

# **2015** **Annual Report**

Queensland College of Teachers

---

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

---

This report describes the way in which the Queensland College of Teachers (QCT) fulfilled its obligations under the *Education (Queensland College of Teachers) Act 2005* during the year ending 31 December 2015.

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:	Level 5 601 Coronation Drive Toowong, Queensland
Postal address:	GPO Box 702 BRISBANE QLD 4001
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>

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

© (Queensland College of Teachers) 2016

---

# 2015 Annual Report to the Minister

---

## Letter of compliance

29 February 2016

The Honourable Kate Jones MP  
Minister for Education  
and Minister for Tourism and Major Events  
PO Box 15033  
CITY EAST QLD 4002

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 2015.

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\\_2015.pdf](http://www.qct.edu.au/Publications/Corporate/QCT_Annual_Report_2015.pdf)  
and a checklist outlining the annual reporting requirements can be accessed at:  
[www.qct.edu.au/Publications/Corporate/QCT\\_Annual\\_Report\\_2015\\_Compliance.pdf](http://www.qct.edu.au/Publications/Corporate/QCT_Annual_Report_2015_Compliance.pdf)

Yours sincerely



Joe McCorley OAM  
*Chairperson of the Board*

Queensland College of Teachers  
601 Coronation Drive  
TOOWONG QLD 4066

---

# Table of contents

---

Purpose of this report and how to access a copy	2
Letter of compliance	3
About the Queensland College of Teachers	5
Vision, purpose and values	5
Chairperson's overview	6
2015 in review	8
Outlook for 2016	10
Strategic Plan 2015–2017	11
Queensland's approved teachers	19
Strengthening the profession	24
Protecting the public and the profession	29
Communication with and promotion of the profession	32
Regulating the profession	37
Professional standards for vocational education and training	39
Corporate governance	40
Financial Statements 2015	53
Appendices	86
1: Constitution, functions and powers	86
2: Committees	89
3: Approved initial teacher education programs	93
4: Endorsed <i>Returning to Teaching</i> programs	96
5: Publications	96
Glossary	97
Reader feedback form	98

---

# About the Queensland College of Teachers

---

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

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

## Vision, purpose and values

### Our vision

Quality regulation—quality teachers

### Our purpose

- Uphold the standards of the teaching profession
- Maintain public confidence in the teaching profession
- Protect the public and the profession

### Our values

- **Professionalism**—we demonstrate through our own actions the highest standards of professional and personal performance
- **Accountability**—we act in a transparent, fair and ethical manner in all decision-making and processes
- **Collaborative relationships**—we work constructively with all stakeholders in a consultative, responsive and collaborative way
- **Leadership**—we demonstrate leadership in maintaining a high quality regulatory framework suitable for contemporary educational contexts in Queensland
- **Exemplary service**—we demonstrate effective, efficient and capable service delivery
- **Government shared values**—we support the Queensland Public Sector Values: *Customers first; Ideas into action; Unleash potential; Be courageous; and Empower people*

---

<sup>1</sup> Throughout this Report, ‘the Minister’ or ‘the Minister for Education’ denotes the current Minister for Education and Minister for Tourism and Major Events, unless otherwise indicated.

---

## Chairperson's overview

---

The QCT has now been in existence for ten years and in that time has worked diligently and innovatively to fulfil its purpose of protecting the public and the profession from unqualified and unethical teachers or would-be teachers. I believe it has served the students and the teaching profession of this state well, while at the same time having an increasing influence on national developments in teacher registration and teacher education.

Our main functions can be summarised as developing, maintaining and applying professional standards, codes of practice and policies to underpin initial entry to and continuing membership of the teaching profession. In the following pages we provide information on how we performed our functions in 2015 and worked towards the objectives of our Strategic Plan.

The QCT continued to play a significant role in 2015 in the area of national reform related to teacher quality.

In February 2015, the Commonwealth Government released the report of the Teacher Education Ministerial Advisory Group (TEMAG)—*Action Now: Classroom Ready Teachers*—making numerous recommendations for improving initial teacher education in Australia.

The QCT was tasked with preparing two of the five national papers requested by the Australian Institute for Teaching and School Leadership (AITSL) to assist in implementing TEMAG recommendations. The QCT was also involved in other AITSL work focused on improving the quality of teacher preparation. This included participation in an expert writing group to revise the *Standards and Procedures* for the accreditation of initial teacher education programs in Australia, the development of an accompanying Accreditation Guide, training for national accreditation panel members, transition statements for providers with currently accredited programs, and devising an Annual Reporting system for providers to report on the implementation of their programs.

In April the Minister for Education advised the Board of her decision to progress the DET's review of the QCT's underpinning legislation. The review is pursuing an appropriate balance between rigorous standards that support public confidence in the teaching profession and a reduction in regulatory burden for teachers and employing authorities. The Minister advised that further consultation with stakeholders would be undertaken on proposed amendments to the Act, particularly regarding the disciplinary framework, information sharing and suitability to teach. Revised legislation is expected in 2016.

QCT Director, John Ryan, and I met with the Minister for Education in August to discuss a number of matters of mutual interest. We also met twice during the year with the chief executives of all the interest groups represented on the Board, including the teacher employing authorities, the teacher unions, and parent and community associations. Good relations with our stakeholders is a priority for the QCT and we were gratified to hear all those we met with express a high level of satisfaction with the QCT.

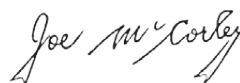
After 40 years in the same building in Sherwood Road, the QCT office moved at the end of 2015 into new premises nearby in Coronation Drive, Toowong. The Board's decision to move was based largely on consideration of projected medium-term budget implications indicating that the new premises provided a more financially sustainable option for the QCT. Furthermore, the new location better conforms with modern health and safety regulations and allows the office to be accommodated on one floor, instead of spread across two levels as in the previous building.

The end of this term of the Board also saw the end of an era in that Dr Roger Hunter retired from his membership of the Queensland teacher registration board after a record 23 years of service. We thank him for this lengthy contribution and for his wise counsel over many terms of the boards of the former Board of Teacher Registration and the QCT. We look forward to his ongoing association with the QCT through presenting the annual award for Excellence in Beginning to Teach which is named after him.

I also thank all those who served on the Board over the past four years, especially the five members, in addition to Dr Hunter, who retired from the Board at the end of the year. Their expert input to Board deliberations, and their collegiality as members, has been greatly appreciated. Together with the other ten members who have been reappointed for the Board's next term, I look forward to working with our new Board members over the next three-year term.

The Board is greatly assisted in its work by a number of standing committees and reference groups, and is grateful to the teachers and nominees of various stakeholder bodies who, along with Board members, make up these committees and groups.

Lastly, I wish to acknowledge the dedication and professionalism of the Director and staff of the QCT Office, who ensure that the QCT fulfils its vision and uses the most up-to-date and effective practices to regulate in the best interests of both school students and the teaching profession.



Dr Joe McCorley OAM,  
*Chairperson, Board of the Queensland College  
of Teachers*

---

## 2015 in review

---

### *Quality teaching and quality teacher education*

- 3,173 teachers progressed from provisional to full registration
  - 95,619 teachers and employers created 342,676 CPD\* entries in individual teachers' online services accounts
  - 5 ITE programs received national accreditation
  - Contributed to the national review of the accreditation of ITE programs via a range of working groups, forums and research papers
  - Continued monitoring of ITE programs via the commencement of a second cycle focused on numeracy strategies in consultation with Queensland HEIs after successful completion of the initial pilot phase
  - Developed and delivered webinar-based professional development to external assessors to assist with registration decision-making using the *Australian Professional Standards for Teachers*
  - The number of preservice and registered teachers accessing QCT information sessions continued to increase due to an improved registration booking system and provision of extra webinar sessions
  - Created an evidence guide for supervising teachers of preservice teachers as a resource to complement the *Professional Experience Reporting Framework* implemented in 2015
  - Finalised a major longitudinal research collaboration with external partners investigating the effectiveness of teacher education in preparing graduates for a diverse range of school settings
- 9,208 teachers at the end of the year had a Returning to Teaching condition
  - 38 teachers or former teachers had their registration cancelled or suspended or were prohibited for various periods from re-applying for registration
  - Finalised (in conjunction with ATRA) guidelines to assist teachers in their interactions with students
  - Provided information to the Royal Commission into Institutional Responses to Child Abuse
  - 1,400 teachers renewing their registration were randomly selected for CPD audit

### *Vocational education and training*

- Finalised Professional Standards for Vocational Education and Training Practitioners and provided these to the Minister

### *Customer satisfaction*

- 90 per cent of applicants who responded to customer satisfaction surveys were satisfied with the service provided by the QCT
- Teachers participating in a range of QCT information sessions and workshops indicated an improved understanding of their CPD and registration requirements

### *Public value*

- Maintained the lowest annual teacher registration fee in Australia

### *Organisational sustainability*

- Received an unqualified audit report
- Financial sustainability
- Managed smooth relocation to new premises

### *Reduced regulatory burden*

- Centralised data exchange with DET to reduce reporting requirements of 1,300 principals
- Launched changes to the application for teacher registration and mutual recognition forms which reduce regulatory burden on applicants to provide documentation
- Contributed to review of the *Education (Queensland College of Teachers) Act 2005*

### *Protecting the public and the profession*

- 99 per cent of Queensland schools participated in the 2015 census of teachers in schools
- 117 people taught under a permission to teach
- 12 teachers had their registration cancelled for failure to comply with a condition placed on their registration to meet eligibility requirements
- 57,700 'suitability to teach' checks conducted
- 90 applications for teacher registration or Permission to Teach refused



### *Digital strategy*

- Introduced more individualised and intuitive online application forms for teacher registration and mutual recognition
- Launched changes to the five-yearly renewal process
- Conducted a trial to evaluate the effectiveness of a digital portfolio as a means to support preservice teachers and provisionally registered teachers as they collect evidence of achievement at the Graduate / Proficient level of the Australian Professional Standards for Teachers
- Launched ClassMovies initiative highlighting the exceptional work of beginning teachers across Queensland regions
- Updated and improved the online booking system to allow teachers to better access information sessions
- Created and delivered online webinars for new audiences including teachers selected for CPD audits to support them in their submission
- Provided more options for teachers to access professional development about their registration requirements—face-to-face workshops, web conferences and recorded sessions through online services
- Actively used the QCT Twitter account as part of enhancing our engagement with various audiences via social media

### *Promotion of the profession*

- Held World Teachers' Day ceremony to recognise award finalists
- Gained extensive publicity for Excellence in Teaching Awards finalists
- Arranged for Story Bridge to light up for teachers

### *Research and data*

- 49.4 per cent of registered teachers are 45 years of age or older
- 76.3 per cent of teachers on the register are female
- Commenced research to identify factors that influence people to choose teaching as a career

### *Strategic partnerships*

- Continued the collaboration with DET to develop more professional development modules for teachers
- Produced two strategic papers to inform AITSL in the implementation of recommendations from TEMAG
- Collaborated with AITSL on accreditation of ITE programs and on evaluation of the implementation of the *Australian Professional Standards for Teachers*
- Provided professional leadership to ATRA
- Initiated a combined forum of the Principals' Reference Group and HEIs to discuss and take forward the shared responsibility for the preparation and support of early career teachers
- Established a partnership with DET to support the mentoring of beginning teachers program
- Established a partnership with Apple to provide professional development and digital devices to teachers participating in the digital portfolio trial
- Supported the development and implementation of TeachConnect, an online platform to support preservice teachers in the transition through practicum into their early career stage, in collaboration with HEI partners
- Established the QCT Early Childhood Stakeholder Reference Group to enhance QCT's work with the sector
- Partnered with Griffith University and the QDEF to host a two day numeracy forum and summit for a range of stakeholders including sector and QCAA representatives, ITE staff, school leaders, practising and preservice teachers

\*See Glossary for meanings of acronyms

---

# Outlook for 2016

---

## *Quality teaching and quality teacher education*

- Implement legislative amendments (expected mid-year)
- Work with ITE providers to transition to new national requirements
- Continue monitoring of ITE programs' 'Numeracy Strategies'
- Conduct a quality assurance assessment of the process of transitioning from provisional to full registration
- Develop training to work with sectors to implement the use of support materials for teachers supervising professional experience
- Develop national training in conjunction with ACER for panellists involved in the accreditation of ITE programs

## *Protecting the public and the profession*

- Commence a review of processes involved in approving Permission to Teach applications
- Develop or revise Information Sharing Arrangements with DET and interstate teacher regulatory authorities
- Develop an online ethics course for teachers
- Publish and promote guidelines to assist teachers in their interactions with students

## *Research and data analysis*

- Launch website pages to provide data about Queensland teachers' demographics
- Report on the outcomes of research into factors that influence people to choose teaching as a career
- Profile teachers who are not permanently employed in a Queensland school
- Publish report identifying good practice in the teaching of numeracy
- Publish two research digests

## *Reduced regulatory burden*

- Review documentation requirements for teacher registration
- Pursue electronic transfer of graduation lists from higher education institutions to enable efficiencies in the processing of applications from graduates
- Contribute further to review of *Education (Queensland College of Teachers) Act 2005*
- Implement a revised CPD Framework

## *Digital strategy*

- Launch a new application for renewal form to provide a better user experience and reduce regulatory burden
- Further develop online transaction capability through myQCT
- Contribute data to the Government's open data strategy
- Promote the use of digital technologies to evidence registration requirements

## *Strategic Partnerships*

- Partner with DET to develop online modules to assist beginning teachers

## *Sustainability*

- Review the application of fees and service charges for services undertaken by the QCT
- Prepare for the transition to a new Act and subordinate legislation from mid-2016

---

# Strategic Plan 2015–2018

---

The QCT Strategic Plan for 2015–2018 identifies the objectives, strategies and performance indicators shown in Table 1 below. The table indicates achievements against the performance indicators in 2015. More information on the QCT's activities in pursuit of the objectives and strategies is included in subsequent sections of this report.

## *Contribution to State Government Objectives*

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

- Creating jobs and a diverse economy
- Delivering quality frontline services
- Building safe, caring and connected communities
- Protecting the environment

The QCT's services contribute mainly to the objective 'Delivering quality frontline services', especially the sub-objectives 'achieving better education and training outcomes' and 'providing responsive and integrated government services'. From a broader perspective it can be seen that the QCT's functions contribute to all four of the Government's objectives, since without effective and ethical teachers to educate the state's next generation of workers, none of the other objectives can be achieved.

The QCT's objectives and strategies support *The Queensland Plan*, which sets out a 30-year vision for Queensland. The vision includes 'valu[ing] education as a lifelong pursuit where we gain practical skills, enrich our lives, find secure jobs and improve the competitiveness of our economy'. In particular, the QCT supports the Education goals of the Plan:

- Our curriculum is flexible and future-focused
- We have practical-based learning
- We have the most highly valued teachers in Australia
- Education is valued as a lifelong experience

We support these goals by:

- Enhancing teacher quality through the use of professional standards to achieve better student outcomes

- Enhancing our governance and decision making processes
- Conducting an efficient administrative operation
- Enhancing teachers' knowledge of the teaching of literacy and numeracy skills
- Promoting the teaching profession through our Excellence in Teaching Awards and World Teachers' Day activities

## *Contribution to the National Agenda*

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

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

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

## *Strategic risks and opportunities*

### *Emerging technologies*

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

### *Stakeholder engagement*

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

### *Application of regulation*

The application of regulation must be balanced, inclusive, efficient and utilise reasonable discretion. A Queensland Plan vision is of less intrusive regulation while maintaining necessary consumer safeguards. Realistic application of regulation will enhance relationships with stakeholders.

### *People and organisational capability*

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

### *Minimum standards*

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

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

To improve our cost-effectiveness, we monitor and identify areas in which efficiency can be increased, and apply resources to such areas responsively. By upgrading our communication and information technology and systems, enhancing our website, employing sufficient numbers of capable staff, ensuring 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 2015 the Board adopted a new Strategic Plan for 2016–2019. The objectives and strategies identified in the Strategic Plan for 2015–2018 remain relevant and the objectives identified in the Strategic Plan for the next financial year are similar.

**Table 1: Achievements against Strategic Plan in 2015**

<i>Strategic objective    Public confidence in the teaching profession</i>	
Outcomes	<ul style="list-style-type: none"> <li>• Approved teachers are qualified, competent and ethical</li> <li>• Professional standards for FET practitioners are developed</li> </ul>
Strategies	<ul style="list-style-type: none"> <li>• Maintain the integrity and improve the quality of information about Queensland approved teachers to inform strategic policy development and business processes</li> <li>• Undertake relevant research projects and implement findings to enhance bases of quality teaching</li> <li>• Admit to, and retain on, the register of teachers only persons considered appropriate for the Queensland teaching profession</li> <li>• Develop and /or apply appropriate standards and procedures to registration/ accreditation related decisions</li> </ul>
<i>Performance indicators    Achievements in 2015</i>	
<p>Satisfaction rates</p> <p>Level of satisfaction of employers with graduates of Queensland initial teacher education programs</p> <p>Stakeholder satisfaction levels</p>	<ul style="list-style-type: none"> <li>• Majority of principals who responded to a QCT survey were satisfied with preparedness of new graduate teachers employed in their schools</li> <li>• Participants in QCT workshops for teachers reported high level of understanding of professional teaching standards upon workshop completion</li> <li>• Stakeholders expressed satisfaction with QCT during biannual meetings</li> </ul>
<p>Regulatory compliance</p> <p>Proportion of people refused entry to the profession or removed from the profession due to disciplinary action</p> <p>Number of regulation breaches addressed by the QCT</p>	<ul style="list-style-type: none"> <li>• 90 applications for teacher registration or Permission to Teach were refused for failure to meet eligibility requirements</li> <li>• 12 teachers had their registration cancelled for failure to comply with a condition placed on their registration to meet eligibility requirements</li> <li>• 38 teachers or former teachers had their registration cancelled or suspended or were prohibited for various periods from re-applying for registration</li> <li>• 9,208 teachers at the end of the year had a Returning to Teaching condition on their registration</li> <li>• 1,400 teachers renewing their registration were randomly selected for a CPD audit. 98.8 per cent satisfied requirements</li> </ul>

**Table 1: Achievements against Strategic Plan in 2015 (continued)**

Performance indicators	Achievements in 2015
<p><b>Innovation</b></p> <p>Research documents, reports and policies produced by the QCT</p>	<ul style="list-style-type: none"> <li>• Commenced research to identify factors that influence people to choose teaching as a career</li> <li>• Launched ClassMovies initiative highlighting the exceptional work of beginning teachers across Queensland regions</li> <li>• Produced two strategic papers to inform AITSL in the implementation of recommendations from TEMAG</li> <li>• Conducted a trial to evaluate the effectiveness of a digital portfolio to support preservice and provisionally registered teachers as they collect evidence of achievement at the Graduate / Proficient level of the Australian Professional Standards for Teachers</li> <li>• Continued collaborative research projects with external partners focussing on priority areas important to the teaching profession</li> <li>• Reviewed and updated <i>CPD Policy and Framework</i></li> <li>• Published <i>Research Digest</i> No. 11, providing teachers with a summary of research on Big Ideas in Mathematics</li> <li>• Finalised guidelines to assist teachers in their interactions with students</li> <li>• Finalised professional standards for VET practitioners and provided these to Minister</li> </ul>
<p><i>Outcomes and strategies also addressed through the following activities:</i></p>	<ul style="list-style-type: none"> <li>• Ongoing monitoring of ITE programs in consultation with Queensland HEIs</li> <li>• Provided webinar support to update external assessors to assist with registration decision-making using the <i>Australian Professional Standards for Teachers</i></li> <li>• Developed and published an evidence guide for teachers supervising professional experience placements in Queensland schools as a complementary resource for the implementation of the <i>Professional Experience Reporting Framework</i></li> <li>• Continued building strategic relationship with principals' associations to improve the understandings of the work of the QCT</li> <li>• Provided small grants to assist teachers to present their research at national education conferences</li> <li>• Finalised a major longitudinal research collaboration with external partners investigating the effectiveness of teacher education in preparing graduates for a diverse range of school settings</li> <li>• Provided information to the Royal Commission into Institutional Responses to Child Abuse</li> </ul>

**Table 1: Achievements against Strategic Plan in 2015 (continued)**

<i>Strategic objective    Best practice regulation</i>	
Outcomes	<ul style="list-style-type: none"> <li>Regulatory burden on stakeholders is reduced while rigour is maintained</li> </ul>
Strategies	<ul style="list-style-type: none"> <li>Lead, influence and collaborate with major stakeholders on future direction in the regulation of teaching at both state and national levels</li> <li>Reduce unnecessary bureaucracy</li> <li>Implement a robust and cost-efficient regulatory framework that reflects risk, necessity and proportionality</li> </ul>
<i>Performance indicators    Achievements in 2015</i>	
Satisfaction rates Stakeholder satisfaction levels	<ul style="list-style-type: none"> <li>Stakeholders expressed satisfaction with QCT during biannual meetings</li> </ul>
Regulatory burden Business processes improved	<ul style="list-style-type: none"> <li>Centralised data exchange with DET to reduce reporting requirements of 1,300 principals</li> <li>Launched changes to the application for teacher registration and mutual recognition forms which reduce regulatory burden on applicants to provide documentation</li> <li>Contributed to review of the <i>Education (Queensland College of Teachers) Act 2005</i></li> <li>Collaborated with AITSL on the national reforms to ITE accreditation</li> <li>Provided professional leadership to ATRA</li> </ul>



**Table 1: Achievements against Strategic Plan in 2015 (continued)**

<i>Strategic objective</i> <b>Exceptional customer service</b>	
Outcomes	<ul style="list-style-type: none"> <li>• Services are delivered efficiently and effectively through contemporary mediums</li> </ul>
Strategies	<ul style="list-style-type: none"> <li>• Develop innovative approaches to the delivery of services</li> <li>• Apply fair and just practices and processes</li> <li>• Enhance transparency of information by releasing data sets to the public</li> </ul>
<i>Performance indicators</i> <i>Achievements in 2015</i>	
<b>Innovation</b> New approaches to service delivery	<ul style="list-style-type: none"> <li>• Introduced more individualised and intuitive online application forms for teacher registration and mutual recognition</li> <li>• Launched changes to the five-yearly renewal process</li> <li>• Updated and improved the online booking system to allow teachers to better access information sessions about their registration requirements—face-to-face workshops, web conferences and recorded sessions through online services</li> <li>• Created and delivered online webinars for a range of new audiences including teachers selected for CPD audits to support them in their submission</li> <li>• Updated and improved the CPD online recording tool to assist teachers in recording their professional development activities</li> </ul>
<b>Satisfaction rates</b> Stakeholder satisfaction level	<ul style="list-style-type: none"> <li>• 90 per cent of applicants responding to surveys were satisfied with the QCT's service</li> <li>• Stakeholders expressed satisfaction with QCT during biannual meetings</li> </ul>
<b>Fairness and justice</b> Number of QCAT decisions against the QCT for insufficiency of evidence, inappropriate investigation processes or for being contrary to public interest	<ul style="list-style-type: none"> <li>• No QCAT decisions against the QCT for insufficiency of evidence, inappropriate investigation processes or for being contrary to public interest</li> </ul>



**Table 1: Achievements against Strategic Plan in 2015 (continued)**

<i>Strategic objective</i> <b>Productive partnerships and stakeholder engagement</b>	
Outcomes	<ul style="list-style-type: none"> <li>Stakeholders are empowered and enrolled by partnering with the QCT to develop solutions to issues</li> </ul>
Strategies	<ul style="list-style-type: none"> <li>Develop productive partnerships with all key stakeholders to support and improve Queensland teachers and applicants for teacher registration</li> <li>Work collaboratively with stakeholders to enforce regulatory framework</li> </ul>
<i>Performance indicators</i> <i>Achievements in 2015</i>	
Satisfaction rates Stakeholder satisfaction levels	<ul style="list-style-type: none"> <li>Stakeholders expressed satisfaction with QCT during engagement/meetings with Chair, Director and QCT staff</li> <li>QCT invited to present at a range of conferences and forums regarding professional standards, CPD and initial teacher education</li> </ul>
Innovation New initiatives with stakeholders	<ul style="list-style-type: none"> <li>Initiated a combined forum of the Principals' Reference Group and HEIs to discuss and take forward the shared responsibility for the preparation and support of early career teachers</li> <li>Established a partnership with DET to support the mentoring of beginning teachers program</li> <li>Established a partnership with Apple to evidence registration requirements via digital devices for teachers participating in the digital portfolio trial</li> <li>Supported the development and implementation of TeachConnect, an online platform to support preservice teachers in the transition through practicum into their early career stage, in collaboration with HEI partners</li> <li>Established the QCT Early Childhood Stakeholder Reference Group to enhance QCT's work with the sector</li> </ul>

**Table 1: Achievements against Strategic Plan in 2015** (continued)

<i>Strategic objective    Organisational capability</i>	
Outcomes	<ul style="list-style-type: none"><li>• The QCT has an agile, engaged, skilled and productive workforce, overseen by good governance</li></ul>
Strategies	<ul style="list-style-type: none"><li>• Support QCT staff to build their professional capacity</li><li>• Enhance governance systems and processes within the QCT</li></ul>
<i>Performance indicators    Achievements in 2015</i>	
Stakeholder satisfaction levels	<ul style="list-style-type: none"><li>• Stakeholders expressed satisfaction with QCT during biannual meetings</li></ul>
Employee satisfaction levels	<ul style="list-style-type: none"><li>• Managed smooth relocation to new, improved premises</li><li>• Lowest annual teacher registration fee in Australia</li><li>• Supported QCT staff to undertake various professional development activities</li></ul> <p>[Staff survey completed every second year—next due in 2016]</p>

---

# 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 2015, as compared with the previous four years. At the end of 2015 the Register contained the names of 104,216 approved teachers.

**Table 2: Register of teachers in Queensland 2011–2015**

	2011	2012	2013	2014	2015
Number of approved teachers as at 31 December	97,098	98,633	99,984	101,768	104,216
Number of new applications for teacher registration received	6,410	6,681	6,364	6,872	6,773
Applications for teacher registration in progress as at 31 Dec*	1,138	698	1,210	1,113	775
Applications for teacher registration or Permission to Teach refused	117	97	76	104	90
Applications for teacher registration or Permission to Teach withdrawn	258	424	162	155	211
Applications for teacher registration or Permission to Teach approved	6,398	6,075	5,645	6,645	6,811
Applications for renewal/restoration of registration received	21,940	3,902	3,841	3,368	51,438
Applications for renewal/restoration of registration processed	31,111	4,004	3,878	3,293	42,838
Applications for renewal/restoration in progress as at 31 Dec	347	185	181	281	8,785

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

## Registration activity

### Applications received

The QCT received a total of 6,773 applications for teacher registration (a decrease of 1.4 per cent on the previous year) including 1,158 from teachers whose initial teaching qualification was completed interstate and 551 from teachers whose initial qualification was from overseas.

During 2015, 3,173 provisionally registered teachers were successful in transitioning from provisional to full registration. One application to move from provisional to full registration was refused.

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

A total of 569 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 460 did not re-apply for registration by 31 December 2015.

### Mutual recognition

Under the provisions of the mutual recognition Acts, the teacher registration authorities in the Australian Capital Territory, the Northern Territory, Queensland, South Australia, Tasmania, Victoria, and Western Australia grant equivalent registration status to teachers transferring between these States. Similarly, the above authorities are bound under the provisions of the *Trans-Tasman Mutual Recognition Acts* to recognise registered teachers transferring between New Zealand and these states. Ongoing liaison with these bodies was maintained throughout the year. The number of teachers from each jurisdiction who were granted registration in Queensland under mutual recognition in 2015 is shown in Table 3. The total (789) is almost identical to that in 2014 (788).

**Table 3: Numbers of teachers granted registration under mutual recognition in 2015**

State	Number
Australian Capital Territory	43
Northern Territory	100
New Zealand	131
South Australia	89
Tasmania	37
Victoria	274
Western Australia	115
Total	789

### Recognition of teachers with overseas qualifications

The *Queensland Cultural Diversity Policy (2013)* 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 the Australian Government's Qualifications Recognition Policy Unit 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 the Australian Government's Qualifications Recognition Policy Unit and with other teacher 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 2015, the QCT received a total of 551 applications from teachers whose initial teacher education was undertaken outside Australia. The proportion of applications received from overseas applicants was 8.1 per cent of all applications received in 2015 (2014: 8.4 per cent).

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

During 2015, 502 overseas-trained teachers were admitted to the register on the basis of their qualifications, English proficiency, and, in some cases, teaching experience (2014: 480).

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

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

Applicants who have not obtained the qualifications currently prescribed under the *Education (Queensland College of Teachers) Regulation 2005* (the Regulation) may have their application assessed under alternative provisions of the Act. Applicants applying under these provisions need to satisfy the QCT that their 'education, demonstrated abilities, experience, knowledge and skills' establish that they meet the eligibility requirements of professional practice. Applicants submit a structured professional portfolio addressing the *Australian Professional Standards for Teachers* (APST), using guidelines and a proforma submission developed by the QCT.

In 2015, 21 such applications were assessed (2014: 23). This resulted in 14 applicants being approved for registration—eight for provisional registration and six for provisional registration with a study condition. The remaining seven applicants were refused registration.

### *Permission to Teach*

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

- 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;
- has knowledge, qualifications, skills or training reasonably considered by the QCT to be relevant to the position the person has been offered;
- is suitable to teach; and
- is able to communicate in spoken and written English at a professional level.

Applicants must undergo a criminal history check. The QCT may impose conditions on the PTT and the period of a PTT must not be longer than two years. In 2015 approximately 74 per cent of PTTs were granted for a period of less than six months (2014: 68 per cent).

Applications for PTTs have been steadily increasing in recent years. The numbers of applications in 2013 and 2014 were each one third more than those in the previous year. During 2015, 117 people were teaching under the authority of a PTT. This is nearly two-thirds more than in 2014.

Overall, 77 per cent of people granted PTT in 2015 were enrolled in an initial teacher education program, a greater proportion than the 65 per cent reported in 2013 and 2014.

Labour market forces constitute the most common reason for employers being unable to find a registered teacher for a position. The subject areas most often involved in 2015 were Mathematics, Science (mostly Junior Science) and Industrial Design and Technology subjects. Also prevalent were General Primary and Languages Other Than English (particularly Japanese and Arabic).

### *Distribution of PTTs by Geographic Zone*

Provincial City	36
Rural	34
Metropolitan	30
Remote	17

Fifty PTTs were in primary schools, 62 in secondary schools, and 5 in special schools (2014: 40, 30 and 2 respectively). This distribution differs from last year, when a majority were in primary schools.

## 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.

Six decisions of the QCT were reviewed by the IRC in 2015 (2014: 12). 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 remaining five cases. The QCT Board endorsed the recommendation of the IRC in all cases.

## Renewal and restoration of registration

Under section 26 of the Act teachers with full registration who wish to remain registered at the end of their five-year period of registration must apply to renew their registration. Assessment of a renewal application includes a criminal history check of the teacher as well as a check of other suitability matters.

In 2015 the large group of teachers whose five-year period of full registration was about to end were reminded of this and that they needed to renew their teacher registration by submitting an application for renewal to the QCT and paying their annual fee.

Fully registered teachers with the registration status 'Full–Continued' are able to teach in Queensland while their application for renewal or restoration of full registration is being processed.

## Registration data analysis

### Registration status

Of the total number of registered teachers as at 31 December, 15,393 (14.8 per cent) held provisional registration (2014: 14.4) and the remainder held full registration.

## Age profile and gender

Table 4 shows the average age of applicants and approved teachers. The average age of applicants is 34.4 years and the average age of teachers on the register is 44.6 years. These figures represent a slight increase on those for 2014 (34.2 and 44.4 respectively).

**Table 4: Average age (in years) of applicants and approved teachers—2015**

Average age of:	2015
All applicants	34.4
Approved teachers on the register	44.6
Female applicants	33.9
Male applicants	35.9

Table 5 shows the age profile and gender breakdown of approved teachers by age group. Overall, three-quarters (76.3 per cent) of teachers on the register are female and 49.4 per cent of teachers are 45 years of age or older.

**Table 5: Age profile of approved teachers as at 31 December 2015**

(percentages are rounded and may not add to 100 per cent)

Age group	Proportion of register	Male	Female
0–24	4.1%	17.8%	82.2%
25–29	9.8%	21.0%	79.0%
30–34	12.1%	21.7%	78.3%
35–39	12.1%	22.9%	77.1%
40–44	12.6%	22.4%	77.6%
45–49	12.5%	23.6%	76.4%
50–54	11.1%	24.2%	75.8%
55–59	11.4%	27.3%	72.7%
Over 60	14.4%	32.2%	67.8%

## Location and employment

Approximately 96 per cent of registered teachers have Queensland addresses, while 3.6 per cent have interstate addresses (1.9 per cent being in New South Wales), and less than 1 per cent are located overseas.

According to data on the Register, at the end of 2015, 64.9 per cent of registered teachers were known to be employed in permanent or long-term temporary teaching positions in Queensland schools (2014: 63.6). Less than one per cent of registered teachers were known to be employed in other educational institutions (e.g. TAFE, universities, and kindergartens).

Those not in permanent or long-term temporary 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, 66.5 per cent were in State schools and 33.5 per cent were in non-State schools (2014: 67.8 and 32.2 respectively). Table 6 shows the distribution of teachers across employment sectors.

**Table 6: Percentages of registered teachers recorded on the register on 31 December 2015 as teaching in each employment sector**

(as a percentage of teachers recorded as permanently employed in a Queensland school or other educational institution)

Employment sector	Per cent
Non-State Primary	15.5%
Non-State Secondary	18.0%
State Primary	41.5%
State Secondary	25.0%

Of those employed in a permanent or long-term temporary teaching position in a Queensland school, 92.4 per cent held full registration and the remainder provisional registration. The ratio of fully registered teachers to provisionally registered teachers in schools in 2015 was comparable to that of 2014.

## Qualifications

The great majority of approved teachers (87 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) (2014: 86 per cent). 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 +	40%	87%
3 Years	28%	11%
Other	32%	2%

**Table 8: Qualifications of approved teachers by age group, as percentage of age group**

(percentage figures are rounded to nearest whole number and may not add up to 100 percent in some cases)

Age group	% with less than 3 years	% with 3 years	% with 4 or more years
0–24	0%	0%	99%
25–29	0%	1%	99%
30–34	0%	1%	99%
35–39	1%	1%	98%
40–44	1%	9%	90%
45–49	1%	19%	80%
50–54	1%	21%	79%
55–59	1%	23%	76%
Over 60	7%	16%	77%



---

# Strengthening the profession

---

## Engaging the profession

Each year the QCT delivers a series of information sessions for preservice, provisionally registered and fully registered teachers across a range of Queensland locations. The sessions provide an opportunity for the QCT to actively engage with teachers in both regional and metropolitan centres and further develop teachers' understanding of the work of the QCT, registration requirements, and the use of the *Australian Professional Standards for Teachers* (APST) across their career. Initiatives begun in 2014 that targeted presentations for specific teacher groups, such as early childhood teachers and supply teachers, were very positively received and continued in 2015.

The QCT provides information to preservice teachers upon request by Queensland higher education institutions. Sessions vary from providing a brief overview of the role of the QCT and teacher registration requirements as part of orientation programs, through to full workshops that promote understanding of the APST prior to graduation and application for provisional registration. The Professional Standards team delivered 16 presentations to 2,245 preservice teachers from 10 different institutions in 2015.

The Professional Standards team also delivered 33 workshops and information sessions to 1,582 provisionally and fully registered teachers in 12 locations throughout Queensland. Due to the implementation of initiatives to improve the booking system, and promotion of QCT events via social media and employing sector partners, there was a considerable improvement in the non-attendance rate in 2015.

The QCT has continued and expanded its facilitation of online workshops for all registered teachers through web conferences. These webinars attracted 1,187 teacher participants throughout 2015. Evaluations indicate that all forms of delivery continue to rate highly and that participants are engaging positively with the APST and using these in reflective practice and registration processes.

## 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.

Eligibility for transitioning from provisional to full registration depends on the capacity of the provisionally registered teacher to provide evidence of 200 days of teaching experience in a recognised school setting, and the provision of evidence to a reviewer that all the APST are met at the Proficient level.

In 2015, as part of its ongoing commitment to ensuring and supporting the quality of Queensland teachers, the QCT began scoping an investigation into the quality assurance aspects of the process of moving to full registration. The aim of the investigation is to look at how policy and procedures are being implemented across a range of teaching contexts and to identify best practice elements. The project will continue into 2016 to finalise recommendations for improving the consistency of processes and practices in this important career milestone.

The QCT has continued to support provisionally registered teachers delivering approved kindergarten programs in early childhood settings. In 2015, the QCT recognised 169 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 five-yearly renewal of registration. The *Framework* recognises the importance of teachers' engagement in continuing professional development and provides the opportunity to publicly highlight teachers' participation in ongoing professional learning as an integral feature of contemporary teacher professionalism. The *Framework* was reviewed by the QCT Board in 2015 and subsequently has been validated through targeted consultations with key stakeholders. The QCT will in 2016 undertake activities to operationalise and communicate the revised *Framework* to registered teachers across the State.

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

In 2015 over 60,000 fully registered teachers were due to renew their registration by 31 December. A random audit of 1,400 teachers from this cohort was conducted to ensure that teachers were understanding and meeting their CPD requirements across a five-year registration period. Web conferences were delivered for teachers selected for audit to assist them with their submissions. Almost all (98.8 per cent) of teachers who submitted their CPD records for audit were deemed to have satisfied requirements.

The QCT supports fully registered teachers by providing information sessions and web conferences that focus on the reflective aspects of APST Standard 6—Engage in professional learning.

The QCT encourages the recording of teachers' CPD by providing an online platform that enables teachers and employers to record CPD into a teacher's online services account.

## Returning to Teaching condition

Where a fully registered teacher applies for renewal or restoration of registration at the end of their five-year period and the teacher does not

meet the recency of practice requirements, i.e. has taught for less than 100 days in their five-year registration period, the Act mandates that the QCT can only renew the teacher's registration by imposing a returning to teaching condition (RTT condition) on their registration.

In 2015 three existing Returning to Teaching programs were reviewed and updated for endorsement.

In 2015, 5,652 renewing teachers had a RTT condition applied to their teacher registration (2014: 79). At the end of 2015 a total of 9,208 fully registered teachers had a RTT condition on their registration (2014:7,554). Should they wish to continue or return to teaching in a Queensland school they are required to complete a RTT professional development program within the 12 months before, or within the first 12 months after, returning to teaching, to ensure that their knowledge, skills and practice are up-to-date.

In 2015, 95 teachers completed endorsed Returning to Teaching professional development programs to satisfy this condition of their registration (2014:145). Approved Returning to Teaching programs are listed in Appendix 4.

Teachers can also choose an alternative pathway to comply with their RTT condition by engaging in a range of professional development activities which together satisfy the elements, program content and duration set out in the legislation, but which have not been formally approved by the QCT. Notice of program completion is provided to the QCT by the Principal of a school at which the teacher teaches at the time the notice is given. In 2015, 55 teachers used this pathway to meet the RTT condition on their registration (2014: 22).

## Initial teacher education program accreditation and approval

During 2015 national accreditation processes continued for programs reaching their approval end dates. Panels recommended five new programs from four Queensland higher education institutions for national accreditation; these recommendations were endorsed by the QCT's Professional Standards Committee. As the majority of Queensland undergraduate teacher education programs had undergone initial national accreditation during 2013–2014, activity for 2015 focused on the accreditation of graduate-entry teacher education programs.

The following programs were granted accreditation under the national system in 2015:

### *James Cook University*

- Master of Teaching and Learning (Primary)

### *Queensland University of Technology*

- Master of Teaching (Secondary)

### *University of Southern Queensland*

- Master of Learning and Teaching (Primary)
- Master of Learning and Teaching (Secondary)

### *University of the Sunshine Coast*

- Bachelor of Education (Early Childhood)

Graduate Diplomas of Education (Secondary) continue to be approved under the previous system until December 2017. Other remaining programs still accredited under the former State process will be considered during 2016.

While there was less operational work in this area during 2015, the QCT was proactively engaged in strategic work with stakeholders to shape future reforms to the accreditation of initial teacher education, following the federal government's release of their response to the review by the Teacher Education Ministerial Advisory Group (TEMAG)—*Action Now: Classroom Ready Teachers*. This is further described in the 'national leadership' section below.

In addition to meeting national requirements, Queensland higher education institutions must also submit information to the QCT outlining how their programs meet Queensland-specific requirements. This additional requirement was revised in 2015 to reflect changes in aspects such as new entry requirements into undergraduate programs, specifics of professional experience placements and how graduates are provided with understandings of current State priority areas and initiatives in education specific to particular phases of learning.

Providers of teacher education programs are required to report annually outlining challenges or changes in the implementation of programs, and to supply data to contribute to a cumulative database of evidence related to the quality of teacher education. This information is primarily provided through the submission of the *Annual Statement on Programs* to the QCT. The *Annual Statement* format was amended during 2015 to reflect revisions to the *Standards and Procedures* for national accreditation, and to assist in creating more consistent data gathering across institutions.

In collaboration with the Queensland Deans of Education Forum (QDEF), the QCT continued the strengthening and improvement of initial teacher education programs in Queensland via its

monitoring strategy that identifies a key APST focus area for reporting and evidencing. This year saw the culminating stage of the first cycle of the monitoring initiative, related to the use of data, and the commencement of the second cycle focused on numeracy strategies. This second cycle was also linked to a highly successful Numeracy Summit day hosted by Griffith University in Brisbane in June.

At the 2015 ACER Conference in Sydney in May, QCT staff jointly presented with the QDEF outlining the Monitoring Pilot Project and the benefits of this collaborative approach to strengthening specific aspects of programs currently being implemented. Another outcome of this highly collaborative approach is a pending academic paper titled *Assessment in Education: Principles, Policy & Practice* submitted to an international journal. HEIs will report to the QCT via their *Annual Statement on Programs* for 2015 (due March 2016) on the monitoring focus area of 'Numeracy Strategies' (APST 2.5).

A review of the first two years of the implementation of the accreditation of initial teacher education programs in Queensland under the national standards and procedures was released in 2015. The findings and recommendations from this QCT review greatly informed the development of key papers prepared by the QCT in response to recommendations from the Teacher Education Ministerial Advisory Group report released in February 2015.

The QCT continued its support of providers of teacher education programs by appointing particular members of staff to liaise with specific institutions to ensure a consultative and collaborative program approval process. The QCT was represented on the internal course development committees, professional experience committees or faculty boards of the Australian Catholic University, Griffith University, Christian Heritage College and the 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**

In 2015 a total of 1,344 final year students across all Queensland higher education institutions undertook authorised internships. An internship is an advanced professional experience which provides a valuable transition into the teaching profession. Preservice teachers who undertake an

internship as a final component of their approved initial teacher education program are supported by a mentor teacher while they undertake a teaching program equivalent to half a normal full-time teaching load.

Internship agreements are negotiated between the higher education institution, employing sectors, unions and the regulatory authority. All internship requests need to be authorised by the QCT.

## Research and Data Analysis

### *Principals' Perceptions of Graduate Teachers' Preparedness for Work*

In Term 2 2015, the QCT conducted its annual online survey of Queensland principals to determine their perceptions of graduate teacher preparedness. Principals from all school sectors identified as having employed graduate teachers in the first term of 2015 were invited to participate.

The survey found that the majority of principals who responded were generally satisfied with graduates' preparedness. The top three challenges for beginning teachers were identified as classroom and behaviour management, understanding and planning for differentiation to cater for the full range of students and their needs, and knowledge of curriculum and its effective implementation.

Principals confirmed the importance of increasing the amount of time preservice teachers spend in a range of school contexts, as well as the need for them to be supported by experienced supervising teachers. A graduate's personal attributes such as willingness to learn, collegiality, and ability to take on constructive feedback were highly regarded by principals when interviewing graduate teachers for employment.

### *ITE Specialisation*

In February 2015 the QCT launched a new online application form that has the capacity to capture initial teacher education specialisations from teachers applying for teacher registration. Providing this data during the application process is voluntary.

By the end of 2015, 5,274 people had applied for registration using the new online application form and 2,423 registered teachers had provided initial teacher education specialisation information. In 2016 the QCT will initiate a campaign to capture data about initial and current teaching specialisation for all registered teachers. This data will help the sector by informing policy

development and identification of supply and demand issues.

### *Teaching as a first career choice*

Attracting quality candidates to pursue teaching as a career choice is a fundamental objective in supporting quality teaching. The QCT, as the professional teacher registration authority in Queensland, is in a unique position to identify and promote strategies to enhance the quality of those entering the profession.

In 2015, the QCT commenced preliminary research aimed at identifying the factors that influence someone to choose teaching as a career, and whether there are different influences according to gender and academic achievement.

The interim report will focus on the results of a contemporary literature review and data analysis that will inform the development of targeted research activities in 2016.

This research will help the development of policy, relevant stakeholder consultations and activities that the QCT can pursue to address any issues of concern, and to better promote teaching as a career.

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

## National leadership

The QCT continued to play a significant role in 2015 in the area of national reform related to teacher quality.

On 13 February 2015, the Commonwealth Government released the report developed by the Teacher Education Ministerial Advisory Group (TEMAG)—*Action Now: Classroom Ready Teachers*, as well as its response to the report. The TEMAG had been asked to make recommendations on how initial teacher education in Australia could be improved to better prepare new teachers, with a focus on impact on student outcomes. The report was informed by more than 170 submissions from national organisations, including the QCT.

The TEMAG report made 38 recommendations across five key areas. The Government's response accepted 37 and addressed the five themes of stronger quality assurance of teacher education programs, rigorous selection for entry to teacher education programs, improved and structured

practical experience for teacher education students, robust assessment of graduates to ensure classroom readiness, and national research and workforce planning capabilities. The Government referred the implementation work to the Australian Institute for Teaching and School Leadership (AITSL).

AITSL invited the Australasian Teacher Regulatory Authorities (Inc.), of which the QCT is a member, to prepare papers on the five areas arising from the TEMAG report. The QCT was tasked with preparing two of the five national papers. After consultation and feedback the papers *Increasing the rigour of ITE program accreditation* and *Demonstrating the impact of ITE programs* were submitted to contribute to AITSL's implementation responsibilities. The latter paper was greatly informed by the attendance of a QCT officer at the Spring Conference of the Council for the Accreditation of Educator Preparation (CAEP), an ITE accreditation body in the United States.

QCT staff were also involved in other AITSL work focused on improving the quality of teacher preparation. This included participation in an expert writing group to revise the *Standards and Procedures* for the accreditation of initial teacher education programs in Australia, the development of an accompanying Accreditation Guide, training for national accreditation panel members, transition statements for providers with currently accredited programs, and devising an Annual Reporting system for providers to report on the implementation of their programs.

Throughout 2015 officers from the QCT also continued to participate in various ATRA networks: Senior Registration & Assessment Officers, Professional Teaching Standards, Professional Conduct & Legal Officers, Initial Teacher Education Accreditation Officers, and ICT Officers.

The chairing of ATRA rotates among member bodies. At the ATRA Annual General Meeting in September 2015 the chairing moved from the QCT to the Northern Territory. The QCT had performed this role for the previous two years.

In February the QCT made a submission to the Productivity Commission's review of the Mutual Recognition Schemes applying to the inter-jurisdictional movement of goods and skilled workers in Australia and New Zealand. The submission was based on the QCT's experience of implementing the schemes as they apply to teachers moving among Australian states and territories and between Australia and New Zealand. The submission focused on maintaining rigorous standards for teachers to be registered in Queensland.

## Contribution to State issues

The QCT's values of professionalism, accountability, collaborative relationships, leadership, exemplary service and shared values with government are epitomised via activities such as the approval and monitoring of initial teacher education programs in Queensland and the implementing of the *Australian Professional Standards for Teachers* across the career continuum of registered teachers. This contributes to maintaining public confidence in the teaching profession and the positive promotion of the complex and important work undertaken by teachers in Queensland schools.

Throughout 2015 the QCT regularly provided advice on national issues to both the Queensland Minister for Education, and the Director-General of the Department of Education and Training (DET). Queensland's *Professional Experience Reporting Framework* and common final professional experience evaluation were implemented in 2015, and the QCT developed an evidence guide for teachers supervising professional placements in Queensland schools as a resource to complement this initiative. The QCT also supported key projects within the Department including the development of professional development modules for teachers on the teaching of specific subject areas and the Mentoring Beginning Teachers program.

The QCT engages with key State stakeholder groups such as principal associations and the early childhood sector to build strategic and enduring relationships. These forums provide opportunities to strengthen communication, engage in continuous improvement, consult and collaborate on priority areas, and improve the understandings of the work of the College in the wider community.



---

# Protecting the public and the profession

---

## Assessing suitability to teach

For an applicant to be eligible for registration or Permission to Teach, the QCT must be satisfied that the person is 'suitable to teach' and that they meet professional practice requirements. In deciding a person's suitability to teach, the QCT considerations include 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 (PTT).

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

In 2015 'suitability to teach' assessments were undertaken on 498 applications for teacher registration/PTT and 1546 applications for renewal of registration (a total of 2044 assessments) as a result of criminal history information, self-disclosures and prior disciplinary information, the large proportion of which related to traffic and minor criminal matters. Twelve applications were considered by the STT Committee. One applicant was assessed as not suitable to teach. The remaining applicants were assessed as being suitable to teach.

Of those twelve applications, four were referred to a special STT Committee in circumstances where the applicant sought registration having previously been subject to disciplinary action. The STT Committee was assisted by a psychologist.

## Disciplinary proceedings

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

Under the *Education (Queensland College of Teachers) Act 2005* ('the Act'), a two tiered disciplinary structure exists. Matters likely to result in minor disciplinary action or those where an investigation was authorised by the QCT are considered and determined by the Professional Practice and Conduct (PP&C) Committee, a disciplinary committee consisting of three Board members. Matters that could result in more serious disciplinary action, or where the QCT has determined to suspend a teacher's registration or Permission to Teach, are referred to the Queensland Civil and Administrative Tribunal (QCAT).

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

## Notifications

The Act imposes obligations on approved teachers and the Queensland Police Service (QPS) to report to the QCT any change in the teacher's criminal history. The definition of 'criminal history' under the Act is broad and includes every charge and every conviction of the person for an offence, in Queensland or elsewhere (whether a conviction is recorded or not). The *Criminal Law (Rehabilitation of Offenders) Act 1986* does not apply to this definition.

## Notifications from approved teachers

In 2015 the QCT received 48 notifications from teachers about changes to their criminal history.

Notifications received were as a result of a teacher's understanding of and compliance with their legislative obligation to report a change. Following notification, an assessment of all relevant information is undertaken prior to disciplinary action, if any, commencing.

## Notifications from the Commissioner of Police

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

In 2015, 66 notifications were received from the Commissioner of Police. These resulted in nine teachers having their registration suspended as a result of their being charged with serious offences (as defined by the Act). Serious offences include serious child-related sexual offences under the *Criminal Code* and certain offences in relation to the *Classification of Computer Games and Images Act 1995*, the *Classification of Files 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 2015, the QCT received 172 notifications from employing authorities. Twenty-one investigations were authorised and a further eight matters were referred directly for disciplinary action. In addition, the QCT also suspended the registration of seven teachers, believing them to pose an imminent risk of harm to children. The remaining notifications were assessed as requiring no further action or requiring further information from other entities such as employing authorities or police and/or further review.

## Complaints against teachers

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

In 2015 the QCT received 26 complaints from members of the community. During this period, the QCT refused to deal with 16 complaints and authorised investigations in a further five. The remaining complaints are currently awaiting further requested information or review.

## Disciplinary proceedings statistics

In 2015, proceedings conducted by the QCT in the QCAT resulted in the following outcomes:

- Nine teachers or former teachers had their registration cancelled and/or were prohibited from reapplying for teacher registration for periods of time ranging from twelve months to ten years.
- Nineteen teachers currently (at 31 December 2015) have their registration suspended after being charged with serious offences (noting those charges may have been laid either this year or in years prior and those offences are yet to finalise)
- Seven teachers have their registration currently (at 31 December 2015) suspended whilst QCAT proceedings continue.
- Three teachers received a twelve-month suspended suspension.

By year's end there were 16 open disciplinary matters 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 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 2015 the IRC received one application for review of a decision made by the STT Committee. The IRC recommended substitution of the original decision with another decision and the Board endorsed the IRC's recommendation.

## **External reviews/appeals**

A person may seek external review by the QCAT of a decision of the QCT relating to registration, PTT, disciplinary action or initial teacher education programs. A person can also appeal a disciplinary decision of the QCAT. In 2015 one external review was sought. This matter is currently before the QCAT.

## **Professional conduct education**

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

# Communication with and promotion of the profession

## Quality customer service

The QCT continued to pursue a number of initiatives including digital solutions to delivering good customer services and engaging with customers and stakeholders.

Customer satisfaction surveys were delivered via email at the completion of the application process for applicants for teacher registration and for renewal of full registration, yielding an overall satisfaction rate of 90 percent (N=94).

## myQCT Online Services

In 2015 the QCT continued to promote myQCT Online Services Accounts (myQCT) with the “ANY time” campaign.

Transactions included applying to move from provisional to full registration, keeping details updated, paying fees, updating CPD records and accessing resources.

The following table shows a significant increase between 2011 and 2014 in the number of teachers using myQCT. Since 2014 the improvements to online self-servicing, the “ANY time” campaign and promotion of easily accessible online transactions for fully registered teachers undertaking their five-yearly renewal have resulted in a significant increase in the numbers of teachers now using myQCT (77.9 per cent).

**Table 9:** Number of teachers using QCT personal online services accounts

Year	Number of teachers with a QCT online services account	Percent of Register
2011	37,593	38.7%
2012	48,231	48.9%
2013	49,118	49.0%
2014	50,599	50.0%
2015	81,180	77.9%

The table below shows teachers’ increased use of myQCT since 2014 to upload their CPD records.

**Table 10:** Number of teachers recording details of their CPD in their QCT online services accounts

Year	Total Teachers
2011	33,513
2012	32,627
2013	30,466
2014	30,054
2015	37,169

## 2015 Renewal Project

Planning for this project commenced early in 2015 and included engagement with principals’ associations.

As required under the Act, renewal applications for around 60,000 teachers whose registration end-date was 31 December 2015 were available six months prior to this date.

Teachers were encouraged to complete an online renewal application. The online form campaign was very successful with only 4,584 teachers opting to complete a paper form compared to 39,960 who used myQCT by the end of December 2015.

## Administrative services

During the course of the year, the registration area of the QCT responded to over 36,297 telephone enquiries and 3,947 emails.

As in previous years a skeleton staff worked between Christmas and New Year to ensure continuity of customer service during the period where around 60,000 teachers renewed their five-yearly full registration by application and payment of the annual fee.

The QCT received approximately 115 enquiries about letters of professional standing and issued 162 letters. These letters and confirmation of teacher registration status are provided for



teachers seeking accreditation, registration or employment outside of Australia. This is a service additional to the normal activities associated with teacher registration and is provided only for current and former registered teachers who meet stated requirements.

## Business improvements

As part of the QCT's strategy to reduce regulatory burden on teachers and QCT staff, the following business improvements were undertaken in 2015:

- a new, intuitive, online application form for teacher registration was rolled out that also captures teacher specialisation data
- the new form recognises intuitively when a teacher needs to apply for registration under mutual recognition
- an online identity document verification facility was launched at the start of the year
- information technology improvements to the online renewal application form resulted in a smarter and more intuitive experience for teachers
- password management improvements increased accessibility to myQCT and reduced phone calls
- a redesigned *Renewal Guide* streamlined and simplified instructions and requirements for renewing teachers
- an online toolbox for five-yearly renewal of full registration was launched mid-year, following the QCT engaging with the principals' associations; this enabled principals to take a lead in ensuring the 2015 cohort of renewing teachers renewed by 31 December 2015
- a *Keep track of your connections with your teacher registration* brochure was developed for inclusion with certificates of registration and cards. This brochure combines in one place information about the QCT website, online register of teachers, how to use my QCT, interactive workshops, social media, eNews, and the QCT's teaching specialisation project.

## Registration communications and record keeping

The QCT automatically lodged over 478,268 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.

This is an increase of over 200,000 from the previous year which is largely due to the QCT's targeted email initiatives to the 59,199 teachers renewing their five-yearly period of full registration.

The QCT's Automatic Bulk Lodgement Engine has provided significant business improvements and enhanced customer service as it enables all mail and email correspondence to teachers and applicants to be converted to a PDF format and electronically filed in the person's QCT file. This enables staff to advise a customer about the content of a notice and to email the notice to them if required.

## Periodical publications

### Newsletters

*QCT eNews* is an email bulletin sent to all teachers for whom the QCT holds an email address. In 2015 eight issues were produced. The purpose of the *eNews* is to advise teachers of matters concerning their teacher registration and forthcoming events that may be of interest to them, to provide professional development on professional standards and professional conduct, and to update teachers on QCT activities and recent publications from the QCT. All past issues can be accessed from the QCT website.

### QCT Research Digest

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

In 2015 the QCT promoted Edition 10 of the Research Digest, published in December 2014. This focused on parent-teacher collaboration, considering what research can tell us about why parental engagement is important, key features of effective collaborations, critical challenges and issues that teachers and parents may face, and strategies that have helped teachers and parents build effective relationships.

Edition 11, on 'Big Ideas in Mathematics', was published in August 2015. It looks at what the concept of 'Big Ideas' means for the teaching and



learning of mathematics in schools, describing two views about Big Ideas and giving insights into how the Big Ideas concept can be used by mathematics teachers.

## Teacher research grants

Under the QCT's Teacher Research Grants program, funding is provided on a merit basis to Queensland teachers who have undertaken research related to their teaching practice, to enable them to share their research at major education conferences in Australia. Applications close in April each year. In 2015 grants were awarded to five applicants from a variety of subject areas, year levels and school sectors to present papers or workshops based on their research to education conferences in Fremantle, Perth, Sydney and Melbourne.

## World Teachers' Day

The QCT's legislated functions include promoting the teaching profession to the public. The QCT fulfils this function largely through its Excellence in Teaching Awards (see below) and activities associated with World Teachers' Day.

World Teachers' Day, celebrated in more than 100 countries, was started in 1994 by the United Nations Education, Scientific and Cultural Organisation (UNESCO) to recognise the valuable contribution teachers make to society. In Australia the day is commonly celebrated on the last Friday in October.

**Above:** The Story Bridge lit up for teachers, 29 October 2015. Photo by Lime Photography.

**Facing page:** Bridge Climb competition winner Danni Foster-Brown (on right) and fellow teacher Kelly Haines atop the lit-up Story Bridge. Photo supplied by Story Bridge Adventure Climb.

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

In 2015, for the first time, the QCT arranged for the Story Bridge in Brisbane to be lit up in special colours for teachers on 29 October, the evening before World Teachers' Day.

The QCT also ran a Story Bridge Adventure Climb competition for practising teachers, giving the author of the winning entry tickets for two teachers to climb the bridge on the night it was lit up. The photographs from the evening provided opportunities for engagement with teachers via social media and the night's events—and awards the following day—were recognised and published by UNESCO on their 2015 World Teachers' Day webpages.

The QCT was among several major education stakeholders contributing to a promotional campaign featuring messages of support for teachers in regional and metropolitan newspapers and on billboards across the state—some in shopping centres and some on digital billboards.





## Awards for Excellence in Teaching

In their seventh year in 2015, the QCT's Excellence in Teaching Awards include four award categories named after eminent Queensland educators associated with the QCT and its predecessor bodies: the *Alan Druery OAM Excellence in Teaching Award* is for inspirational Queensland teachers, the *Dr Roger Hunter Excellence in Beginning to Teach Award* is for teachers with up to four years' experience, the *Professor Betty H Watts OBE Memorial Award for an Outstanding Contribution to Teaching* recognises teachers who have enriched the profession with an outstanding history of service, and the *Dr John Dwyer Award for Excellent Leadership in Teaching and Learning* acknowledges classroom teachers or school administrators who have taken a leading role in enhancing teaching and learning in their school.

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

After several years at Parliament House, the annual Excellence in Teaching Awards ceremony was in 2015 held at Room Three Sixty on the Gardens Point campus of Queensland University of Technology. This was a lunchtime event on the day Australia celebrated World Teachers' Day, Friday 30 October. Twenty-two finalists from state, Catholic and independent schools and kindergartens were recognised in the four award categories for their passion and dedication to teaching in Queensland.

The awards, which attracted about 150 nominations in 2015, were presented by the Minister for Education, the Honourable Kate Jones MP. QCT Board member, Ms Melissa Bourke, was master of ceremonies. Journalist Ms Kathleen Noonan was the special guest speaker. An instrumental strings ensemble from Kelvin Grove State College entertained guests. For the first time, the event was streamed live so that finalists' colleagues and students could share in the proceedings.

The Awards gained widespread, positive media exposure for Queensland teachers in a range of state and local print and broadcast (radio) media as well as in social media.



**Above:** The 2015 QCT Excellence in Teaching Awards finalists.



**Above:** The category winners (left to right)—Anthony Young, Helen Wardrop, Nathan Christensen and Will Jones.

## 2015 Finalists

### *Dr Roger Hunter Excellence in Beginning to Teach Award*

*Awarded to:*

Nathan Christensen, Kelvin Grove State College

*Finalists:*

Michelle Alford, Kirwan State High School  
Jesse Olds, Chapel Hill State School  
Fiammetta Stefani, Milpera State High School  
Stephen Thrum, Corinda State High School

### *Dr Alan Druery OAM Excellence in Teaching Award*

*Awarded to:*

Anthony Young, St Laurence's College

*Finalists:*

Conan Bland, The Southport School  
Michael Cocks, Toowoomba Grammar School  
Amanda Dennien, C&K Murgon Community Kindergarten  
Cate McGrath, Ipswich Grammar School  
Helen Reynolds, Queensland Academies—Health Sciences Campus, Ashmore

### *Dr John Dwyer Excellent Leadership in Teaching and Learning Award*

*Awarded to:*

Helen Wardrop, Sarina State School

*Finalists:*

Adum Kuss, Cavendish Road State High School  
Michael Lobb, Sunnybank Hills State School  
Francine Potts, Calamvale Community College  
Kim Wickham, St Aidan's Anglican Girls' School

### *Professor Betty H Watts OBE Memorial Award for Outstanding Contribution to Teaching*

*Awarded to:*

Will Jones, C&K North Queensland education advisor

*Finalists:*

Paul Baker, St Teresa's Catholic College, Noosaville  
Jeffrey Balshaw, Brisbane School of Distance Education  
Dr Rod Campbell, Aspley East State School  
Alan Parsons, The Southport School  
Jan Robbins, Beenleigh State High School

Advertisement

# World Teachers' Day 2015

**Friday 30  
October**

Thank you  
for inspiring  
Queensland  
students.



*Left: World Teachers' Day advertisement used in 2015 campaign by QCT with other education stakeholders*



Authorised by the Queensland Government, Mary Street, Brisbane.

---

# Regulating the profession

---

## The QCT's Regulatory Compliance Framework

The QCT is responsible for monitoring and enforcing compliance with the Act and associated policies. The Act prescribes offences and penalties that can be applied and enforced by a court where an offence is proved. Individual QCT policies also outline how provisions of the Act apply and consequences for non-compliance. The *QCT Regulatory Compliance Framework* provides an overarching structure for the QCT to manage its obligations as the regulator of the teaching profession in Queensland. The *QCT Compliance Management Strategy* details the way in which potential compliance matters are monitored and managed.

The QCT *2015 Compliance Management Plan* included reporting on QCT compliance activities and data, monitoring compliance with conditions on registration, conducting the annual census, and undertaking an annual program of audits, stakeholder engagement and information provision.

## Suitability to teach checks

During the year the QCT conducted 57,700 suitability to teach (STT) checks on applicants; 50,216 of these were for teachers applying to renew their teacher registration for a further five-year period.

## Registration conditions

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

In 2015–

- 289 approved teachers had their condition regarding an overseas criminal history check cancelled due to meeting the requirements of the condition.
- 18 approved teachers had their condition regarding further study removed due to meeting the requirements of the condition.
- Seven people had their teacher registration cancelled for failure to comply with the requirements of their study condition.
- Five people had their registration cancelled for failure to comply with an overseas criminal history check condition.
- 255 requests for review of an RTT condition were received.
- 150 RTT conditions were cancelled on evidence that the teacher had completed an RTT program.
- 126 RTT conditions were removed under s42 of the Act.
- On one occasion 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.



## Annual census

The QCT conducted the 2015 annual census of teachers in schools in March for non-state schools via the QCT's web-based Employer Services facility. Principals at non-State schools were sent emails advising of the census and instructions on how to use the Employer Online Services to submit their census return. This facility can be used at any time during the year by the school administration to update teaching staff records.

To capture census information for State schools, the QCT worked with the Department of Education and Training (DET) in undertaking a centralised transfer of information on teachers employed in all State schools. This initiative ensures a regular exchange of information about DET teachers and negates the need for approximately 1,300 DET principals to respond individually to the QCT annual school census. This process also ensures that all State schools are checked.

By the end of the year 1,792 schools (99 per cent) had completed a census return. Overall only 12 non-State schools did not complete the census in 2015. In comparison, 20 non-State schools did not complete the census in 2014. The QCT's follow-up actions vary depending on the circumstances regarding the school.

## Audit activities

The QCT works with all teacher-employing authorities to ensure that only approved teachers are employed as teachers in prescribed schools, as required under section 82 of the Act. In 2015 the QCT completed audits of the employment records of seven schools. The QCT has assisted schools to address 22 compliance issues identified.

## General offences

In relation to potential compliance issues concerning the requirements under sections 82 and 83 of the Act, the QCT assessed 120 matters, issued 70 warning letters and determined no further action was required in 61 cases.

## Monitoring compliance on renewal

Nearly 60,000 fully registered teachers in Queensland were due to renew their teacher registration by the end of 2015. As part of the renewal process, teachers are required to demonstrate that they have complied with any Returning to Teaching (RTT) condition on their registration and have undertaken the required amount of CPD.

As part of a newly developed case management process, renewing teachers with a RTT condition who have taught for more than 100 days are asked to provide information about undertaking a RTT program. If a teacher does not provide this information they may be referred to the QCT Registration Committee.

## Professional conduct matters

The QCT liaises with stakeholders, by telephone and in person, about their legislative obligations concerning professional conduct matters such as the requirement for schools to notify the QCT in certain circumstances. In 2015 discussions occurred with both State and non-State employing authorities.

---

# Professional standards for vocational education and training

---

In 2013 the former Minister for Education, Training and Employment commissioned the Queensland College of Teachers (QCT) to develop draft Professional Standards for vocational education and training (VET)<sup>1</sup> practitioners.

The QCT consulted extensively, including through a reference group with wide representation from the VET sector, at both local and national level, including with industry, unions, community members, regulatory authorities, government, employers and professional bodies, to develop an organisational framework and guiding principles that underpinned the development of the professional standards.

In July 2015, the QCT wrote to the current Minister for Education providing the draft Professional Standards for VET Practitioners in Queensland for consideration. The next phase of work in relation to the draft standards has been referred to the Minister for Training and Skills.

---

1 Also known as further education and training (FET)

---

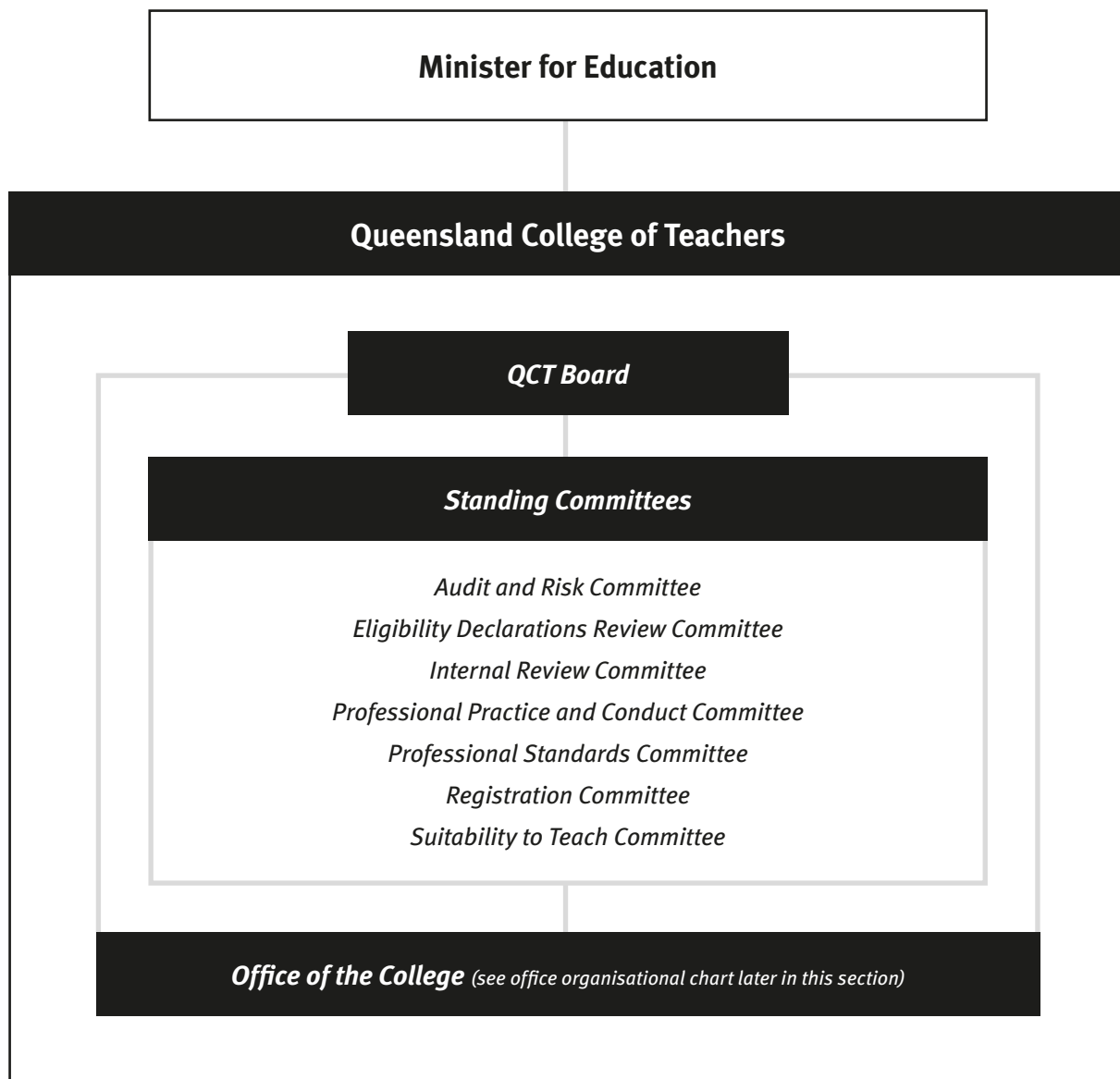
# Corporate governance

---

## Organisational structure

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

**Diagram 1:** *Organisational structure*





## Role and achievements of the QCT Board

The Board is the governing body of the QCT. Under the *Education (Queensland College of Teachers) Act 2005*, the Board decides the policies of the College, controls its affairs, carries out its functions and exercises its powers. Anything done by the Board is taken to have been done by the College. The functions and achievements reported throughout this Annual Report are therefore essentially those of the Board.

## Members of the QCT Board

Board members are appointed by the Governor in Council, on the recommendation of the Minister, normally for a three-year term. The Chairperson, who is nominated by the Minister, is appointed for up to four years. Under the Act, the Board must appoint a member to be deputy chairperson. In 2015 the QCT Board was in its fourth year, members having had their terms extended in late 2014 by the former Minister for one year due to the ongoing review of the Act. The terms of appointment of all members were to 31 December 2015.

In preparation for the appointment of a new Board, the Board oversaw the election of three practising teachers to the Board for the 2016–18 term. The election process was undertaken on behalf of the QCT by the Australian Electoral Commission. The Minister's Office co-ordinated the process of seeking and receiving nominations from the various entities who nominate members to the Board. Appointments to the Board for the term January 2016 to December 2018 were gazetted on 18 December 2015.

Members in 2015 were as follows:

**\*Dr Joseph McCorley OAM (Chairperson)**

*Nominee of the Minister*

**\*Professor Nola Alloway**

Dean, College of Arts, Society and Education, James Cook University

*Nominee of the Higher Education Forum who is a practising teacher educator*

**\*Mr Perry Anderson**

Guidance Officer, DET

*Practising teacher nominated by the Queensland Teachers' Union*

**\*Ms Melissa Burke**

Principal, state school

*Elected practising teacher—state sector*

**\*Ms Samantha Colbert**

Teacher, state school

*Practising teacher representing state schools, nominated by the chief executive*

**\*Ms Aleisha Connellan**

Teacher, non-state school

*Nominee of the Queensland Independent Education Union*

**\*Ms Susan Forsyth (Deputy chairperson)**

Former Director, Organisational Development, SkillsTech Australia

*Nominee of Queensland Public Sector Union*

**\*Ms Cathy Galvin**

Deputy principal, non-state school

*Practising teacher representing non-state schools, jointly nominated by the Queensland Catholic Education Commission and Independent Schools Queensland (from April)*

**Ms Cathy Heffernan**

Assistant Director-General, Human Resources, DET

*Nominee of the chief executive*

**\*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*

**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 2015

The Board met 7 times in 2015, holding ordinary meetings approximately every six weeks from February to November.

The total amount of fees paid to members of the Board for the period 1 January 2015 to 31 December 2015 was \$22,321. The total amount of on-costs (including travel and accommodation involved in meeting attendance, and reimbursement to schools for Teacher Relief Salaries incurred when teacher members attend meetings) for the Board was \$19,781. Further details of remuneration to Board members are provided online 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).

**Table 11: QCT Board member attendance record 2015**

<i>Name</i>	<i>Feb</i>	<i>Mar</i>	<i>May</i>	<i>Jun</i>	<i>Jul</i>	<i>Sep</i>	<i>Nov</i>	<i>TOTAL attended in person</i>
Dr Joe MCCORLEY (Chairperson)	✓	✓	✓	✓	✓	✓	✓	7/7
Professor Nola ALLOWAY	✓	A	✓	✓	A	✓	✓	5 / 7
Mr Perry ANDERSON	A	✓	✓	✓	✓	P	✓	5 / 7
Ms Melissa BURKE	✓	A	A	✓	✓	A	✓	4 / 7
Ms Samantha COLBERT	✓	✓	A	✓	✓	✓	✓	6 / 7
Ms Aleisha CONNELLAN	✓	✓	✓	✓	✓	P	✓	6 / 7
Ms Susan FORSYTH	✓	✓	✓	✓	✓	✓	✓	7 / 7
Ms Cathy GALVIN (Appointed from 23 April)	✓*	–	✓	✓	✓	✓	✓	5 / 5
Ms Cathy HEFFERNAN	✓	✓	✓	A	A	✓	P	4 / 7
Dr Roger HUNTER	✓	✓	✓	✓	✓	✓	✓	7 / 7
Ms Margaret LEARY	P	✓	✓	✓	✓	A	✓	5 / 7
Ms Alota LIMA	✓	✓	A	✓	✓	✓	✓	6 / 7
Miss Amy LUNNEY	✓	✓	✓	✓	✓	✓	A	6 / 7
Mr James MCGOWAN	✓	✓	✓	✓	✓	✓	✓	7 / 7
Ms Stephanie MUNDAY-LAKE	✓	✓	✓	✓	✓	✓	A	6 / 7
Ms Lisa SIGANTO	✓	✓	P	✓	✓	✓	A	5 / 7
Mr Kevin TWOMEY	✓	O	✓	✓	✓	P	✓	5 / 7

✓ – Attendance recorded; ✓\* – Attended as an observer pre-appointment;  
A – Apology recorded; P – Attendance by proxy; O – Observer attended in lieu

## Ministerial directions

No Ministerial directions were received during 2015.

## 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.

The Board operated in 2015 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 and the number of meetings held in 2015 are given in Appendix 2.

## The office of the Queensland College of Teachers

The QCT has an office at Toowong in Brisbane with a permanent staff establishment consisting of a Director and other staff appointed under the *Public Service Act 2008*. The Director has all of the functions and powers of a chief executive officer and is responsible for the efficient and effective administration and operation of the office.

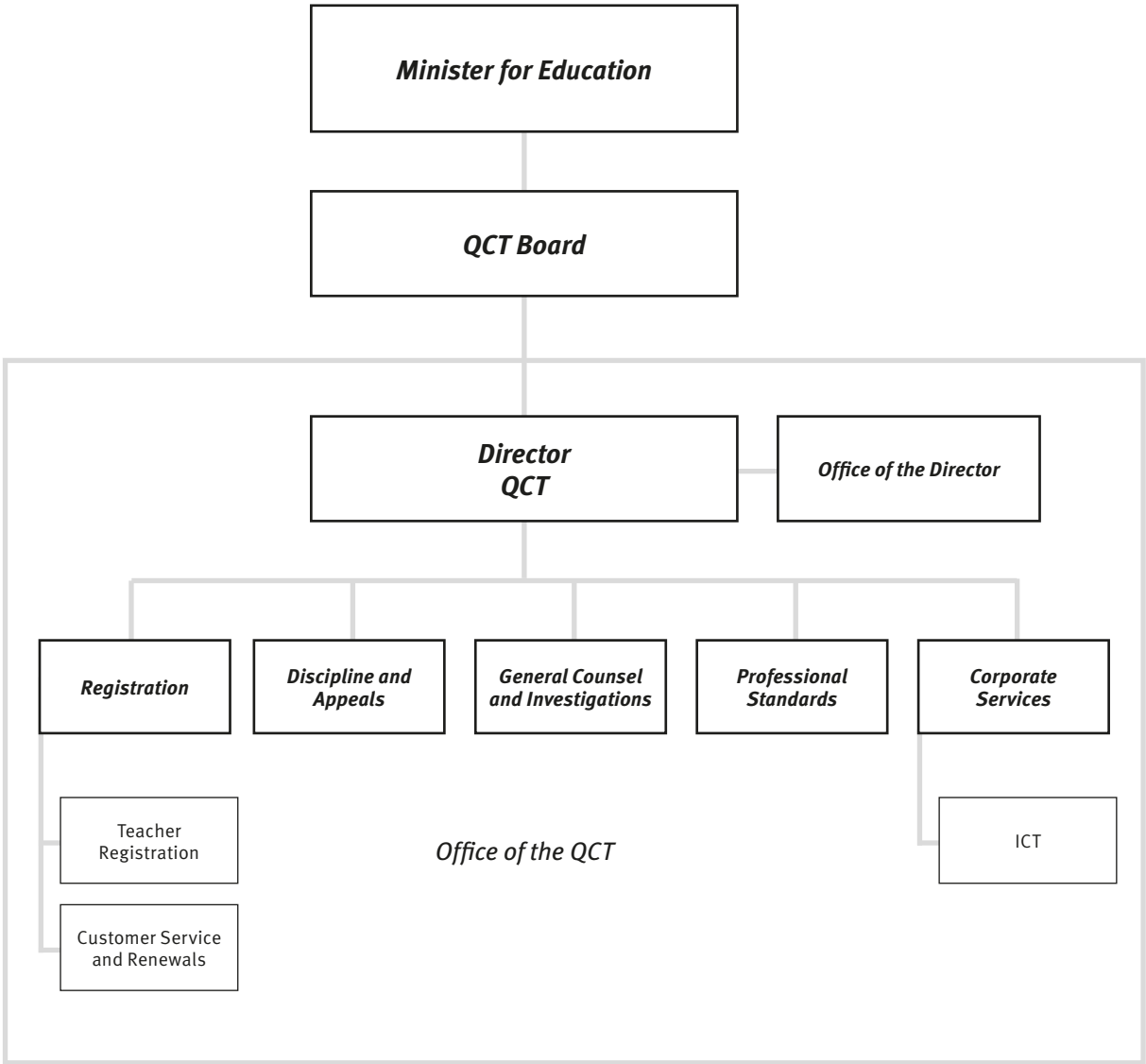
In 2015 the office had the following main operational areas: Professional Standards, Registration, General Counsel and Investigations, Discipline and Appeals, Corporate Services, and the Office of the Director. The structure of the QCT office is shown in the organisational chart below (Diagram 2).

## Executive management

The executive team in the Office during 2015 consisted of:

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

**Diagram 2: QCT Organisational Chart**



## Summary of financial position

The QCT's budget was approved by the 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 \$ 3.94 million, after ten 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 prior to and during the financial period. This is consistent with the Government's commitment to transparent financial reporting.

### Statement of Comprehensive Income

for the year ended 31 December 2015

	Notes	2015 Actual \$'000	Original 2015 Budget \$'000	Variation %
<b>Income from Continuing Operations</b>				
<b>Revenue</b>				
Fees	1	9,101	9,821	7%
Interest	2	278	350	21%
Criminal history checks		160	161	1%
Other revenue	3	139	31	-357%
<b>Total Income from Continuing Operations</b>		<b>9,678</b>	<b>10,363</b>	
<b>Expenses from Continuing Operations</b>				
Employee expenses	4	5,991	6,310	5%
Supplies and services	5	4,028	3,162	-27%
Depreciation and amortisation		259	263	1%
Criminal history checks	6	1,448	1,333	-9%
<b>Total Expenses from Continuing Operations</b>		<b>11,726</b>	<b>11,067</b>	
<b>Operating Result from Continuing Operations</b>		<b>(2,048)</b>	<b>(705)</b>	
<b>Other Comprehensive Income</b>				
		–	–	
<b>Total Comprehensive Income</b>		<b>(2,048)</b>	<b>(705)</b>	



## Statement of Financial Position

as at 31 December 2015

	Notes	2015 Actual \$'000	Original 2015 Budget \$'000	Variation %
<b>Current Assets</b>				
Cash and cash equivalents	7	8,804	11,386	23%
Receivables	8	235	90	-161%
Other		72	59	-22%
<b>Total current assets</b>		<b>9,110</b>	<b>11,535</b>	
<b>Non-Current Assets</b>				
Intangible assets		294	294	0%
Plant and equipment	9	1,221	85	-1333%
<b>Total non-current assets</b>		<b>1,515</b>	<b>379</b>	
<b>TOTAL ASSETS</b>		<b>10,625</b>	<b>11,915</b>	
<b>Current liabilities</b>				
Payables	10	1,483	1,130	-31%
Accrued employee benefits		621	537	-16%
Unearned fees	11	176	559	69%
<b>Total current liabilities</b>		<b>2,280</b>	<b>2,226</b>	
<b>NET ASSETS</b>		<b>8,345</b>	<b>9,688</b>	

### Notes

1. Fee income for 2015 driven largely by bulk renewals which fell short of estimate projected to be processed in 2015 financial period.
2. The interest rates used for budget purposes were higher than those which prevailed during 2015.
3. Unexpected income received for reimbursements during 2015.
4. Actual FTE maintained at lower level than budgeted.
5. Original budget did not include increased activity in IT project work, unexpected disciplinary costs and expenses associated with premises relocation.
6. Criminal History Checks actually processed in 2015 exceeded estimate.
7. Decrease in cash holdings attributable to increased deficit and acquisition of leasehold improvements (note 9 below).
8. Increase due to higher GST receivable than budgeted which in turn is attributable to leasehold improvements (note 9 below).
9. The variance is driven by Leasehold improvements acquired in terms of the premises relocation, which were not planned at the date of budget preparation.
10. The variance is attributable to higher levels of activity associated with notes 5 and 9 above.
11. Adjustments to unearned fees at year end larger than budgeted.

## Audit and Risk Committee

The Audit and Risk Committee (ARC) monitors compliance with relevant legislation and government policy, ensuring compliance with the QCT's statutory responsibilities; oversees the internal and external audit relationships; monitors the QCT's investment policy; and provides advice to the Board across a range of financial, compliance, risk and governance issues. The ARC includes two Board members, one of whom chairs the Committee. Membership and terms of reference for the ARC are given in Appendix 2. Members in 2015 were: Mr J McGowan (Chair), Ms L Siganto, Mr T Dwan and Associate Professor A Woods. No member of the Committee is remunerated.

The ARC met four times during the reporting period, monitoring identified risk areas and reporting to the Board on progress made. The Committee observed its terms of reference and had due regard to Queensland Treasury's audit committee guidelines. There were no recommendations from the Queensland Audit Office's audit of the 2014 financial year.

The independent audit report on the QCT's financial statements for the year ending 31 December 2015 did not identify any issues to be addressed.

The QCT does not maintain an in-house internal audit function but instead engaged the services of the Internal Audit Section of the Department of Education and Training to undertake performance audits of its risk management, procurement and committee processes as part of a three-year engagement which ended in 2015. The Internal Audit function will in future be performed by Vincents Chartered Accountants against an agreed plan over a three-year period.

## Oversight and management of risks

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

### *Funding adequacy*

The QCT has established an investment fund to optimise the use of teachers' fees to ensure it can meet its financial responsibilities to conduct criminal history checks of teachers every five years. In addition fees are increased in line with

Treasury guidelines each year to assist in catering for potential increases in the QCT's expenses such as rent for its premises.

### *Disaster Recovery/Business Continuity Plan*

To minimise the effects of potential major disruptions to its business, the QCT has partnered with the Corporate Administration Agency<sup>2</sup> ('CAA'), a shared service provider<sup>3</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. Ongoing refinements to the Disaster Recovery Plan and associated hardware continued in 2015.

## Banking

The QCT maintains a cheque account with the Commonwealth Bank of Australia. Separate investment accounts are maintained with the Queensland Treasury Corporation and provide access to more favourable interest rates; one of these is specifically devoted to accumulating a pool of funds to meet the QCT's Criminal History Check obligations.

## Building and facilities

In early December 2015 the QCT relocated to new office premises situated at level 5, 601 Coronation Drive, Toowong. This followed a formal premises search endorsed by the Board with final approval being requested and obtained from the Minister. QCT management engaged the services of a professional team and contractor to undertake the fit-out of the premises in line with its operational requirements.

The lease over its previous Toowong premises expired on 31 December 2015. The QCT and its predecessor bodies, the Board of Teacher Education and the Board of Teacher Registration, had been located in this building since mid-1975.

---

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

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

## Consultancies and overseas travel

Publication of this information is available online 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).

## Human capital/Staffing establishment

The QCT continued to closely monitor the staffing establishment in compliance with the Employee Management Program throughout 2015. All permanent positions and temporary arrangements that exceeded 12 months were submitted to the Employees Requiring Placement (ERP) pool for possible placement. In each case no applications were received from the ERP pool and the positions were progressed and filled in accordance with our obligations under the *Recruitment & Selection Directive 15/13* and *Employees Requiring Placement Directive 6/14*.

As at the last pay day in December 2015 the QCT directly employed 55.60 (full-time equivalent) staff members; in addition 0.74 (full-time equivalent) casual staff were employed giving a total complement of 56.34.

**Table 12: Number of staff employed**  
(full-time equivalent)

	Male	Female	Total
Permanent	18	23.40	41.40
Temporary	1	13.20	14.20
Casual	–	.74	.74
Totals	19	37.34	56.34

The slight decrease in full-time equivalent staff numbers compared with 2014 (56.2 directly-employed and 0.35 casual) is largely attributable to a vacancy at year end.

The permanent retention rate for the period under review was 91.66 per cent and the permanent separation rate was 8.33 per cent (figures rounded).

No Voluntary Early Redundancy packages were offered in 2015 to QCT employees. No staff members took early retirement or were made redundant or retrenched.

## Workforce planning, attraction and retention and performance plans

Continuous change now affects all workplaces and is driven by major advances in technology, communication, flexible working conditions and workplace transformation. The QCT is committed to respond to these changes and put strategies in place to ensure that our recruitment, retention, development and performance practices remain robust and compliant and meet our workforce expectations. The QCT Workforce Plan will continue to be updated in accordance with any changes to establishment and role responsibilities.

All existing QCT Human Resource (HR) policies and procedures remained in place in anticipation of any upcoming changes associated with the change of State government in February. This ensured ongoing compliance until any amendments were implemented to legislation, awards or directives. All policies and procedures are made available on the QCT intranet and implemented with the support of management.

The QCT maintained its regular reporting obligations relating to conduct and performance issues to the Public Service Commission, and consistently recorded “nil” reports throughout 2015.

A major focus in 2015 was the QCT Relocation Project and the subsequent Change Management Program. Management recognised the importance of consultation and preparing all staff for the upcoming relocation of the office. A communication strategy was developed to ensure that staff members were kept informed of the upcoming changes via meetings, newsletters, intranet, emails and staff visits to the new premises. Coordination of the physical move from Sherwood House to 601 Coronation Drive was closely monitored and managed to ensure that the impact on daily operational activities was minimal.

Once again in 2015, stakeholder expectation of service delivery by the QCT continued to challenge the professionalism, knowledge and expertise of management and staff. To achieve our goals and maintain a high level of service delivery, flexible working hours and leave arrangements for staff often needed to be implemented. The QCT continues to be proactive in supporting work-life balance initiatives that are effective in retaining a skilled and productive workforce.

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

structured induction program on commencement at the QCT. This included an organisation-wide orientation which incorporated job-specific inductions focusing on role requirements and business unit expectations. Other topics covered in the induction include hours of work, payroll information, code of conduct, policies relating to workplace behaviour, workplace health and safety, emergency procedures and salary and superannuation arrangements. Staff members returning from extended leave were updated on any relevant changes that may have taken place in their absence. In December 2015 the staff induction program was revised in line with our new premises and some topics were updated to reflect changes in areas of responsibility for some work areas.

A request was approved by the Public Service Commission (PSC) to have the QCT included, from 2016, in the annual Working for Queensland Survey (WFQ). This survey measures and monitors workplace climate across the Queensland public service. Information is gathered in relation to employee perceptions of workplace climate, employee engagement, job satisfaction and leadership within the public service.

## Work Health and Safety and Wellbeing

The QCT is committed to providing a work environment that is conducive to protecting the health, safety and wellbeing of QCT workers and visitors to the workplace. The QCT is bound by the *Work Health and Safety Act 2011* (WHS Act), *Work Health and Safety Regulation 2011* and relevant codes of practice. New employees were informed about the WHS Act and QCT Work Health and Safety Policy and Procedure through their induction programs. In order to fulfil our responsibilities and remain compliant the QCT ensures staff members are kept informed through participation in our ELearning modules which include WHS, Bullying and Sexual Harassment.

In addition, as part of the QCT Wellbeing program, during 2015 the following were implemented:

- Annual Flu Vaccination Program for staff
- Annual Skin Check for staff
- Regular newsletter to staff providing information on various health and wellbeing topics, e.g. sleep, diabetes, nutrition, mental health, etc.
- Attendance at a Beyond Blue Manager Awareness Session
- Attendance at the Health and Wellbeing Leadership Forum and workshop

- Attendance at the Happy Body at Work Seminar hosted by the ABC

No major workplace health and safety issues were encountered during the reporting period.

The QCT Emergency Response Guidelines were rewritten in December 2015 to reflect the evacuation and safety procedures associated with 601 Coronation Drive and all available staff members underwent their WHS Induction in the new premises.

## Information systems and recordkeeping

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

## Public Sector Ethics Act 1994 and codes of conduct

The QCT has adopted the Queensland Government Code of Conduct in terms of the *Public Sector Ethics Act 1994*. The Code of Conduct is provided to Board and committee members and discussed during their induction. Human resource management procedures and practices align with the Code of Conduct. Regular Code of Conduct training and assessment is mandatory for all government employees (including agency temporary staff and contractors) and this was provided to all staff in 2015. To ensure compliance the QCT purchased an online module through CAA in 2015. This training is linked to the payroll system to ensure all staff members are assigned training and given adequate time to complete the assessment.

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

## Social responsibility and environmental sustainability

Following recent Federal Government initiatives and the release of Dame Quentin Bryce's *Not Now, Not Ever* report into domestic and family violence, the QCT was given access to an online educational module developed by the Department of Communities, Child Safety and Disability Services. The *Recognise, Respond, Refer: Domestic violence and the Workplace* online course was distributed to all staff as part of the ELearning Program.

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

As much as possible of its business is conducted online or electronically. The implementation of the electronic document and records management system and the increasing use of online systems is expected to continue to reduce paper use in the office.

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

## Strategic Plan and Annual Report

The QCT's Strategic Plan for 2015–2018 was communicated to staff through the development of operational plans in each team. The Strategic Plan for 2016–2019 was developed in the latter part of 2015 and submitted to the Minister for Education.

The QCT's Annual Report for the 2014 calendar year was submitted to the Minister before the due date of 31 March.

## Public interest disclosures

No disclosures were received during the 2015 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 2015 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 2015



---

# Financial Statements 2015

---

<i>Contents</i>	<i>Page</i>
Statement of Comprehensive Income	54
Statement of Financial Position	54
Statement of Changes in Equity	56
Statement of Cash Flows	57
Notes To and Forming Part of the Financial Statements	58
Management Certificate	83
Independent Auditor's Report	84

## *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:  
601 Coronation Drive, Toowong QLD 4066.

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

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

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

# Statement of Comprehensive Income

for the year ended 31 December 2015

	Notes	2015 \$	2014 \$
<b><i>Income from Continuing Operations</i></b>			
<i>Revenue</i>			
Fees	2	9,100,844	8,515,975
Interest		278,061	303,201
Criminal history checks		160,204	171,070
Other revenue	3	139,320	103,285
<b>Total Income from Continuing Operations</b>		<b>9,678,429</b>	<b>9,093,531</b>
<b><i>Expenses from Continuing Operations</i></b>			
Employee expenses	4	5,990,697	5,593,345
Supplies and services	6	4,028,197	2,822,692
Depreciation and amortisation	7	259,379	270,004
Criminal history checks	8	1,447,780	224,779
<b>Total Expenses from Continuing Operations</b>		<b>11,726,053</b>	<b>8,910,820</b>
<b>Operating Result from Continuing Operations</b>		<b>(2,047,624)</b>	<b>182,711</b>
<b>Other Comprehensive Income</b>		<b>–</b>	<b>–</b>
<b>TOTAL COMPREHENSIVE INCOME</b>		<b>(2,047,624)</b>	<b>182,711</b>

The accompanying notes form part of these financial statements.



# Statement of Financial Position

as at 31 December 2015

	Notes	2015 \$	2014 \$
<b>Current assets</b>			
Cash and cash equivalents	9	8,803,738	10,707,210
Receivables	10	1,323,577	121,905
Other	11	71,668	56,861
<b>Total current assets</b>		<b>10,198,983</b>	<b>10,885,976</b>
<b>Non-current assets</b>			
Intangible assets	12	294,384	430,047
Plant and equipment	13	1,220,823	212,169
<b>Total non-current assets</b>		<b>1,515,207</b>	<b>642,216</b>
<b>TOTAL ASSETS</b>		<b>11,714,190</b>	<b>11,528,192</b>
<b>Current liabilities</b>			
Payables	14	1,369,091	384,416
Accrued employee benefits	15	483,190	428,647
Other liabilities	16	311,870	209,298
<b>Total current liabilities</b>		<b>2,164,151</b>	<b>1,022,361</b>
<b>Non-current liabilities</b>			
Accrued employee benefits	15	137,590	112,934
Other liabilities	16	1,067,176	–
<b>Total non-current liabilities</b>		<b>1,204,766</b>	<b>112,934</b>
<b>NET ASSETS</b>		<b>8,345,273</b>	<b>10,392,897</b>
<b>Equity</b>			
Accumulated Surplus	21	8,345,273	10,392,897
<b>TOTAL EQUITY</b>		<b>8,345,273</b>	<b>10,392,897</b>

The accompanying notes form part of these financial statements.



# Statement of Changes in Equity

for the year ended 31 December 2015

		<i>Accumulated Surplus</i>	
	Note	2015 \$	2014 \$
<b>Balance as at 1 January</b>		<b>10,392,897</b>	<b>10,210,186</b>
Operating results from continuing operations		(2,047,624)	182,711
Total Other comprehensive income		—	—
<b>Balance as at 31 December</b>	21	<b>8,345,273</b>	<b>10,392,897</b>

The accompanying notes form part of these financial statements.



# Statement of Cash Flows

for the year ended 31 December 2015

	Notes	2015 \$	2014 \$
<i>Cash Flows from operating activities</i>			
<i>Inflows:</i>			
Receipts from customers		9,369,701	8,797,984
Interest		278,061	303,201
GST input tax credits from ATO		373,102	291,037
GST collected from customers		11,029	9,865
<i>Outflows:</i>			
Employee expenses		(5,909,130)	(5,517,860)
Supplies and services		(4,413,848)	(3,147,854)
GST paid to suppliers		(491,223)	(306,072)
GST remitted to the ATO		(10,874)	(9,932)
<b>Net cash provided by operating activities</b>	<b>17</b>	<b>(793,182)</b>	<b>420,369</b>
<i>Cash Flows from investing activities</i>			
<i>Outflows:</i>			
Payments for plant and equipment		(1,110,290)	(64,500)
<b>Net cash used in investing activities</b>		<b>(1,110,290)</b>	<b>(64,500)</b>
Net increase in cash and cash equivalents		(1,903,472)	355,869
Cash and cash equivalents at beginning of financial year		10,707,210	10,351,341
<b>Cash and cash equivalents at end of financial year</b>	<b>9</b>	<b>8,803,738</b>	<b>10,707,210</b>

The accompanying notes form part of these financial statements.



---

# Notes To and Forming Part of the Financial Statements

## for the year ended 31 December 2015

---

### 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 2015, and other authoritative pronouncements.

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

#### (b) The Reporting Entity

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

#### (c) Revenue

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

##### *Registration fees*

Annual registration fees are recognised as revenue on receipt.

Registration fees received from teachers as part of the 5 yearly Renewal of Registration process are only recognised as revenue upon receipt of the re-registration assessment documentation as this constitutes a valid application for re-registration. Any amounts received which are not accompanied by assessment documentation are disclosed in note 16 as Unearned application and renewal fees.

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

Application fees and criminal history check fees charged to prospective teachers are recognised as revenue on receipt. The initial registration fee that is received with application fees is recognised as revenue only upon registration of the applicant. Until the applicant is registered, the fee is recorded as unearned fees in note 16.



# Notes To and Forming Part of the Financial Statements

## for the year ended 31 December 2015

### (c) Revenue (continued)

#### *Interest Revenue*

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

#### *Other Revenue*

Other revenue is recognised when goods or services are delivered.

### (d) Cash and Cash Equivalents

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

### (e) Receivables

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

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

### (f) Acquisitions of Assets

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

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

### (g) Plant and Equipment

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

Expenditure is only capitalised if it increases the service potential or useful life of the existing asset. Maintenance expenditure that merely restores original service potential (arising from ordinary wear and tear etc.) is expensed.

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

### (h) Intangibles

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



# Notes To and Forming Part of the Financial Statements

## for the year ended 31 December 2015

### (h) Intangibles (continued)

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

#### *Intellectual Property*

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

#### *Purchased Software*

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

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

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

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

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

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

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

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

<i>Class</i>	<i>Depreciation / Amortisation Rate %</i>
Plant and equipment:	
Other equipment	10–50
Intangible assets:	
Software purchased	12.5



# Notes To and Forming Part of the Financial Statements

## for the year ended 31 December 2015

### (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.

Where a non-current physical asset is acquired by means of a finance lease, the asset is recognised at the lower of the fair value of the leased property and the present value of the minimum lease payments. The lease liability is recognised at the same amount.

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.

Incentives received on entering into operating leases are recognized as liabilities. Lease payments are allocated between rental expense and reduction of the liability in order to comply with the requirements of AASB 1048 *Interpretation of Standards* in respect of the rent reduction periods of leases for premises.

### (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



# Notes To and Forming Part of the Financial Statements

## for the year ended 31 December 2015

### *(m) Financial Instruments (continued)*

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

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

### *(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, and Sick Leave*

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

As the College expects such liabilities to be wholly settled within 12 months of reporting date, the liabilities are recognised at their undiscounted values.

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

#### *Annual Leave*

A provision is recognised in the College's financial statements for annual leave as the liability vests with the entity and is reported in these financial statements at note 15. The provision covers the cost of employees' annual leave (including leave loading and on-costs). A fortnightly allowance is levied based on employees annual leave allocation with amounts paid to employees for annual leave being deducted from the provision.

Annual leave is disclosed as a current liability to the extent that the College expects to pay such liabilities within the 12 months following balance date. Otherwise, annual leave liabilities are classified as non-current liabilities.

Entitlements expected to be paid within 12 months following balance date are recognised at their undiscounted values. Entitlements expected to be settled more than one year after the end of the reporting period have been measured at the present value of the estimated future cash outflows to be made for those benefits. In determining the liability, consideration is given to employee wage increases and the probability that the employee may satisfy vesting requirements. Cash flows are discounted using market yields on high quality corporate bond rates incorporating bonds rated AAA or AA by credit agencies, with terms to maturity that match the expected timing of cash flows. Changes in the measurement of the liability are recognised in the surplus or deficit.

#### *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.



# Notes To and Forming Part of the Financial Statements

## for the year ended 31 December 2015

### (n) *Employee Benefits (continued)*

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.

### (o) *Insurance*

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

### (p) *Taxation*

The Queensland College of Teachers is a State body as defined under the *Income Tax Assessment Act 1936* and is exempt from Commonwealth taxation with the exception of Fringe Benefits Tax and Goods and Services Tax (GST). As such, GST credits receivable from/payable to the Australian Taxation Office are recognised and accrued (see note 10).

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

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

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

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

Estimates and assumptions that have a potential significant effect are outlined in the financial statement notes: Depreciation note 7, Intangibles note 12 and Plant and Equipment note 13.



# Notes To and Forming Part of the Financial Statements

## for the year ended 31 December 2015

### (s) Other Presentation Matters

Amounts included in the financial statements are in Australian Dollars and have been rounded to the nearest dollar.

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

Assets and liabilities are classified as either 'current' or 'non-current' in the Statement of Financial Position and associated notes. Assets are classified as 'current' where their carrying amount is expected to be realised within 12 months after the reporting date. Liabilities are classified as 'current' when they are due to be settled within 12 months after the reporting date, or the College does not have an unconditional right to defer settlement to beyond 12 months after the reporting date. All other assets and liabilities are classified as non-current.

The provisions of AASB 1055 *Budgetary Reporting* are not applied as the College's budgets are not subject to parliamentary oversight.

### (t) New and Revised Accounting Standards

The College did not voluntarily change any of its accounting policies during 2015. There were no Australian Accounting Standards applicable for the current financial year that has a significant impact on the College's financial statements

The College is not permitted to adopt a new or amended accounting standard ahead of the specified commencement date unless approval is obtained from Queensland Treasury. Consequently, the QCT 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.

From reporting periods beginning on or after 1 July 2016, the College will need to comply with the requirements of AASB 124 *Related party disclosures*. That accounting standard requires a range of disclosures about the remuneration of key management personnel, transactions with related parties/entities, and relationships between parent and controlled entities. The College already discloses information about the remuneration expenses for key management personnel (refer to Note 5) in compliance with requirements from Queensland Treasury. Therefore, the most significant implications of AASB 124 for the College's financial statements will be the disclosures to be made about transactions with related parties, including transactions with key management personnel or close members of their families.

AASB 15 Revenue from contracts with customers will become effective from reporting periods beginning on or after 1 January 2018. This standard contains much more detailed requirements for the accounting for certain types of revenue from customers. Depending on the specific contractual terms, the new requirements may potentially result in a change to the timing of the College's fee revenue, such that some revenue may need to be deferred to a later reporting period to the extent that the College has received cash but has not met its associated obligations (such amounts would be reported as a liability, unearned revenue, in the meantime). The College is yet to complete its analysis of current arrangements for fee revenue, but at this stage does expect a significant impact on its present accounting practices.





# Notes To and Forming Part of the Financial Statements

## for the year ended 31 December 2015

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

AASB 9 *Financial instruments* and AASB 2014–7 *Amendments to Australian Accounting Standards arising from AASB 9* (December 2014) will become effective from reporting periods beginning on or after 1 January 2018. The main impacts of these standards on the QCT are that they will change the requirements for the classification, measurement, impairment and disclosures associated with the College's financial assets. AASB 9 will introduce different criteria for whether financial assets can be measured at amortised cost or fair value.

The QCT 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 QCT enters into, all of the College's financial assets are expected to be required to be measured at fair value (instead of the measurement classifications presently used in Notes 1m and 18). In the case of the College's current receivables, as they are short-term in nature, the carrying amount is expected to be a reasonable approximation of fair value. Changes in the fair value of those assets will be reflected in the College's operating result.

Another impact of AASB 9 relates to calculating impairment losses for the College's receivables. Assuming no substantial change in the nature of the College's receivables, as they don't include a significant financing component, impairment losses will be determined according to the amount of lifetime expected credit losses. On initial adoption of AASB 9, the College will need to determine the expected credit losses for its receivables by comparing the credit risk at that time to the credit risk that existed when those receivables were initially recognised.

The QCT will not need to restate comparative figures for financial instruments on adopting AASB 9 as from 2019. However, changed disclosure requirements will apply from that time. Assuming no change in the types of financial instruments that the QCT enters into, the most likely ongoing disclosure impact is expected to relate to the credit risk of financial assets subject to impairment.

All other Australian accounting standards and interpretations with future commencement dates are either not applicable to the QCT'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 2015

	2015 \$	2014 \$
<b>2 Fees</b>		
Teacher Registration and Application fees	8,905,281	8,322,428
Late Payment fees	190,021	185,6119
Other fees	5,542	7,936
<b>Total</b>	<b>9,100,844</b>	<b>8,515,975</b>

<b>3 Other Revenue</b>		
Copyright fees	–	3,847
Contracting fees	47,252	63,000
Advertising	25,000	34,182
Reimbursement	67,068	1,760
Sundry	–	496
<b>Total</b>	<b>139,320</b>	<b>103,285</b>

## 4 Employee Expenses/Number of Employees

### *Employee benefits:*

Wages salaries and annual leave	4,972,267	4,608,237
Employee superannuation contributions*	574,524	536,296
Long service leave levy *	102,252	93,983

### *Employee related expenses*

Workers compensation premium *	9,535	8,114
Payroll tax *	254,375	230,813
Other salary related expenses	77,744	115,902
<b>Total</b>	<b>5,990,697</b>	<b>5,593,345</b>

\* 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 2015	As at 31 December 2014
<b>Number of Employees</b>	<b>56.31</b>	<b>57.55</b>



# Notes To and Forming Part of the Financial Statements

for the year ended 31 December 2015

## 5 Key Executive Management Personnel and Remuneration

### (a) Key Executive Management Personnel

The following details for key executive management personnel include those positions that had authority and responsibility for planning, directing and controlling the activities of the Queensland College of Teachers during 2015. Further information on these positions can be found in the body of the Annual Report under the section relating to Executive Management.

Position	Responsibilities	Current Incumbents	
		Contract classification and appointment authority	Date appointed to position (Date resigned from position)
Director	The Director is responsible for providing advice to the Minister on strategic educational issues and manages the staff, functions and resources of the Office of the College in accordance with relevant legislation.	The Director is at classification level SES 2.5 (High) under s 110 of the <i>Public Service Act 2008</i> .	Contract start date 26/06/2006, contract completion date 07/05/2016
Executive Manager, Professional Standards	The Executive Manager, Professional Standards leads the development, implementation and promotion of College's policy approach to Professional Standards, Continuing Professional learning, and reporting.	AO 8 classification level under sections 119 of the <i>Public Service Act 2008</i> .	Appointment date 4/02/2013.
General Counsel, Legal and Investigations	The General Counsel, Legal and Investigations is responsible for the development and implementation of strategies to support the investigative aspect of the College's professional conduct functions.	PO 6 classification level under sections 119 of the <i>Public Service Act 2008</i> .	Appointment date 20/04/2009.
Executive Manager, Discipline and Appeals	The Executive Manager, Discipline and Appeals is responsible for the development and implementation of strategies to support the disciplinary aspect of the College's professional conduct functions.	PO 6 classification level under sections 119 of the <i>Public Service Act 2008</i> .	Appointment date 05/01/2009. Termination date 04/12/2015.
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 2015

## 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 2015 year, remuneration of key executive management personnel increased by 2.5% in accordance with government policy.

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

- Short term employee benefits which include:
  - Base—consisting of base salary, allowances and leave entitlements paid and provided for the entire year or for that part of the year during which the employee occupied the specified position. Amounts disclosed equal the amount expensed in the Statement of Comprehensive Income.
  - Non-monetary benefits—consisting of provision of vehicle together with fringe benefits tax applicable to the benefit.
- Long term employee benefits include long service leave accrued.
- Post employment benefits include superannuation contributions.
- Redundancy payments are not provided for within individual contracts of employment. Contracts of employment provide only for notice periods or payment in lieu of notice on termination, regardless of the reason for termination.
- 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 2015

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

### (b) Remuneration (continued)

1 January 2015–31 December 2015

<i>Position (Date Resigned if applicable)</i>	<i>Short Term Employee Benefits</i>		<i>Long Term Employee Benefits</i>	<i>Post Employment Benefits</i>	<i>Total Remuneration</i>
	Base \$'000	Non-Monetary Benefits \$'000	\$'000	\$'000	\$'000
Director	193	–	4	20	217
General Counsel, Legal and Investigations	108	–	3	14	125
Executive Manager, Discipline and Appeals	113	–	3	13	129
Executive Manager, Registration	113	–	3	14	130
Executive Manager, Professional Standards	121	–	3	14	138
Business Manager, Corporate Services	120	–	3	14	137
<b>Total Remuneration</b>	<b>768</b>	<b>–</b>	<b>19</b>	<b>89</b>	<b>876</b>



# Notes To and Forming Part of the Financial Statements

for the year ended 31 December 2015

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

### (b) Remuneration (continued)

1 January 2014–31 December 2014

Position (Date Resigned if applicable)	Base \$'000	Short Term Employee Benefits Non-Monetary Benefits \$'000	Long Term Employee Benefits \$'000	Post Employment Benefits \$'000	Total Remuneration \$'000
Director	181	2	4	20	207
General Counsel, Legal and Investigations*	121	–	3	14	138
Executive Manager, Discipline and Appeals*	63	–	1	7	71
Executive Manager, Registration	115	–	3	14	132
Executive Manager, Professional Standards	113	–	3	13	129
Business Manager, Corporate Services	110	–	3	14	127
<b>Total Remuneration</b>	<b>703</b>	<b>2</b>	<b>17</b>	<b>82</b>	<b>804</b>

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





## Notes To and Forming Part of the Financial Statements

for the year ended 31 December 2015

	2015 \$	2014 \$
<b>6 Supplies and services</b>		
Administration and finance*	1,344,229	1,109,339
Asset operating costs	22,794	27,672
Consulting, contracting and bureau fees	1,638,437	1,124,377
Professional Conduct and Disciplinary costs	347,746	91,257
Property costs and maintenance	665,155	470,047
Losses from disposal of property, plant and equipment	9,836	—
<b>Total</b>	<b>4,028,197</b>	<b>2,822,692</b>

\* Total external audit fees paid to the Queensland Audit Office relating to the 2015 financial statements are estimated to be \$22,000 (2014: \$22,000). 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 risk management, procurement and committee processes at a cost of \$20,109 (2014:\$Nil).

## 7 Depreciation and Amortisation

Depreciation and amortisation were incurred in respect of:

Plant and equipment	123,716	134,154
Software Purchased	135,663	135,850
<b>Total</b>	<b>259,379</b>	<b>270,004</b>

## 8 Criminal History Checks

Incurred in respect of Applications	158,613	136,241
Incurred in respect of Renewal of Registration*	1,289,167	88,538
<b>Total</b>	<b>1,447,780</b>	<b>224,779</b>

\* Teacher registrations are required to be renewed every five years. Approximately 62,533 teachers who registered during 2010 representing 60% of registered teachers in Queensland, were consequently required to renew their registration predominantly in the latter part of 2015 (2014: 3,491).



## Notes To and Forming Part of the Financial Statements

for the year ended 31 December 2015

	2015 \$	2014 \$
<b>9 Cash and cash equivalents</b>		
Cash on hand	800	800
Cash at bank	864,593	1,249,601
Deposits at call	7,938,345	9,456,809
<b>Total</b>	<b>8,803,738</b>	<b>10,707,210</b>

Cash deposited with the Queensland Treasury Corporation earned interest at rates between 3.88% and 2.71% (2014: 3.48% and 3.18%).

Funds totalling \$3.94 million (2014: \$3.79 million) of the above Deposits held at call have been invested in a designated account to cater for the future Criminal History Checks commitment detailed in Note 21.

## 10 Receivables

GST receivable	217,548	99,478
GST payable	(103)	–
	<b>217,445</b>	<b>99,478</b>
Long service leave reimbursements	17,177	19,547
Other receivables	*1,088,955	2,880
<b>Total</b>	<b>1,323,577</b>	<b>121,905</b>

\*The College has the right to recover the costs of the fit-out of the new premises (note 13) from the lessor by way of a total incentive provided of \$1.2 million. Ownership of the fit-out will then vest with the lessor. At the 31 December 2015 amounts totalling \$1.088 million in progress payments made were recoverable from the lessor. Further costs will be incurred in early 2016 in completing the fit-out. Should the final fit-out cost be less than \$1.2 million, the balance of the incentive will be received in the form of a rent-free period.

## 11 Other current assets

Prepayments	71,669	56,861
<b>Total</b>	<b>71,669</b>	<b>56,861</b>



## Notes To and Forming Part of the Financial Statements

for the year ended 31 December 2015

	2015	2014
	\$	\$

### 12 Intangible assets

#### *Software purchased*

At cost	1,086,801	1,086,801
Less accumulated amortisation	(792,417)	(656,754)
<b>Total</b>	<b>294,384</b>	<b>430,047</b>

	Carrying amount at 1 January	Acquisitions	Disposals	Amortisation	Carrying amount at 31 December
2015	\$	\$	\$	\$	\$
Software purchased	<b>430,047</b>	–	–	<b>(135,663)</b>	<b>294,384</b>
2014	\$	\$	\$	\$	\$
Software purchased	<b>565,897</b>	–	–	<b>(135,850)</b>	<b>430,047</b>

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

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



# Notes To and Forming Part of the Financial Statements

for the year ended 31 December 2015

	2015 \$	2014 \$
<b>13 Plant and equipment</b>		
<i>Leasehold Improvements*</i>		
At cost	1,123,520	–
Less accumulated depreciation	–	–
	<b>1,123,520</b>	<b>–</b>
<i>Plant and equipment</i>		
At cost	486,607	635,989
Less accumulated depreciation	(389,304)	(423,820)
	<b>97,303</b>	<b>212,169</b>
<b>Total</b>	<b>1,220,823</b>	<b>212,169</b>

The College has plant and equipment with an original cost of \$220,279 (2014: \$106,633) and a written down value of zero which is still being used in the provision of services.

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

## Plant and equipment reconciliation

	Carrying amount at 1 January	Acquisitions	Disposals	Transfers between Classes	Depreciation	Carrying amount at 31 December
2015	\$	\$	\$	\$	\$	\$
Leasehold Improvements	–	1,123,520	–	–	–	<b>1,123,520</b>
Plant and equipment	<b>212,169</b>	18,686	(9,836)	–	(123,716)	<b>97,303</b>
	<b>2212,169</b>	1,142,206	(9,836)	–	(123,716)	<b>1,220,823</b>
2014	\$	\$	\$	\$	\$	\$
Plant and equipment	<b>235,034</b>	34,138	–	77,151	(134,154)	<b>212,169</b>
Work in progress	<b>46,789</b>	30,362	–	(77,151)	–	<b>–</b>
	<b>281,823</b>	64,500	–	–	(134,154)	<b>212,169</b>

\* The College commenced the lease of new premises with effect from 1 November 2015 (note 20) for a period of eight years with a five year option to renew. In terms of the contractual arrangements entered into the College has undertaken the fit-out of the new premises at its own expense and will be recompensed from the lease incentive contributed by the Lessor in early 2016.



# Notes To and Forming Part of the Financial Statements

for the year ended 31 December 2015

	2015 \$	2014 \$
<b>14 Payables</b>		
Trade creditors	119,798	104,167
Criminal history checks	819,499	55,257
Other creditors and accruals	429,794	224,992
<b>Total</b>	<b>1,369,091</b>	<b>384,416</b>

## 15 Accrued Employee Benefits

### Current

Salaries Payable	76,112	54,000
Annual leave	355,158	322,996
Salaries on costs payable	51,919	51,651
<b>Total</b>	<b>483,189</b>	<b>428,647</b>

### Non-Current

Annual leave	<b>137,590</b>	<b>112,934</b>
--------------	----------------	----------------

## 16 Other Liabilities

### Current

Unearned fees	175,751	209,298
Lease Incentive Liability	*136,119	–
<b>Total</b>	<b>311,870</b>	<b>209,298</b>

### Non-Current

Lease Incentive Liability	<b>*1,067,176</b>	–
---------------------------	-------------------	---

\* The lease incentive liability has arisen from the Lessor's incentive contribution in relation to the College's lease fit out at 601 Coronation Drive, Toowong full details of which are included in notes 10 and 13.



# Notes To and Forming Part of the Financial Statements

for the year ended 31 December 2015

	2015 \$	2014 \$
<b>17 Reconciliation of Operating Surplus to Net Cash from Operating Activities</b>		
Operating result	<b>(2,047,624)</b>	<b>182,711</b>
Depreciation and amortisation	259,379	270,004
Losses from disposal of property, plant and equipment	9,836	—
Change in assets and liabilities		
Decrease/(Increase) in other receivables	(1,086,075)	(444)
Increase in GST receivables	(118,121)	(15,101)
Decrease in LSL reimbursement	2,370	404
Increase in prepayments	(14,808)	(3,188)
Increase/(Decrease) in payables	952,761	(97,196)
Decrease in accrued employee benefits	79,197	75,081
(Decrease)/Increase in unearned revenue	(33,547)	8,098
Increase in lease incentive liability	1,203,295	—
Increase in GST payable	155	—
<b>Net cash from operating activities</b>	<b>(793,182)</b>	<b>420,369</b>

## 18 Financial Instruments

### (a) Categorisation of Financial Instruments

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

Category	Note	2015 \$	2014 \$
<i>Financial assets</i>			
Cash and cash equivalents	9	8,803,738	10,707,210
Receivables	10	1,323,577	121,905
<b>Total</b>		<b>10,127,315</b>	<b>10,829,115</b>
<i>Financial liabilities</i>			
Financial liabilities measured at amortised cost:			
Payables	14	1,369,091	384,416
<b>Total</b>		<b>1,369,091</b>	<b>384,416</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 2015

## 18 Financial Instruments (continued)

### (c) Credit Risk Exposure

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

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

#### 2015 Financial Assets Past Due But Not Impaired

		Overdue			
	Less than 30 Days \$	30–60 Days \$	61–90 Days \$	More than 90 Days \$	Total \$
Receivables	1,323,577	–	–	–	1,323,577
<b>Total</b>	<b>1,323,577</b>	<b>–</b>	<b>–</b>	<b>–</b>	<b>1,323,577</b>

#### 2014 Financial Assets Past Due But Not Impaired

		Overdue			
	Less than 30 Days \$	30–60 Days \$	61–90 Days \$	More than 90 Days \$	Total \$
Receivables	121,905	–	–	–	121,905
<b>Total</b>	<b>121,905</b>	<b>–</b>	<b>–</b>	<b>–</b>	<b>121,905</b>



# Notes To and Forming Part of the Financial Statements

for the year ended 31 December 2015

## 18 Financial Instruments (continued)

### (d) Liquidity Risk

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

The College is exposed to liquidity risk through its trading in the normal course of business. The College does not currently have any borrowings. The College's obligation to conduct Criminal History Checks together with the funding thereof is detailed in note 21.

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

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

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

	Note	2015 Payable in			Total \$
		< 1 year \$	1–5 year \$	> 5 years \$	
Financial liabilities Payables	14	1,369,091	–	–	1,369,091
<b>Total</b>		<b>1,369,091</b>	<b>–</b>	<b>–</b>	<b>1,369,091</b>

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

### (e) Market Risk

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



# Notes To and Forming Part of the Financial Statements

## for the year ended 31 December 2015

### (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 \$88,037 (2014: \$107,072). This is attributable to the College's exposure to variable interest rates on its cash invested.

2015 Interest Rate Risk					
<i>Financial Instruments</i>	Carrying Amount	Profit '000	-1% Equity '000	Profit '000	+1% Equity '000
<b>Financial Assets</b>					
Cash	8,803,738	(88)	(88)	88	88
<b>Overall effect on operating result and equity</b>		<b>(88)</b>	<b>(88)</b>	<b>88</b>	<b>88</b>

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

## 19 Segment Information

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



# Notes To and Forming Part of the Financial Statements

## for the year ended 31 December 2015

### 20 Commitments for Expenditure

#### *Non-Cancellable Operating Lease*

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

Operating leases for property, and office equipment	2015 \$	2014 \$
Outstanding lease commitments are due for payment as follows:		
not later than one year	439,548	466,574
later than one year and not later than five years	3,128,187	–
later than five years	2,488,964	–
<b>Total</b>	<b>6,056,699</b>	<b>466,574</b>

### 21 Accumulated Surpluses

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

#### *Criminal History Checks*

The College has an obligation at its own expense to conduct Criminal History Checks for teachers seeking to renew their registration, six months prior to the termination of their initial 5 year registration period. Based on present registrations and current Criminal History Check fees, management has estimated the cash outflow over the next five years to be in excess of \$2.63 million (2014: \$2.53 million).

#### *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.

In consultation with the Department of Education, Training and Employment the unutilised balance of the funds were 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 and 2015. All of the grant funding had been spent at 31 December 2015 (2014: \$90,000).

#### *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 2015 reporting period contains \$4.48 million (2014: \$4.21 million) representing the receipt of 2016 renewal fees received during November and December 2015. 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 2017 fees in November and December 2016.

### 22 Contingencies

There were no known contingent assets or liabilities of a significant nature as at 31 December 2015 (2014: Nil).



# Notes To and Forming Part of the Financial Statements

## for the year ended 31 December 2015

### 23 Remuneration of Board Members

The College's Board comprises the following members as at 31 December 2015:

<i>Name</i>	<i>Membership Category</i>
Dr J McCorley (Chairperson)	Nominee of the Minister for Education
C Heffernan	Nominee of the Director-General, Department of Education
Professor N Alloway	Nominee of the Higher Education Forum who is a practising teacher educator
P Anderson	Practising teacher nominated by the Queensland Teachers' Union
M Burke*	Elected State school practising teacher
S Colbert	Practising teacher representing State schools, nominated by the Director-General
A Connellan	Practising teacher nominated by the Queensland Independent Education Union
S Forsyth	Nominee of the Qld Public Sector Union who is a registered teacher
Dr R Hunter*	Nominee of the Association of Independent Schools of Queensland (AISQ).
M Leary*	Nominee of Qld Council of Parents and Citizens' Associations
A Lima	Elected State school practising teacher
A Lunney*	Practising teacher representing State schools, nominated by the Director-General
C Galvin	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)

\* With effect from 1 January 2016 replaced by:

N Clarke  
J Wise  
K Campradt  
E Power  
A Steer  
P Hill



# Notes To and Forming Part of the Financial Statements

for the year ended 31 December 2015

## 23 Remuneration of Board Members (continued)

### Total Remuneration paid to Board Members

	2015	2014
	\$	\$
Dr J McCorley (Chairperson)	8,093	9,267
Professor N Alloway	1,298	2,555
S Forsyth	3,273	2,288
Dr R Hunter	2,738	3,183
M Leary	2,339	3,351
M McConaghy	–	763
J McGowan	2,440	2,229
S Munday-Lake	2,095	1,420
E Siganto	1,843	1,987
	<b>24,119</b>	<b>27,043</b>

Board Remuneration included fees of \$22,321 and superannuation of \$1,798 (2014: fees of \$25,726 and superannuation of \$1,317).

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

## 24 Events occurring after balance date

The Department of Education and Training has undertaken a review of the QCT Act that considered the operations of the College as a statutory body, its functions associated with the regulation of the teaching profession, the nature and level of disciplinary powers required to provide protection for students and engender public confidence in the profession, and the governance structure required to underpin these functions. The College has been consulted and it is anticipated that a suite of amendments to the QCT Act will be considered by the Government in 2016.


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



## CERTIFICATE OF QUEENSLAND COLLEGE OF TEACHERS

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

- a) the prescribed requirements for establishing and keeping the accounts have been complied with in all material respects;
- b) the statements have been drawn up to present a true and fair view, in accordance with prescribed accounting standards, of the transactions of the Queensland College of Teachers for the financial year ended 31 December 2015 and of the financial position of the College at the end of that year; and
- c) these assertions are based on an appropriate system of internal controls and risk management processes being effective, in all material respects, with respect to financial reporting throughout the reporting period.

  
\_\_\_\_\_  
J. Ryan  
Director

19 February 2016

  
\_\_\_\_\_  
Dr J McCorley  
Chairperson

19 February 2016



## 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 2015, 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 2015 to 31 December 2015 and of the financial position as at the end of that year.

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

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

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



Queensland Audit Office  
Brisbane

---

# Appendices

---

## Appendix 1: Constitution, functions and powers

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

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

- (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 2015 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 nominee with high-level ICT expertise;
- An external nominee with high-level expertise in an area relevant to the Committee's current work plan;
- A nominee of the internal audit section of the Department of Education and Training (as an observer)
- The Director of the Office of the QCT, or his/her nominee (*ex officio*) (as an observer)

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

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

The Committee met four times in 2015.

### *Internal Review Committee*

#### *Terms of reference*

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

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

#### *Membership*

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

The Committee met seven times in 2015.

### *Professional Practice and Conduct Committee*

#### *Terms of reference*

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

#### *Membership*

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

The Committee met nine times in 2015.

### *Suitability to Teach Committee*

#### *Terms of reference*

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



### *Membership*

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

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

The Committee met 10 times in 2015.

### *Eligibility Declarations Committee*

#### *Terms of reference*

- To determine eligibility declaration applications.

#### *Membership*

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

The Committee was not required to meet in 2015 as there were no relevant applications.

### *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 and Training;
- 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.

The Committee was not required to meet in 2015 as no matters arose that came within its 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 and Training, 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 Curriculum and Assessment 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.

The Committee held seven meetings in 2015 and also took decisions by flying minute during the summer recess.

## Appendix 3: Approved initial teacher education programs

### *Australian Catholic University*

#### *Programs accredited in accordance with national standards and procedures*

- Bachelor of Teaching/Bachelor of Arts (Humanities)
- Bachelor of Teaching (Honours)/Bachelor of Arts (Humanities)
- Bachelor of Teaching/Bachelor of Exercise Science
- Bachelor of Education (Early Childhood and Primary)
- Bachelor of Education (Early Childhood and Primary)(Honours)
- Bachelor of Education (Primary)
- Master of Teaching (Early Years)
- Master of Teaching (Primary)
- Master of Teaching (Secondary)

#### *Programs approved in accordance with Queensland state requirements*

- Graduate Diploma in Education (Secondary)

### *Central Queensland University*

#### *Programs accredited in accordance with national standards and procedures*

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

#### *Programs approved in accordance with Queensland state requirements*

- Graduate Diploma of Learning and Teaching (Secondary)

### *Christian Heritage College*

#### *Programs accredited in accordance with national standards and procedures*

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

#### *Programs approved in accordance with Queensland state requirements*

- Graduate Diploma in Education (Secondary)

### *Griffith University*

#### *Programs accredited in accordance with national standards and procedures*

- Master of Teaching (Primary)

#### *Programs approved in accordance with Queensland state requirements*

- Bachelor of Primary Education
- Bachelor of Secondary Education
- Graduate Diploma of Education (Secondary)

## *James Cook University*

### *Programs accredited in accordance with national standards and procedures*

- Bachelor of Education (Primary)
- Bachelor of Education (Secondary)
- Bachelor of Education (Secondary)/Bachelor of Arts
- Bachelor of Education (Secondary)/Bachelor of Science
- Bachelor of Sport and Exercise Science/ Bachelor of Education (Secondary)
- Bachelor of Education (Early Childhood Education)
- Master of Teaching and Learning (Primary)

### *Programs approved in accordance with Queensland state requirements*

- Graduate Diploma of Education (Secondary)

## *Queensland University of Technology*

### *Programs accredited in accordance with national standards and procedures*

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

### *Programs approved in accordance with Queensland state requirements*

- Graduate Diploma in Education (Senior Years)

## *University of Queensland*

### *School of Education*

#### *Programs accredited in accordance with national standards and procedures*

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

#### *Programs approved in accordance with Queensland state requirements*

- Graduate Diploma in Education (Secondary)

### *School of Human Movement Studies*

#### *Programs accredited in accordance with national standards and procedures*

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

### *University of Southern Queensland*

#### *Programs accredited in accordance with national standards and procedures*

- Bachelor of Education (Secondary)
- Bachelor of Education (Health & Physical Education—Secondary)
- Bachelor of Education (Primary)
- Bachelor of Education (Special Education)
- Bachelor of Education (Health & Physical Education—Primary)
- Bachelor of Education (Early Childhood)
- Master of Learning and Teaching (Secondary)
- Master of Learning and Teaching (Primary)

#### *Programs approved in accordance with Queensland state requirements*

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

### *University of the Sunshine Coast*

#### *Programs accredited in accordance with national standards and procedures*

- Bachelor of Education (Secondary)/Bachelor of Arts
- Bachelor of Education (Secondary)/Bachelor of Science
- Bachelor of Education (Secondary)/Bachelor of Recreation and Outdoor Environmental Studies
- Bachelor of Education (Secondary) (Graduate Entry)
- Bachelor of Primary Education
- Bachelor of Education (Primary) (Graduate Entry)
- Bachelor of Education (Early Childhood)

#### *Programs approved in accordance with Queensland state requirements*

- Graduate Diploma in Education (Secondary)

### *Southern Cross University (Gold Coast Campus)*

#### *Programs accredited in accordance with national standards and procedures*

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

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

<i>Provider</i>	<i>Name of program</i>
Department of Education and Training Queensland	<i>Restart Teaching</i>
Australian Catholic University	<i>Return to Teaching in Schools</i>
Teacher Training Australia	<i>Return to Teaching</i>

## Appendix 5: Publications

Publications of the QCT in 2015 are listed below.

These can be accessed from the QCT website [www.qct.edu.au](http://www.qct.edu.au).

### **Annual Report**

- *Annual Report of the Queensland College of Teachers for 2014*

### **Strategic Plan**

- *Strategic Plan 2015–2018*

### **Periodicals**

- *QCT eNews*, February, March, April, June, July, September, October, November
- *QCT Research Digest No. 11*, November, 'Big Ideas in Mathematics'

---

# Glossary

---

<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>DET</b>	Department of Education and Training
<b>FET</b>	Further Education and Training
<b>HEI</b>	Higher education institution
<b>ICT</b>	Information and Communication Technology/ies
<b>ITE</b>	Initial teacher education
<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>QCAA</b>	Queensland Curriculum and Assessment Authority
<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>QDEF</b>	Queensland Deans of Education Forum
<b>QPS</b>	Queensland Police Service
<b>RTI</b>	Right to Information
<b>RTO</b>	Registered Training Organisation
<b>RTT</b>	Returning to Teaching
<b>STT</b>	Suitability to Teach [Committee]
<b>TEMAG</b>	Teacher Education Ministerial Advisory Group
<b>UNESCO</b>	United Nations Education, Scientific and Cultural Organisation
<b>VET</b>	Vocational Education and Training
<b>WHS</b>	Work Health and Safety



# Reader feedback form

The QCT is keen to obtain responses from readers of its *Annual Report for 2015* 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:**

---

---

---

---

---

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

---

---

---

---

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

---

---

---

---

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

---

---

---

---

---

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

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

Thank you for participating in this survey.

**Please return feedback 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)





Designed by Made You Look Design 16001/V01

0972 | IB09 | 0216 © Queensland College of Teachers 2016