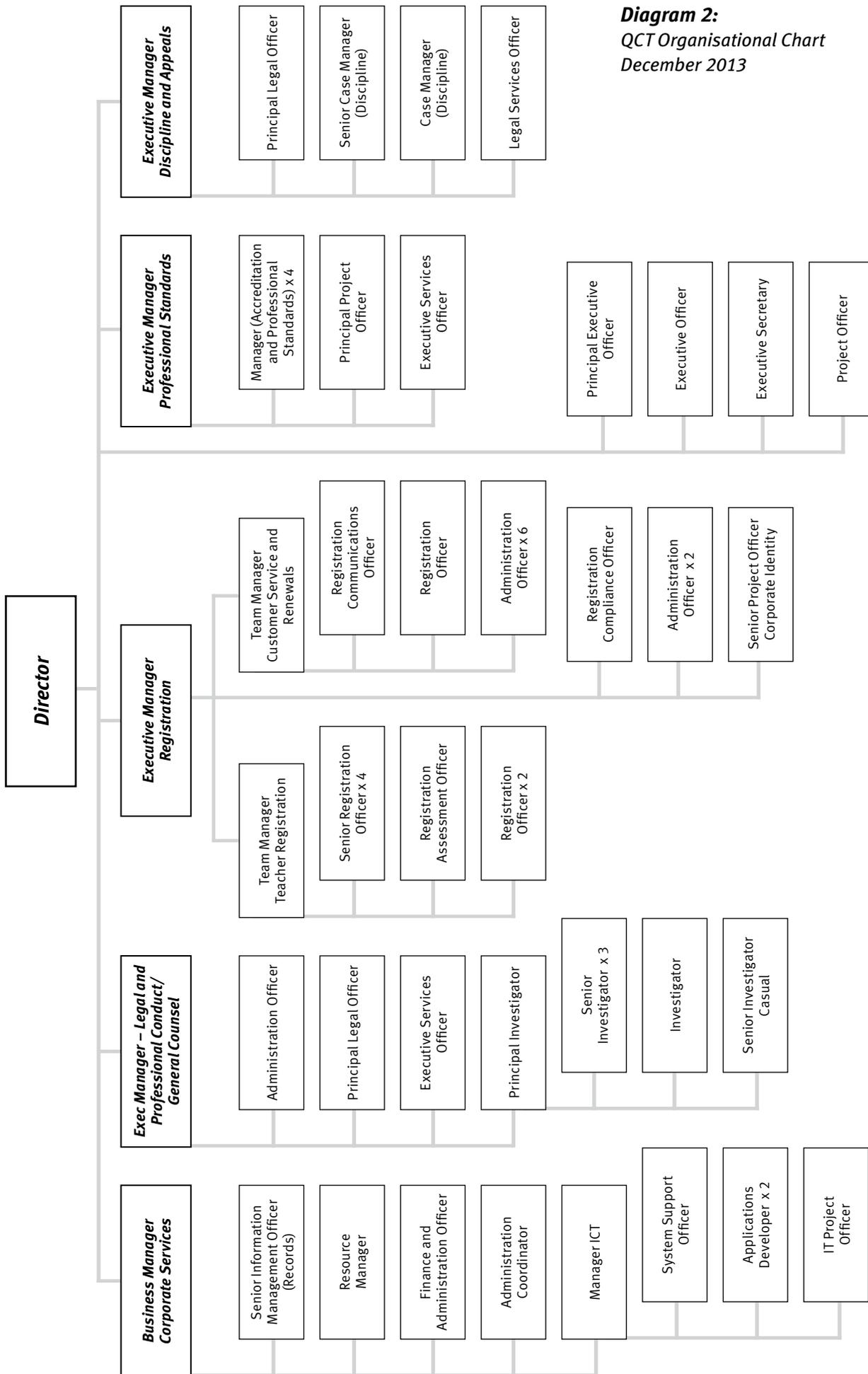
In 2013 the office had the following main operational areas: Professional Standards, Registration, Legal and Professional Conduct, Discipline and Appeals, Corporate Services, and the Office of the Director. The structure of the QCT office is shown in the organisational chart below (Diagram 2).

## Executive management

The executive team in the Office as of late 2013 consisted of:

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

The Board was pleased to extend the Director's contract of employment by two years from May 2014.



**Diagram 2:**  
*QCT Organisational Chart*  
 December 2013

## Summary of financial position

The QCT's budget was approved by the Minister and monitored throughout the year with monthly reports and forecasts being provided to management and the Board. A financial projection covering the next three years is presented to the Board periodically.

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

The QCT's longer-term Criminal History Check obligations are funded and backed by a cash investment of \$ 3.57 million, after eight years of operation. This provides the one-and-a-half times cover as required in terms of the QCT's investment policy.

## Comparison of actual financial results with budget

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

<b>Statement of Comprehensive Income</b>				
<i>for the year ended 31 December 2013</i>				
	Notes	2013 Actual \$'000	Revised 2013 Budget \$'000	Variation %
<i>Income from Continuing Operations</i>				
<i>Revenue</i>				
Fees		7,980	7,982	0%
Interest		308	325	5%
Criminal history checks		150	162	7%
Other revenue		43	40	-8%
<b>Total Income from Continuing Operations</b>		<b>8,481</b>	<b>8,509</b>	
<i>Expenses from Continuing Operations</i>				
Employee expenses	1	4,814	5,014	4%
Supplies and services	2	2,536	2,980	15%
Depreciation and amortisation		217	227	5%
Criminal history checks		218	202	-8%
<b>Total Expenses from Continuing Operations</b>		<b>7,785</b>	<b>8,423</b>	
<b>Operating Result from Continuing Operations</b>		<b>696</b>	<b>86</b>	
Other Comprehensive Income		-	-	
<b>Total Comprehensive Income</b>		<b>696</b>	<b>86</b>	

## Statement of Financial Position

as at 31 December 2013

	Notes	2013 Actual \$'000	Revised 2013 Budget \$'000	Variation %
<i>Current Assets</i>				
Cash and cash equivalents	3	10,351	9,909	-4%
Receivables		107	85	-25%
Other	4	54	25	-115%
<b>Total current assets</b>		<b>10,512</b>	<b>10,019</b>	
<i>Non-Current Assets</i>				
Intangible assets		566	562	-1%
Plant and equipment	5	282	175	-61%
<b>Total non-current assets</b>		<b>848</b>	<b>736</b>	
<b>TOTAL ASSETS</b>		<b>11,360</b>	<b>10,756</b>	
<i>Current liabilities</i>				
Payables	6	505	452	-12%
Accrued employee benefits		443	429	-3%
Unearned fees	7	201	275	27%
<b>Total current liabilities</b>		<b>1,149</b>	<b>1,156</b>	
<b>NET ASSETS</b>		<b>10,210</b>	<b>9,600</b>	

### Notes

1. The favourable variance arises predominantly from a number of budgeted positions which were not filled during the year.
2. The variance is linked to savings across a number of initiatives during the period.
3. The variance results from the significant favourable variances mentioned at 1 and 2 above.
4. The variance results from a higher level of prepayments than anticipated.
5. The variance is due to unbudgeted capital expenditure at year end.
6. Accruals were made for unanticipated expenses and obligations.
7. The variance is due to a reduction in the level refundable monies from that budgeted.

As an indication of QCT performance, an analysis of expenditure compared to other Australian teacher regulatory bodies showed that the QCT has the lowest annual teacher registration fee, the lowest number of staff per registered teacher and the lowest cost per teacher of any of the regulatory bodies.

## Audit and Risk Committee

The Audit and Risk Committee (ARC) monitors compliance with relevant legislation and government policy, ensuring compliance with the QCT's statutory responsibilities; oversees the internal and external audit relationships; monitors the QCT's investment policy; and provides advice to the Board across a range of financial, compliance, risk and governance issues. The ARC includes two Board members, one of whom chairs the Committee. Full membership and terms of reference for the ARC are given in Appendix 2. No member of the Committee is remunerated.

The ARC observed its terms of reference and had due regard to Queensland Treasury's audit committee guidelines. There were no recommendations from the Queensland Audit Office's audit of the 2012 financial year.

In 2013 the Internal Audit section of the Department of Education, Training and Employment conducted an audit of the QCT's financial processes. The recommendations arising from the report of Internal Audit will be implemented during 2014. Further areas of the QCT's operations as identified will be subject to Internal Audit review in 2014.

The independent audit report on the QCT's financial statements for the year ending 31 December 2013 did not identify any issues to be addressed.

## Oversight and management of risks

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

### *Funding adequacy*

The QCT has established an investment fund to optimise the use of teachers' fees to ensure it can meet its financial responsibilities to conduct criminal history checks of teachers every five years. In addition the QCT increases fees in line with Treasury guidelines each year to assist in catering for potential increases in its expenses such as rent for its premises.

### *Human capital*

During 2013 the QCT continued to focus on maintaining staff levels that support the delivery of quality customer service to all our clients and

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

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

### *Disaster Recovery/Business Continuity Plan*

To minimise the effects of potential major disruptions to its business, the QCT has partnered with the Corporate Administration Agency<sup>1</sup> ("CAA"), a shared service provider<sup>2</sup> to smaller entities and statutory bodies, to develop and implement a Disaster Recovery Plan, a Business Continuity Plan and associated business processes. Their ongoing effectiveness is currently under review to ensure that they remain valid and effective. Various refinements to the Disaster Recovery Plan and associated hardware were further refined in 2013 and review of the Business Continuity Plan was undertaken with a view to improving the QCT's effectiveness in the event of a wide area disruption.

## Staffing establishment

To comply with the Government's Employee Management Program the QCT continued to be required to report weekly on permanent vacancies and any temporary contracts that exceeded a twelve month period. This was to ensure that any Employees Requiring Placement were given first priority when filling a vacancy. If no applications

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

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

were received from Employees Requiring Placement, positions could then be advertised in line with the relevant directive.

## Banking

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

## Building and facilities

The QCT's present lease over its Toowong premises has a further two years to run on its term and will expire on 31 December 2015. Towards the end of 2014 a formal strategy to obtain an alternative premises solution to cater for its needs after 2015 will be developed.

## Consultancies and overseas travel

Publication of this information is available via the following page of the QCT website: [www.qct.edu.au/Publications/CorporatePub.html](http://www.qct.edu.au/Publications/CorporatePub.html) or on the Queensland Government Open Data website at [www.qld.gov.au/data](http://www.qld.gov.au/data).

## Workforce planning, attraction and retention and performance

As at the last pay day in December 2013 the QCT directly employed 53.04 (full-time equivalent) staff members; in addition 1.25 casual staff were employed giving a total complement of 54.31.

**Table 11: Number of staff employed (full-time equivalent)**

	Female	Male	Total
Permanent	20.86	18	38.86
Fixed Term	11.18	3	14.18
Casual	1.27	-	1.27
Total	33.3	21	54.31

The increase in full-time equivalent staff numbers compared with 2012 (47.4, directly-employed and 4 casual) is largely attributable to temporary fixed term contracts created to undertake specific projects.

The permanent retention rate for the period under review was 95 per cent and the permanent separation rate was 5 percent.

No Voluntary Early Redundancy packages were offered in 2013 to QCT employees.

The QCT is committed to attracting and retaining high performing staff. Key initiatives included:

- reviewing QCT policies to ensure promotion of work-life balance
- providing targeted professional development opportunities where appropriate
- providing development opportunities to strengthen the leadership and management skills of senior staff.

The adoption of flexible working hours and leave arrangements for staff has enhanced the work-life balance. Working from home, telecommuting and part-time working arrangements have been included as part of this strategy. Parenting facilities within the workplace were provided and used by staff returning from maternity leave.

All new staff (including casual and agency employees) were provided with a structured induction program on commencement at the QCT. This included a corporate orientation which incorporated job-specific inductions focusing on role requirements and business unit expectations. Other topics covered in the induction include hours of work, code of conduct, policies relating to workplace behaviour, workplace health and safety, emergency procedures and salary and superannuation arrangements.

Regular and timely performance reviews were conducted for all QCT staff in 2013 in accordance with legislative requirements. These reviews identified and supported professional development by providing staff with opportunities to attend a range of relevant workshops, seminars and conferences this year. The process ensures that QCT specialist staff maintain and enhance their skills. Several managers attended leadership development courses throughout the year and subsequently shared their learning with colleagues at the QCT. Highly qualified project staff were also sourced and contracted to undertake a number of specific QCT initiatives.

As part of the QCT Wellbeing program during 2013 the following were implemented:

- Flu Vaccination Program for staff
- Attendance at a Beyond Blue Manager Awareness Session
- Six staff members trained and certified in First Aid and Defibrillator usage

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

## **Information systems and recordkeeping**

The QCT is progressing with the application of whole-of-government information legislation, policies and standards, and is progressively implementing the principles of *Information Standard 40 IS40: Recordkeeping*. As part of the ongoing process to improve efficiencies associated with the core information system, the QCT continued to migrate significant compliance and other corporate records maintained in a subsidiary system into its electronic records and document management system (TRIM) during 2013. Staff received ongoing training and updating in the use of TRIM.

An upgrade on the QCT's Approved Teacher Information System (ATIS) was commenced and TRIM was upgraded. The relevant suppliers support the current versions of these systems.

## **Public Sector Ethics Act 1994 and codes of conduct**

The QCT's Code of Conduct for members of the Board and members of its committees and working parties is provided to all Board members and discussed during their induction.

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

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

management procedures and practices align with the Code of Conduct. The QCT's planning is aligned with the public sector ethics principles; for example, the values in the QCT Strategic Plan for 2013 – 2016 are congruent with the ethics principles.

## **Social responsibility and environmental sustainability**

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

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

In 2013 the Board successfully trialled the electronic provision of the Board papers and most members now access their meeting papers via a secure portal on the QCT website rather than receiving paper copies.

## **Strategic Plan and Annual Report**

The QCT's Strategic Plan for 2013 – 2015 was communicated to staff through the development of operational plans in each team. The Strategic Plan for 2014 – 2017 was developed in the latter part of 2013 and submitted to the Minister.

The QCT's Annual Report for the 2012 calendar year was submitted to the Minister before the due date of 31 March.

## **Public interest disclosures**

No disclosures were received during the 2013 year under the *Public Interest Disclosure Act 2010*.

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

The *Right to Information Act 2009* (RTI) and the *Information Privacy Act 2009* (IP) provide for information to be released unless on balance, disclosure of the information would be contrary to the public interest. Reasons for non-disclosure are set out in the RTI and IP Acts.

During 2013 no formal requests for information were received by the QCT under the *Right to Information Act 2009* or the *Information Privacy Act 2009*.

# Financial Statements

for the financial year ended 31 December 2013

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# Financial Statements 2013

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## *General information*

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

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

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

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

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

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

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# Statement of Comprehensive Income

for the year ended 31 December 2013

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	Notes	2013 \$	2012 \$
<i>Income from Continuing Operations</i>			
<i>Revenue</i>			
Fees	2	7,979,841	7,830,912
Interest		308,440	371,885
Criminal history checks		149,813	164,966
Other revenue	3	43,272	43,667
<b>Total Income from Continuing Operations</b>		<b>8,481,366</b>	<b>8,411,430</b>
<i>Expenses from Continuing Operations</i>			
Employee expenses	4	4,814,073	5,163,915
Supplies and services	6	2,544,636	2,192,500
Depreciation and amortisation	7	216,701	220,452
Impairment losses	8	-	1,160,468
Criminal history checks	9	209,584	217,092
<b>Total Expenses from Continuing Operations</b>		<b>7,784,994</b>	<b>8,954,427</b>
Operating Result from Continuing Operations		696,372	(542,997)
Other Comprehensive Income		-	-
<b>Total Comprehensive Income</b>		<b>696,372</b>	<b>(542,997)</b>

The accompanying notes form part of these financial statements.



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# Statement of Financial Position

as at 31 December 2013

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	Notes	2013 \$	2012 \$
<i>Current assets</i>			
Cash and cash equivalents	10	10,351,341	9,316,052
Receivables	11	106,764	208,679
Other	12	53,672	22,401
<b>Total current assets</b>		<b>10,511,777</b>	<b>9,547,132</b>
<i>Non-current assets</i>			
Intangible assets	13	565,897	701,747
Plant and equipment	14	281,823	261,594
<b>Total non-current assets</b>		<b>847,720</b>	<b>963,341</b>
<b>TOTAL ASSETS</b>		<b>11,359,497</b>	<b>10,510,473</b>
<i>Current liabilities</i>			
Payables	15	481,612	369,180
Accrued employee benefits	16	380,415	363,945
Unearned fees	17	201,199	174,844
<b>Total current liabilities</b>		<b>1,063,226</b>	<b>907,969</b>
<i>Non-current liabilities</i>			
Accrued employee benefits		86,085	88,690
<b>Total non-current liabilities</b>		<b>86,085</b>	<b>88,690</b>
<b>NET ASSETS</b>		<b>10,210,186</b>	<b>9,513,814</b>
<i>Equity</i>			
Accumulated Surplus	22	10,210,186	9,513,814
<b>TOTAL EQUITY</b>		<b>10,210,186</b>	<b>9,513,814</b>

The accompanying notes form part of these financial statements.



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# Statement of Changes in Equity

for the year ended 31 December 2013

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	Note	<i>Accumulated Surplus</i>	
		2013 \$	2012 \$
<b>Balance as at 1 January</b>		<b>9,513,814</b>	<b>10,056,811</b>
Operating results from continuing operations		696,372	(542,997)
Total Other comprehensive income		-	-
<b>Balance as at 31 December</b>	22	<b>10,210,186</b>	<b>9,513,814</b>

The accompanying notes form part of these financial statements.



# Statement of Cash Flows

for the year ended 31 December 2013

	Notes	2013 \$	2012 \$
<i>Cash Flows from operating activities</i>			
<i>Inflows:</i>			
Receipts from customers		8,201,942	7,908,588
Interest		308,440	371,885
GST input tax credits from ATO		229,419	368,929
GST collected from customers		4,247	4,304
<i>Outflows:</i>			
Employee expenses		(4,677,658)	(5,309,499)
Supplies and services		(2,664,214)	(3,645,265)
GST paid to suppliers		(252,655)	(366,507)
GST remitted to the ATO		(4,307)	(5,066)
<b>Net cash provided by (used in) operating activities</b>	18	<b>1,145,214</b>	<b>(672,631)</b>
<i>Cash Flows from investing activities</i>			
<i>Outflows:</i>			
Payments for intangibles		-	(61,405)
Payments for plant and equipment		(109,925)	(20,432)
<b>Net cash used in investing activities</b>		<b>(109,925)</b>	<b>(81,837)</b>
Net increase(decrease) in cash and cash equivalents		1,035,289	(754,468)
Cash and cash equivalents at beginning of financial year		9,316,052	10,070,520
<b>Cash and cash equivalents at end of financial year</b>	10	<b>10,351,341</b>	<b>9,316,052</b>

The accompanying notes form part of these financial statements.



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# Notes To and Forming Part of the Financial Statements

for the year ended 31 December 2013

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## Objectives and Principal Activities of the Queensland College of Teachers

Objectives and Principal Activities of the Queensland College of Teachers

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

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

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

## 1 Summary of Significant Accounting Policies

### (a) Statement of Compliance

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

These financial statements are general purpose financial statements, and have been prepared on an accrual basis in accordance with Australian Accounting Standards and Interpretations. In addition, the financial statements comply with Queensland Treasury and Trade's Minimum Reporting Requirements, for the year ending 31 December 2013, and other authoritative pronouncements.

With respect to compliance with Australian Accounting Standards and Interpretations, the College has applied those requirements applicable to not-for-profit entities as the College is a not-for-profit statutory body. Except where stated, the historical cost convention is used.

### (b) The Reporting Entity

The financial statements include the value of all revenues, expenses, assets, liabilities and equity of the College.

### (c) Revenue

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

#### *Registration fees*

Annual registration fees are recognised as revenue on receipt.

Registration fees received from teachers as part of the 5 yearly Renewal of Registration process are only recognised as revenue upon receipt of the re-registration assessment documentation as this constitutes a valid application for re-registration. Any amounts received which are not accompanied by assessment documentation are disclosed in note 17 as Unearned application and renewal fees.

#### *Grants and Contributions*

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

# Notes To and Forming Part of the Financial Statements

## for the year ended 31 December 2013

### (c) Revenue (continued)

#### *Application Fees and Criminal History Check Fees*

Application fees and criminal history check fees charged to prospective teachers are recognised as revenue on receipt. The initial registration fee that is received with application fees is recognised as revenue only upon registration of the applicant. Until the applicant is registered, the fee is recorded as unearned fees in note 17.

#### *Interest Revenue*

Interest revenue is recognised on a time proportionate basis that takes into account the effective yield on the financial asset (cash).

#### *Other Revenue*

Other revenue is recognised when goods or services are delivered.

### (d) Cash and Cash Equivalents

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

### (e) Receivables

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

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

### (f) Acquisitions of Assets

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

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

### (g) Plant and Equipment

Items of plant and equipment, with a cost or other value in excess of \$5,000 are recognised for financial reporting purposes in the year of acquisition. Items with a lesser value are expensed in the year of acquisition.

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



# Notes To and Forming Part of the Financial Statements

## for the year ended 31 December 2013

### (h) Intangibles

Intangible assets with a cost or other value being greater than \$100,000 are recognised in the financial statements, items with a lesser value being expensed. Each intangible asset is amortised over its estimated useful life to the agency, less any anticipated residual value. The residual value is zero for all the College's intangible assets.

It has been determined that there is not an active market for any of the College's intangible assets. As such, the assets are recognised and carried at cost less accumulated amortisation and accumulated impairment losses.

#### *Intellectual Property*

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

#### *Purchased Software*

The purchase cost of this software has been capitalised and is being amortised on a straight-line basis over the period of the expected benefit to the College, namely 8 years.

### (i) Amortisation and Depreciation of Intangibles and Plant and Equipment

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

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

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

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

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

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

<i>Class</i>	<i>Depreciation / Amortisation Rate %</i>
Plant and equipment:	
Other equipment	10 – 33.33
Intangible assets:	
Software purchased	12.5



# Notes To and Forming Part of the Financial Statements

for the year ended 31 December 2013

## *(j) Impairment of Non-Current Assets*

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

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

An impairment loss is recognised immediately in the Statement of Comprehensive Income.

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

## *(k) Leases*

A distinction is made in the financial statements between finance leases that effectively transfer from the lessor to the lessee substantially all risks and benefits incidental to ownership, and operating leases, under which the lessor retains substantially all risks and benefits. The College does not hold any Finance leases.

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

## *(l) Payables*

Trade creditors are recognised upon receipt of the goods or services ordered and are measured at the agreed purchase/contract price, gross of applicable trade and other discounts. Amounts owing are unsecured and are generally settled on 30 day terms.

## *(m) Financial Instruments*

### *Recognition*

Financial assets and financial liabilities are recognised in the Statement of Financial Position when the College becomes party to the contractual provisions of the financial instrument.

### *Classification*

Financial instruments are classified and measured as follows:

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

The College does not enter into transactions for speculative purposes, nor for hedging. Apart from cash and cash equivalents, the College holds no financial assets classified at fair value through profit and loss.

All other disclosures relating to the measurement basis and financial risk management of other financial instruments held by the College are included in Note 19.



# Notes To and Forming Part of the Financial Statements

## for the year ended 31 December 2013

### *(n) Employee Benefits*

Employer superannuation contributions and long service leave levies are regarded as employee benefits.

Payroll tax and workers' compensation insurance are a consequence of employing employees, but are not counted in an employee's total remuneration package. They are not employee benefits and are recognised separately as employee related expenses.

#### *Wages, Salaries, Annual Leave and Sick Leave*

Wages, salaries and annual leave due but unpaid at reporting date are recognised in the Statement of Financial Position at the current salary rates.

For unpaid entitlements expected to be paid within 12 months, the liabilities are recognised at their undiscounted values. Entitlements not expected to be paid within 12 months, are classified as non-current liabilities and recognised at their present value, calculated using yields on Fixed Rate Commonwealth Government bonds of similar maturity, after projecting the remuneration rates expected to apply at the time of likely settlement.

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

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

#### *Annual Leave*

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

#### *Long Service Leave*

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

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

#### *Superannuation*

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

The QSuper scheme has defined benefit and defined contribution categories. The liability for defined benefits is held on a whole-of-government basis and reported in those financial statements pursuant to AASB 1049 *Whole of Government and General Government Sector Financial Reporting*.

#### *Key management personnel and remuneration*

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



# Notes To and Forming Part of the Financial Statements

## for the year ended 31 December 2013

### *(o) Insurance*

The College's non-current physical assets and other risks are insured through the Queensland Government Insurance Fund, premiums being paid on a risk assessment basis. In addition, the College pays premiums to WorkCover Queensland in respect of its obligations for employee compensation.

### *(p) Taxation*

The Queensland College of Teachers is a State body as defined under the *Income Tax Assessment Act 1936* and is exempt from Commonwealth taxation with the exception of Fringe Benefits Tax and Goods and Services Tax (GST). As such, GST credits receivable from/payable to the Australian Taxation Office are recognised and accrued (see note 11).

### *(q) Issuance of Financial Statements*

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

### *(r) Accounting Estimates and Judgements*

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

Estimates and assumptions that have a potential significant effect are outlined in the financial statement notes: Intangibles note 13 and Plant and Equipment note 14.

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

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

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

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

### *(s) Rounding and Comparatives*

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

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



# Notes To and Forming Part of the Financial Statements

## for the year ended 31 December 2013

### (t) New and Revised Accounting Standards

The College did not voluntarily change any of its accounting policies during 2012-13. Australian Accounting Standard changes applicable for the first time for 2012-13 have had minimal effect on the College's financial statements, as explained below.

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

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

At the date of authorisation of the financial report, the expected impacts of new or amended Australian Accounting Standards with future commencement dates are as set out below.

AASB 13 Fair Value Measurement applies from reporting periods beginning on or after 1 January 2013. AASB 13 sets out a new definition of 'fair value', as well as new principles to be applied when determining the fair value of assets and liabilities. The new requirements will apply to all of the College's assets and liabilities (excluding leases) that are measured and/or disclosed at fair value or another measurement based on fair value. The potential impacts of AASB 13 relate to the fair value measurement methodologies used and financial statement disclosures made in respect of such assets and liabilities.

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

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

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



# Notes To and Forming Part of the Financial Statements

## for the year ended 31 December 2013

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

AASB 1053 Application of Tiers of Australian Accounting Standards applies as from reporting periods beginning on or after 1 July 2013. AASB 1053 establishes a differential reporting framework for those entities that prepare general purpose financial statements, consisting of two tiers of reporting requirements – Australian Accounting Standards (commonly referred to as ‘Tier 1’), and Australian Accounting Standards – Reduced Disclosure Requirements (commonly referred to as ‘Tier 2’). Tier 1 requirements comprise the full range of AASB recognition, measurement, presentation and disclosure requirements that are currently applicable to reporting entities in Australia. The only difference between the Tier 1 and Tier 2 requirements is that Tier 2 requires fewer disclosures than Tier 1.

Details of which disclosures in standards and interpretations are not required under Tier 2 reporting are set out in amending standards AASB 2010-2, AASB 2011-2, AASB 2011-6 and AASB 2011-11, AASB 2012-1, AASB 2012-7 and AASB 2012-11 (which also apply from reporting periods beginning on or after 1 July 2013). However, Queensland Treasury and Trade’s Financial Reporting Requirements effectively do not allow application of AASB 2011-6 in respect of controlled entities, associates or interests in jointly controlled entities.

Pursuant to AASB 1053, public sector entities like the College may adopt Tier 2 requirements for their general purpose financial statements. However, AASB 1053 acknowledges the power of a regulator to require application of the Tier 1 requirements. In the case of the College, Queensland Treasury and Trade is the regulator. Queensland Treasury and Trade has advised that its policy decision is to require adoption of Tier 1 reporting by all statutory bodies that are consolidated into the whole-of-Government financial statements. Therefore, the release of AASB 1053 and associated amending standards will have no impact on the College.

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

- AASB 10 Consolidated Financial Statements ;
- AASB 11 Joint Arrangements ;
- AASB 12 Disclosure of Interests in Other Entities ;
- AASB 127 (revised) Separate Financial Statements ;
- AASB 128 (revised) Investments in Associates and Joint Ventures ; and
- AASB 2011 -7 Amendments to Australian Accounting Standards arising from the Consolidation and Joint Arrangements Standards [AASB 1, 2, 3, 5, 7, 9, 2009-11, 101, 107, 112, 118, 121, 124, 132, 133, 136, 138, 139, 1023 & 1038 and Interpretations 5, 9, 16 & 17] .

The AASB is planning to amend AASB 10. Such amendments are expected to clarify how the IASB’s principles about control of entities should be applied by not-for-profit entities in an Australian context. Hence, the College is not yet in a position to reliably determine the future implications of these new and revised standards for the College’s financial statements.

AASB 10 redefines and clarifies the concept of control of another entity, which is the basis for determining which entities should be consolidated into an entity’s financial statements. Therefore, once the AASB finalises its not-for-profit amendments to AASB 10, the College will need to re-assess the nature of its relationships with other entities, including entities that aren’t currently consolidated.

AASB 11 deals with the concept of joint control and sets out new principles for determining the type of joint arrangement that exists, which in turn dictates the accounting treatment. The new categories of joint arrangements under AASB 11 are more aligned to the actual rights and obligations of the parties to the arrangement. Subject to any not-for-profit amendments to be made to AASB 11, the College will need to assess the nature of any arrangements with other entities to determine whether a joint arrangement exists in terms of AASB 11. If a joint arrangement does exist, the College will need to follow the relevant accounting treatment specified in either AASB 11 or the revised AASB 128, depending on the nature of the joint arrangement.



# Notes To and Forming Part of the Financial Statements

## for the year ended 31 December 2013

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

AASB 1055 Budgetary Reporting applies from reporting periods beginning on or after 1 July 2014. From that date, based on what is currently published in the Queensland Government's Budgetary Service Delivery Statements, this means the College will need to include in these financial statements the original budgeted statements for the Statement of Comprehensive Income, Statement of Financial Position, Statement of Changes in Equity, and Statement of Cash Flows. These budgeted statements will need to be presented consistently with the corresponding (actuals) financial statements, and will be accompanied by explanations of major variances between the actual amounts and the corresponding budgeted financial statement.

AASB 9 Financial Instruments (December 2010) and AASB 2010-7 Amendments to Australian Accounting Standards arising from AASB 9 (December 2010) [AASB 1, 3, 4, 5, 7, 101, 102, 108, 112, 118, 120, 121, 127, 128, 131, 132, 136, 137, 139, 1023 & 1038 and Interpretations 2, 5, 10, 12, 19 & 127] become effective from reporting periods beginning on or after 1 January 2015. The main impacts of these standards on the College are that they will change the requirements for the classification, measurement and disclosures associated with the College's financial assets. Under the new requirements, financial assets will be more simply classified according to whether they are measured at either amortised cost or fair value. Pursuant to AASB 9, financial assets can only be measured at amortised cost if two conditions are met. One of these conditions is that the asset must be held within a business model whose objective is to hold assets in order to collect contractual cash flows. The other condition is that the contractual terms of the asset give rise on specified dates to cash flows that are solely payments of principal and interest on the principal amount outstanding.

The College has commenced reviewing the measurement of its financial assets against the new AASB 9 classification and measurement requirements. However, as the classification of financial assets at the date of initial application of AASB 9 will depend on the facts and circumstances existing at that date, the College's conclusions will not be confirmed until closer to that time. At this stage, and assuming no change in the types of transactions the College enters into, it is not expected that any of the College's financial assets will meet the criteria in AASB 9 to be measured at amortised cost. Therefore, as from 2015-16 financial statements, all of the College's financial assets are expected to be required to be measured at fair value, and classified accordingly (instead of the measurement classifications presently used in Notes 1(q) and 20). The same classification will be used for net gains/losses recognised in the Statement of Comprehensive Income in respect of those financial assets. In the case of the College's current receivables, as they are short-term in nature, the carrying amount is considered to be a reasonable approximation of fair value.

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



## Notes To and Forming Part of the Financial Statements

for the year ended 31 December 2013

	2013	2012
	\$	\$
<b>2 Fees</b>		
Teacher Registration and Application fees	7,794,097	7,612,621
Late Payment fees	177,659	213,643
Other fees	8,085	4,648
<b>Total</b>	<b>7,979,841</b>	<b>7,830,912</b>

### 3 Other Revenue

Copyright fees	736	-
Contracting fees	6,236	7,500
Advertising	34,091	34,091
Reimbursement	2,136	1,928
Sundry	73	148
<b>Total</b>	<b>43,272</b>	<b>43,667</b>

### 4 Employee Expenses/Number of Employees

#### *Employee benefits:*

Wages salaries and annual leave	3,986,090	4,299,834
Employee superannuation contributions *	471,345	496,826
Long service leave levy *	81,242	84,914

#### *Employee related expenses*

Workers compensation premium *	8,389	10,849
Payroll tax *	204,935	217,913
Other salary related expenses	62,072	53,579

<b>Total</b>	<b>4,814,073</b>	<b>5,163,915</b>
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\* Refer to note 1(n).

The number of employees including both full-time employees and part-time employees measured on a full-time equivalent basis is :

	As at 31 December 2013	As at 31 December 2012
<b>Number of Employees</b>	<b>53</b>	<b>47.4</b>



# Notes To and Forming Part of the Financial Statements

for the year ended 31 December 2013

## 5 Key Executive Management Personnel and Remuneration

### (a) Key Executive Management Personnel

The following details for key executive management personnel includes those positions that had authority and responsibility for planning, directing and controlling the activities of the Queensland College of Teachers during 2013. Further information on these positions can be found in the body of the Annual Report under the section relating to Executive Management.

Position	Responsibilities	Current Incumbents	
		Contract classification and appointment authority	Date appointed to position (Date resigned from position)
Director	The Director is responsible for providing advice to the Minister on strategic educational issues and manages the staff, functions and resources of the Office of the College in accordance with relevant legislation.	The Director is at classification level SES 2.5 (High) under s 110 of the <i>Public Service Act 2008</i> .	Contract start date 26/06/2006, contract completion date 07/05/2014.
Executive Manager, Professional Standards	The Executive Manager, Professional Standards leads the development, implementation and promotion of College's policy approach to Professional Standards, Continuing Professional learning, and reporting.	AO 8 classification level under sections 119 of the <i>Public Service Act 2008</i> .	Appointment date 4/02/2013.
Executive Manager, Legal and Professional Conduct	The General Counsel, Legal and Investigations is responsible for the development and implementation of strategies to support the investigative aspect of the College's professional conduct functions.	SO 1 classification level under sections 119 of the <i>Public Service Act 2008</i> .	Appointment date 16/09/2013.
Executive Manager, Registration	The Executive Manager, Registration is responsible for the development and implementation of strategies to support the College's registration functions.	AO 8 classification level under sections 119 of the <i>Public Service Act 2008</i> .	Appointment date 21/02/2013.
Business Manager, Corporate Services	The Business Manager, Corporate Services is accountable for the delivery of strategic corporate outcomes and the development, implementation and evaluation of College's corporate and information technology governance arrangements.	AO 8 classification level under sections 119 of the <i>Public Service Act 2008</i> .	Appointment date 09/10/2006.



# Notes To and Forming Part of the Financial Statements

for the year ended 31 December 2013

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

### (b) Remuneration

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

For the 2013 year, remuneration of key executive management personnel increased by 2.2% in accordance with government policy.

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

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

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



# Notes To and Forming Part of the Financial Statements

for the year ended 31 December 2013

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

(b) Remuneration (continued)

1 January 2013–31 December 2013

Position (Date Resigned if applicable)	Short Term Employee Benefits		Long Term Employee Benefits	Post Employment Benefits	Total Remuneration
	Base \$'000	Non- Monetary Benefits \$'000	\$'000	\$'000	\$'000
Director	165	27	4	20	216
Executive Manager, Legal and Professional Conduct*	112	-	3	14	129
Executive Manager, Registration	106	-	3	13	122
Executive Manager, Professional Standards	112	-	2	13	127
Business Manager, Corporate Services	108	-	3	14	125
<b>Total Remuneration</b>	<b>603</b>	<b>27</b>	<b>15</b>	<b>74</b>	<b>719</b>

\* Position replaces General Counsel, Legal and Investigations and Executive Manager, Discipline and Appeals effective 1 November 2013.



# Notes To and Forming Part of the Financial Statements

for the year ended 31 December 2013

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

(b) Remuneration (continued)

1 January 2012–31 December 2012

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



# Notes To and Forming Part of the Financial Statements

## for the year ended 31 December 2013

	2013	2012
	\$	\$
<b>6 Supplies and services</b>		
Administration and finance *	993,167	829,321
Asset operating costs	42,224	33,316
Consulting, contracting and bureau fees	942,796	742,322
Professional Conduct and Disciplinary costs	114,989	89,376
Property costs & maintenance	442,617	498,165
Losses from disposal of property, plant and equipment	8,843	-
<b>Total</b>	<b>2,544,636</b>	<b>2,192,500</b>

\*Total external audit fees paid to the Queensland Audit Office relating to the 2013 financial statements are estimated to be \$20,500 (2012: \$20,700). There are no non-audit services included in this amount. The College also engaged the services of Internal Audit from the Department of Education, Training and Employment to perform performance audits of its Financial systems and processing at a cost of \$10,202 (2012: \$9,840).

## 7 Depreciation and Amortisation

Depreciation and amortisation were incurred in respect of:

Plant and equipment	80,851	84,415
Software Purchased	135,850	136,037
<b>Total</b>	<b>216,701</b>	<b>220,452</b>

## 8 Impairment losses

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

For details of the recognised impairment loss refer to Note 13

## 9 Criminal History Checks

Incurred in respect of Applications	123,838	142,267
Incurred in respect of Renewal of Registration*	85,746	74,825
<b>Total</b>	<b>209,584</b>	<b>217,092</b>

\*Teacher registrations are required to be renewed every five years. Approximately 3,370 teachers who registered during 2008 were consequently required to renew their registration in 2013 (2012: 3,410).



# Notes To and Forming Part of the Financial Statements

for the year ended 31 December 2013

	2013	2012
	\$	\$
<b>10 Cash and cash equivalents</b>		
Cash on hand	600	600
Cash at bank	1,112,835	1,025,184
Deposits at call	9,237,905	8,290,268
<b>Total</b>	<b>10,351,341</b>	<b>9,316,052</b>

Cash deposited with the Queensland Treasury Corporation earned interest at rates between 4.10% and 3.29% (2012: 5.29% and 3.96%).

Funds totalling \$3.65 million (2012: \$3.53 million) of the above Deposits held at call have been invested in a designated account to cater for the future Criminal History Checks commitment detailed in Note 22.

## 11 Receivables

GST receivable	84,392	61,157
GST payable	(15)	(74)
	<b>84,377</b>	<b>61,083</b>
Long service leave reimbursements	19,950	142,498
Other receivables	2,437	5,098
<b>Total</b>	<b>106,764</b>	<b>208,679</b>

## 12 Other current assets

Prepayments	53,672	22,401
<b>Total</b>	<b>53,672</b>	<b>22,401</b>



# Notes To and Forming Part of the Financial Statements

for the year ended 31 December 2013

	2013	2012
	\$	\$
<b>13 Intangible assets</b>		
<i>Intellectual Property WIP</i>		
At cost	-	1,115,009
Less: accumulated impairment losses	-	(1,115,009)
	-	-
<i>Software purchased</i>		
At cost	1,086,801	1,086,801
Less accumulated amortisation	(520,904)	(385,054)
	<b>565,897</b>	<b>701,747</b>
<i>Software WIP</i>		
	-	45,459
Less accumulated impairment losses	-	(45,459)
	-	-
<b>Total</b>	<b>565,897</b>	<b>701,747</b>

### Intangibles reconciliation

	Carrying amount at 1 January	Acquisitions	Disposals	Impairment Losses*	Amortisation	Carrying amount at 31 December
	\$	\$	\$	\$	\$	\$
2013						
Software purchased	<b>701,747</b>	-	-	-	(135,850)	<b>565,897</b>
2012						
Intellectual Property WIP	<b>1,053,604</b>	61,405	-	(1,115,009)	-	-
Software purchased	<b>837,784</b>	-	-	-	(136,037)	<b>701,747</b>
Software WIP	<b>45,459</b>	-	-	(45,459)	-	-
	<b>1,936,847</b>	61,405	-	(1,160,468)	(136,037)	<b>701,747</b>

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

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

The purchased software intangible asset of the College has a finite useful life and is amortised on a straight line basis. Refer to note 1 (h).



# Notes To and Forming Part of the Financial Statements

for the year ended 31 December 2013

	2013 \$	2012 \$
<b>14 Plant and equipment</b>		
<i>Plant and equipment</i>		
At cost	524,700	589,937
Less accumulated depreciation	(289,666)	(328,343)
	<b>235,034</b>	<b>261,594</b>
<i>Work in progress</i>		
At cost	46,789	-
<b>Total</b>	<b>281,823</b>	<b>261,594</b>

The College has plant and equipment with an original cost of \$ 89,541 (2012: \$ 140,983) and a written down value of zero which is still being used in the provision of services.

Plant and equipment is valued at cost in accordance with *Queensland Treasury's Non-current Asset Policies for the Queensland Public Sector*.

## *Plant and equipment reconciliation*

	Carrying amount at 1 January	Acquisitions	Disposals	Depreciation	Carrying amount at 31 December
	\$	\$	\$	\$	\$
2013					
Plant and equipment	<b>261,594</b>	63,136	(8,845)	(80,851)	<b>235,034</b>
Work in progress	-	46,789	-	-	46,789
	<b>261,594</b>	109,925	(8,845)	(80,851)	<b>281,823</b>
2012					
Plant and equipment	<b>325,576</b>	20,432	-	(84,415)	<b>261,594</b>

	2013 \$	2012 \$
<b>15 Payables</b>		
Trade creditors	43,424	29,040
Criminal history checks	40,154	45,060
Other creditors and accruals	398,034	295,080
<b>Total</b>	<b>481,612</b>	<b>369,180</b>

## **16 Accrued Employee Benefits**

### *Current*

Salaries Payable	33,446	40,200
Annual leave	299,606	287,098
Salaries on costs payable	47,363	36,647
<b>Total</b>	<b>380,415</b>	<b>363,945</b>

### *Non-Current*

Annual leave	<b>86,085</b>	<b>88,690</b>
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# Notes To and Forming Part of the Financial Statements

for the year ended 31 December 2013

	2013	2012
	\$	\$
<b>17 Unearned fees</b>		
Unearned fees	<b>201,199</b>	<b>174,844</b>

## 18 Reconciliation of Operating Surplus to Net Cash from Operating Activities

	2013	2012
	\$	\$
Operating result	<b>696,372</b>	<b>(542,997)</b>
Depreciation and amortisation	216,701	220,452
Impairment Losses	-	1,160,468
Losses from disposal of property, plant and equipment	8,845	-
Change in assets and liabilities		
Decrease in other receivables	2,661	48,478
(Increase)/Decrease in GST receivables	(23,236)	2,422
Decrease/(Increase) in LSL reimbursement	122,549	(105,242)
(Increase)/Decrease in prepayments	(31,271)	21,990
Increase/(Decrease) in payables	112,432	(1,257,662)
Increase/(Decrease) in accrued employee benefits	13,866	(40,342)
Increase/(Decrease) in unearned revenue	26,354	(179,437)
Decrease in GST payable	(59)	(761)
<b>Net cash from/(used in) operating activities</b>	<b>1,145,214</b>	<b>(672,631)</b>

## 19 Financial Instruments

### (a) Categorisation of Financial Instruments

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

Category	Note	2013	2012
		\$	\$
<i>Financial assets</i>			
Cash and cash equivalents	10	10,351,341	9,316,052
Receivables	11	106,764	208,679
<b>Total</b>		<b>10,458,105</b>	<b>9,524,731</b>
<i>Financial liabilities</i>			
Financial liabilities measured at amortised cost:			
Payables	15	481,612	369,180
<b>Total</b>		<b>481,612</b>	<b>369,180</b>

### (b) Financial Risk Management

The College's exposure to a variety of financial risks—interest rate risk, credit risk, liquidity risk and market risk—is limited by the nature of its activities and is more fully detailed under the respective headings below.



# Notes To and Forming Part of the Financial Statements

for the year ended 31 December 2013

## 19 Financial Instruments (continued)

### (c) Credit Risk Exposure

Credit risk exposure refers to the situation where the College may incur financial loss as a result of another party to a financial instrument failing to discharge their obligation.

The maximum exposure to credit risk at balance date in relation to each class of recognised financial asset is the gross carrying amount of those assets inclusive of any allowance for impairment.

No collateral is held as security and no credit enhancements relate to the financial assets held by the College.

The College does not extend credit in the normal course of business and reduces its exposure to credit default by ensuring that it invests in secure capital guaranteed assets, predominantly with the Queensland Treasury Corporation, monitoring all funds owed on a timely basis.

No financial assets and financial liabilities have been offset and presented net in the Statement of Financial Position.

There is no recognised impairment loss for the current year.

No financial assets have had their terms renegotiated so as to prevent them from being past due or impaired, and are stated at the carrying amounts as indicated.

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

#### 2013 Financial Assets Past Due But Not Impaired

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

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

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



# Notes To and Forming Part of the Financial Statements

for the year ended 31 December 2013

## 19 Financial Instruments (continued)

### (d) Liquidity Risk

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

The College is exposed to liquidity risk through its trading in the normal course of business. The College does not currently have any borrowings. The College's obligation to conduct Criminal History Checks together with the funding thereof is detailed in note 22.

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

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

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

	Note	2013 Payable in			Total \$
		< 1 year \$	1 – 5 year \$	> 5 years \$	
Financial liabilities Payables	15	481,612	-	-	481,612
<b>Total</b>		<b>481,612</b>	<b>-</b>	<b>-</b>	<b>481,612</b>

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

### (e) Market Risk

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

### (f) Interest Rate Sensitivity Analysis

The following interest rate sensitivity analysis is based on the outcome to profit and loss if interest rates would change by +/- 1% from the year end rates applicable to the College's financial assets and liabilities. With all other variables held constant, the College would have a surplus and equity increase / (decrease) of \$103,513 (2012: \$93,160). This is attributable to the college's exposure to variable interest rates on its cash invested.



# Notes To and Forming Part of the Financial Statements

for the year ended 31 December 2013

## 19 Financial Instruments (continued)

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

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

### Fair value

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

## 20 Segment Information

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

## 21 Commitments for Expenditure

### Non-Cancellable Operating Lease

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

Operating leases for property, office equipment and motor vehicles	2013 \$	2012 \$
Outstanding lease commitments are due for payment as follows:		
not later than one year	437,775	452,415
later than one year and not later than five years	450,383	914,487
<b>Total</b>	<b>888,158</b>	<b>1,366,902</b>



# Notes To and Forming Part of the Financial Statements

for the year ended 31 December 2013

## 22 Accumulated Surpluses

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

### *Criminal History Checks*

The College has an obligation at its own expense to conduct Criminal History Checks for teachers seeking to renew their registration, six months prior to the termination of their initial 5 year registration period. Based on present registrations and current Criminal History Check fees, management has estimated the cash outflow over the next five years to be in excess of \$2.38 million (2012: \$2.35 million).

As such, the College has earmarked \$3.57 million (2012: \$3.53 million) of the retained surplus to cater for the resultant anticipated cash flows as determined by its investment policy. A corresponding amount of the total Deposits at Call (Note 10) has been allocated and invested in a separate account to meet this future obligation.

### *Grant Funding*

The *Queensland Education Performance Review* undertaken by Professor G Masters formulated a number of recommendations to improve literacy, numeracy and science learning in Queensland Primary Schools and the College obtained grant funding totalling \$3.212 million to implement certain recommendations from the review allocated to the College in 2010. The terms of the grant were that it should be used to fund the costs of implementing recommendations to improve literacy, numeracy and science learning in Queensland Primary Schools through the implementation of testing of Queensland University graduands.

An amount of \$357,000 of the grant funding is unspent at 31 December 2013 (2012:\$383,000) and forms part of the College's accumulated surplus at this date. In consultation with the Department of Education, Training and Employment these funds have been approved for utilisation by the College to offset the costs associated with the implementation of registration for educators involved in the Further Education and Training sector in 2014.

### *Revenue Recognition*

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

As a consequence the 2013 reporting period contains \$4.22 million (2012:\$4.18 million) representing the receipt of 2014 renewal fees received during November and December 2013. Given the profile of the College's teacher register, its future operations will require the utilisation of this portion of the retained income and associated cash balances in the short term to meet expenditure until the receipt of 2015 fees in November and December 2014.

## 23 Contingencies

There were no known contingent assets or liabilities of a significant nature as at 31 December 2013 (2012: Nil).



# Notes To and Forming Part of the Financial Statements

for the year ended 31 December 2013

## 24 Remuneration of Board Members

The College's Board comprises the following members as at 31 December 2013:

<i>Name</i>	<i>Membership Category</i>
Dr J McCorley (Chairperson)	Nominee of the Minister of Education, Training and Employment
C Allen	Nominee of the Director
Professor N Alloway	Nominee of the Higher Education Forum who is a practising teacher educator
P Anderson	Practising teacher nominated by the Queensland Teachers' Union
M Burke	Elected State school practising teacher
S Colbert	Practising teacher representing state schools, nominated by the Director
A Connellan	Practising teacher nominated by the Queensland Independent Education Union
S Forsyth	Nominee of the Qld Public Sector Union who is a registered teacher
Dr R Hunter	Nominee of the Association of Independent Schools of Queensland (AISQ)
M Leary	Nominee of Qld Council of Parents and Citizens' Associations
A Lima	Elected State school practising teacher
A Lunney	Practising teacher representing state schools, nominated by the Director
M McConaghy	Practising teacher representing non-state schools, jointly nominated by the QCEC and AISQ
J McGowan	Nominee of the Minister representing the interests of the community
S Munday-Lake	Elected non-state school practising teacher
E Siganto	Joint Nominee of Federation of Parents and Friends Associations of Catholic Schools and Qld Independent Schools Parents Council
K Twomey	Nominee of the Qld Catholic Education Commission (QCEC)



# Notes To and Forming Part of the Financial Statements

for the year ended 31 December 2013

## 24 Remuneration of Board Members (continued)

### Total Remuneration paid to Board Members

	2013	2012
	\$	\$
Dr J McCorley(Chairperson)	6,881	9,333
Professor N Alloway	2,757	3,376
S Forsyth	4,406	6,339
Dr R Hunter	2,879	4,746
M Leary(2012: T Anderson-Alder)	3,091	619
M McConaghy	284	3,277
J McGowan	3,061	3,909
S Munday-Lake	3,324	3,244
E Siganto	3,067	3,017
	<b>29,750</b>	<b>37,860</b>

Board Remuneration included fees of \$27,638 and superannuation of \$2,112 (2012: fees of \$34,538 and superannuation of \$3,322).

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

## 25 Events occurring after balance date

There were no significant events occurring after 31 December 2013 requiring disclosure in these financial statements.



## CERTIFICATE OF QUEENSLAND COLLEGE OF TEACHERS

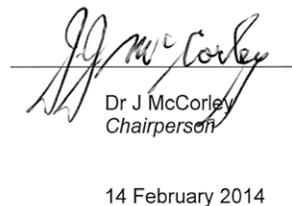
These general purpose financial statements have been prepared pursuant to section 62(1) of the *Financial Accountability Act 2009* (the Act), relevant sections of the *Financial and Performance Management Standard 2009* and other prescribed requirements. In accordance with Section 62(1) (b) of the Act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

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

b) the statements have been drawn up to present a true and fair view, in accordance with prescribed accounting standards, of the transactions of the Queensland College of Teachers for the financial year ended 31 December 2013 and of the financial position of the College at the end of that year.



J. Ryan  
Director  
14 February 2014



Dr J McCorley  
Chairperson  
14 February 2014

## INDEPENDENT AUDITOR'S REPORT

To the Board of the Queensland College of Teachers

### Report on the Financial Report

I have audited the accompanying financial report of Queensland College of Teachers, which comprises the statement of financial position as at 31 December 2013, the statement of comprehensive income, statement of changes in equity and statement of cash flows for the year then ended, notes comprising a summary of significant accounting policies and other explanatory information, and certificates given by the Director and Chairperson.

#### *The Board's Responsibility for the Financial Report*

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

#### *Auditor's Responsibility*

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

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial report. The procedures selected depend on the auditor's judgement, including the assessment of the risks of material misstatement of the financial report, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation of the financial report that gives a true and fair view in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control, other than in expressing an opinion on compliance with prescribed requirements. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of accounting estimates made by the Board, as well as evaluating the overall presentation of the financial report including any mandatory financial reporting requirements approved by the Treasurer for application in Queensland.

I believe that the audit evidence obtained is sufficient and appropriate to provide a basis for my audit opinion.

#### *Independence*

The *Auditor-General Act 2009* promotes the independence of the Auditor-General and all authorised auditors. The Auditor-General is the auditor of all Queensland public sector entities and can be removed only by Parliament.

The Auditor-General may conduct an audit in any way considered appropriate and is not subject to direction by any person about the way in which audit powers are to be exercised. The Auditor-General has for the purposes of conducting an audit, access to all documents and property and can report to Parliament matters which in the Auditor-General's opinion are significant.

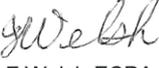
*Opinion*

In accordance with s.40 of the *Auditor-General Act 2009*:

- (a) I have received all the information and explanations which I have required; and
- (b) in my opinion:
  - (i) the prescribed requirements in relation to the establishment and keeping of accounts have been complied with in all material respects; and
  - (ii) the financial report presents a true and fair view, in accordance with the prescribed accounting standards, of the transactions of the Queensland College of Teachers for the financial year 1 January 2013 to 31 December 2013 and of the financial position as at the end of that year; and

**Other Matters - Electronic Presentation of the Audited Financial Report**

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

  
J F Welsh FCPA  
as Delegate of the Auditor-General of Queensland



Queensland Audit Office  
Brisbane

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# Appendices

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## Appendix 1: Constitution, functions and powers

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

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

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

The major functions and powers of the QCT are defined under sections 230 - 236 of the Act, as follows:

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

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

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

### 230A College's functions for testing applicants for registration

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

### 231 College's discipline and enforcement functions

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

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

### 232 College's other functions

The college's functions also include the following—

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

### 233 Primary considerations of college in performing its functions

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

### 234 Powers of college

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

### 235 Professional standards

- (1) The college must—
  - (a) adopt the national professional standards; or
  - (b) with the approval of the Minister, adopt or develop standards other than the national professional standards.
- (2) The college may amend standards it has adopted or developed under subsection (1)(b).
- (3) When acting under subsection (1) or (2), the college—
  - (a) must consult with the chief executive and the representative entities; and
  - (b) may consult with other entities it considers appropriate.
- (4) The purpose of the professional standards is to detail the abilities, experience, knowledge or skills expected of teachers to help the college decide—
  - (a) whether to approve a preservice teacher education program; and
  - (b) whether an applicant for provisional or full registration, or an applicant for the renewal of full registration, meets the professional practice requirements.
- (5) The professional standards may provide for all or any of the following matters—
  - (a) the abilities, knowledge and skills required for provisional registration;
  - (b) the abilities, experience, knowledge and skills required for full registration;
  - (c) the abilities, experience, knowledge and skills required for renewal of full registration.
- (6) If the professional standards are inconsistent with a requirement under this Act, the standards are invalid to the extent of the inconsistency.
- (7) The college must—
  - (a) make the professional standards available for inspection on its internet site; and
  - (b) ensure copies of the professional standards, and each document applied, adopted or incorporated by the standards, are kept available for inspection, free of charge, at the office.
- (8) In this section—  
*national professional standards* means the national professional standards prescribed under a regulation.

### 236 Approval of preservice teacher education programs

- (1) A higher education entity may apply in writing to the college for the approval of a preservice teacher education program.

- (2) The college may approve the program only if–
  - (a) it considers the qualification resulting from successful completion of the program is suitable to be prescribed as a qualification for provisional registration under section 9(1)(a)(i); and
  - (b) the college is reasonably satisfied a person who completes the program will attain the abilities, knowledge and skills required under the professional standards; and
  - (c) the program is offered at a place in Queensland.
- (3) The college must decide whether to approve the program as soon as practicable after receiving the application.
- (4) If the college approves the program, it must give the applicant notice of the approval.
- (5) If the college decides not to approve the program, it must give the applicant an information notice about the decision.
- (6) An approval of a program given by the college under this section has effect only in relation to the professional practice requirements for provisional registration under this Act.

## **Appendix 2: Committees**

The terms of reference and composition of all committees administered by the QCT in 2013 are indicated below.

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

### *Audit and Risk Committee*

#### *Terms of reference*

- To review the QCT's compliance with relevant legislation and government policy, including financial reporting, accounting policies and disclosures, ensuring compliance with its statutory responsibilities;
- To oversee the QCT's internal and external audit relationships, including the charter, authority and effectiveness of the internal audit function;
- To monitor the QCT's investment policy and performance of fund investments;
- To reviewing significant transactions which are not part of the QCT's normal business;
- To oversee major contracts (over \$250,000);
- To provide advice to the Board of the QCT on:
  - The QCT's Annual Budget;
  - The QCT's Annual Financial Statements prior to their submission to the Board for approval;
- Compliance matters, including regulatory and statutory compliance procedures, codes of conduct, policies and ethical matters as they relate to the Board;
- Risk management, including maintenance of a risk register, understanding key risk areas, and progress of outstanding issues on the register;
- Corporate Governance including systems of internal control, internal audit activities and any reports issued by internal and external auditors;
- ICT issues;
- Other matters referred to the Committee by the Board.

#### *Membership*

- Two Board members with specific skills or interest in governance and risk;

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

The Committee may, in consultation with the Director, request any officer or employee of the QCT or the QCT's legal counsel, investment advisor or auditor to attend a meeting of the Committee or to meet with any members of, or consultants to, the Committee.

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

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

#### ***Terms of reference***

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

- To deal with applications for internal review under section 210 of the Act;
- To conduct the reviews and make recommendations in accordance with the requirements of section 211 of the Act.

#### ***Membership***

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

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

#### ***Terms of reference***

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

#### ***Membership***

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

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

#### ***Terms of reference***

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

#### ***Membership***

Three members of the Board including at least one of the members who constitute the PP&C Committee. Of the three committee members, two must be registered practising teachers. The third member must not

be a registered teacher and must be one of the community/parent nominees (QCPCA nominee, Minister's community nominee or joint nominee of Catholic Parents & Friends and Independent Parents). The Director QCT and the Executive Manager Legal & Professional Conduct are delegated/authorised to appoint a chair and replace members in the event of unavailability or conflict of interest of usual members.

### *Eligibility Declarations Committee*

#### *Terms of reference*

- To determine eligibility declaration applications.

#### *Membership*

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

### *Registration Committee*

#### *Terms of reference*

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

- applications for teacher registration (e.g. where it is not clear that applicants meet the *professional practice requirements* for registration);
- applications for full registration (e.g. where a Principal's Report assesses that some or all of the Professional Standards have not been met and the applicant disagrees with that assessment);
- applications for renewal of full registration;
- applications from approved teachers for review of conditions imposed on registration or permission to teach;
- failure by a teacher holding provisional registration or a person holding permission to teach to comply with a condition imposed on their registration or permission to teach; and
- failure by a teacher holding full registration to comply with a 'returning to teaching' condition.

#### *Membership*

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

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

## *Professional Standards Committee*

### *Terms of reference*

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

### *Membership*

- Two members of the Board of the QCT who must be practising teachers, at least one of whom must be an elected teacher representative;
- One additional Board member;
- Three nominees of the Deans of Education Forum (two from metropolitan institutions and one from a non-metropolitan institution);
- A nominee of the Department of Education, Training and Employment, who must be a member of the committee established to coordinate the implementation of the teacher education review recommendations;
- A nominee of Education Queensland who must be a practising teacher;
- A nominee of Queensland Catholic Education Commission;
- A nominee of Independent Schools Queensland;
- A nominee of the Director of the Queensland Studies Authority;
- Two practising teachers who are not Board members of whom:
  - One is identified by the Queensland Teachers' Union;
  - One is identified by the Queensland Independent Education Union;
- A nominee of the Queensland Indigenous Education Consultative Committee; and
- The Executive Manager (Professional Standards) in the Office of the QCT (*ex officio*).

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

## **Appendix 3: Approved initial teacher education programs**

### *Australian Catholic University*

*Programs accredited in accordance with national standards and procedures*

- Nil

*Programs approved in accordance with Queensland state requirements*

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

### *Central Queensland University*

*Programs accredited in accordance with national standards and procedures*

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

*Programs approved in accordance with Queensland state requirements*

- Bachelor of Education (Primary)
- Graduate Diploma of Learning and Teaching (Primary)
- Graduate Diploma of Learning and Teaching (Secondary)

### *Christian Heritage College*

*Programs accredited in accordance with national standards and procedures*

- Nil

*Programs approved in accordance with Queensland state requirements*

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

### *Griffith University*

*Programs accredited in accordance with national standards and procedures*

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

*Programs approved in accordance with Queensland state requirements*

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

*James Cook University*

*Programs accredited in accordance with national standards and procedures*

- Bachelor of Education (various) - accreditation pending

*Programs approved in accordance with Queensland state requirements*

- Graduate Diploma of Education (Primary)
- Graduate Diploma of Education (One to Nine)
- Graduate Diploma of Education (Secondary)

*Queensland University of Technology*

*Programs accredited in accordance with national standards and procedures*

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

*Programs approved in accordance with Queensland state requirements*

- Graduate Diploma in Education (Early Years)
- Graduate Diploma in Education (Primary)
- Graduate Diploma in Education (Middle Years)
- Graduate Diploma in Education (Senior Years)

*University of Queensland*

*Programs accredited in accordance with national standards and procedures*

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

*Programs approved in accordance with Queensland state requirements*

- Graduate Diploma in Education (Secondary)
- Bachelor of Health, Sport and Physical Education (School of Human Movement Studies)

***University of Southern Queensland***

*Programs accredited in accordance with national standards and procedures*

- Bachelor of Education (Secondary)
- Bachelor of Education (Sports, Health & Physical Education - Secondary)
- Bachelor of Education (Primary)
- Bachelor of Education (Special Education - Primary)
- Bachelor of Education (Sports, Health & Physical Education - Primary)
- Bachelor of Education (Early Childhood) - accreditation pending

*Programs approved in accordance with Queensland state requirements*

- Graduate Diploma of Learning and Teaching (Primary P-7)
- Graduate Diploma of Learning and Teaching (Middle Years 5-9)
- Graduate Diploma of Learning and Teaching (Secondary 8-12)

***University of the Sunshine Coast***

*Programs accredited in accordance with national standards and procedures*

- Nil

*Programs approved in accordance with Queensland state requirements*

- Bachelor of Primary Education
- Bachelor of Early Childhood Education
- Graduate Diploma in Education (Primary)
- Graduate Diploma in Education (Secondary)
- Bachelor of Education (Senior and Middle Phase)/Bachelor of Science
- Bachelor of Education (Senior and Middle Phase)/Bachelor of Arts
- Bachelor of Education (Senior and Middle Phase)/Bachelor of Business

***Southern Cross University***

*Programs accredited in accordance with national standards and procedures*

- Nil

*Programs approved in accordance with Queensland state requirements*

- Bachelor of Education (Early Childhood)

## Appendix 4: Approved *Returning to Teaching* programs

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

## Appendix 5: Publications

Publications of the QCT in 2013 are listed below. These can be accessed from the QCT website [www.qct.edu.au](http://www.qct.edu.au).

### Research Report

- *Attrition of Recent Queensland Graduate Teachers: Report*, November

### Teacher resources

- *Australian Professional Standards for Teachers*
- *Transition to Full Registration: Providing evidence of practice: Evidence guide*

### Annual Report

- *Annual Report of the Queensland College of Teachers for 2012*

### Strategic Plan

- *Strategic Plan 2013–2016*

### Periodicals

- *QCT eNews*, February, April, June, August, October
- *QCT News*, December
- *QCT Research Digest* No. 9, Teaching Critical Thinking, April

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# Glossary

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<b>AEI-NOOSR</b>	Australian Education International – National Office of Overseas Skills Recognition
<b>AITSL</b>	Australian Institute for Teaching and School Leadership
<b>APST</b>	Australian Professional Standards for Teachers
<b>ARC</b>	Audit and Risk Committee
<b>ATIS</b>	Approved Teacher Information System
<b>ATRA</b>	Australasian Teacher Regulatory Authorities
<b>CAA</b>	Corporate Administration Agency
<b>CPD</b>	Continuing Professional Development
<b>DETE</b>	Department of Education, Training and Employment
<b>ICT</b>	Information and Communication Technology/ies
<b>IP</b>	Information Privacy
<b>IRC</b>	Internal Review Committee
<b>PP&amp;C</b>	Professional Practice and Conduct [Committee]
<b>PTT</b>	Permission to Teach
<b>QCAT</b>	Queensland Civil and Administrative Tribunal
<b>QCPCA</b>	Queensland Council of Parents and Citizens' Associations
<b>QCT</b>	Queensland College of Teachers
<b>QPS</b>	Queensland Police Service
<b>RTI</b>	Right to Information
<b>RTT</b>	Returning to Teaching
<b>STT</b>	Suitability to Teach [Committee]
<b>TRIM</b>	Total Records and Information Management System
<b>UNESCO</b>	United Nations Education, Scientific and Cultural Organisation

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# Reader feedback form

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The QCT is keen to obtain responses from readers of its *Annual Report for 2013* on the report's content and design. Readers' comments will be taken into account in producing future reports.

Please take a few moments to answer the following questions or provide feedback online through the Queensland Government Get Involved website: [www.qld.gov.au/annualreportfeedback](http://www.qld.gov.au/annualreportfeedback)

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

- Very well
- Satisfactorily
- Poorly
- Not at all

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

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

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

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

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

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

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

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

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

Thank you for participating in this survey.

**Please return completed feedback forms to:**

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

Fax: 07 3870 5006

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





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