

# Annual Report

2022



# 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 2022.

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.

In line with the requirements of the Queensland Government, the Annual Report has been simplified to reduce production costs.

Copies of the report can be accessed through the QCT website (via this page: <https://www.qct.edu.au/about/corporate-publications>) or by contacting the Office of the Director at the QCT Office (phone 07 3377 4735; email [officeofthedirector@qct.edu.au](mailto:officeofthedirector@qct.edu.au)). See below for general contact details for the QCT.

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. Feedback can be provided by email or online through the Queensland Government Get Involved website: <https://www.getinvolved.qld.gov.au/>.

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## Acknowledgement of Country

*The QCT respectfully acknowledges the traditional owners and custodians of the lands on which it operates and the important role of Aboriginal and Torres Strait Islander people in teaching and learning in Queensland. We pay our respects and acknowledge the important role of Elders, past and present, for they hold the memories of the traditions, cultures, stories and aspirations of Australia's First Nations people. We celebrate Aboriginal and Torres Strait Islander history and acknowledge the important role of Aboriginal and Torres Strait Islander people in education across communities in Queensland.*

*We recognise and support the Queensland Government's first Closing the Gap Implementation Plan released in August 2021 and Queensland Government's Reconciliation Action Plan 2018–2022*



## 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.

# 2022 Annual Report to the Minister

Letter of compliance

27 February 2023

The Honourable Grace MP  
Minister for Education, Minister for Industrial Relations and Minister for Racing  
PO Box 15033  
CITY EAST QLD 4002

Dear Minister

I am pleased to submit for presentation to the Parliament the Annual Report, including financial statements, for the Queensland College of Teachers for the year ending 31 December 2022.

I certify that this Annual Report complies with:

- the prescribed requirements of the *Financial Accountability Act 2009* and the *Financial and Performance Management Standard 2019*, 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:  
[https://www.qct.edu.au/Publications/Corporate/QCT\\_Annual\\_Report\\_2022.pdf](https://www.qct.edu.au/Publications/Corporate/QCT_Annual_Report_2022.pdf)

Yours sincerely



Emeritus Professor Wendy Patton  
Chairperson of the Board

Queensland College of Teachers  
601 Coronation Drive  
TOOWONG QLD 4066

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# About the Queensland College of Teachers

The Queensland College of Teachers (QCT<sup>1</sup>) is the regulatory organisation for the teaching profession in Queensland. It is a Queensland Government statutory body and is responsible to the Minister for a range of functions relating to registration of teachers. Established on 1 January 2006 by the *Education (Queensland College of Teachers) Act 2005* (the Act), 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 QCT works in the best interests of the public and the profession to ensure that teachers approved to teach in Queensland schools are qualified, current in their practice and suitable to teach students. To this end, it develops, maintains and applies professional standards, codes of practice and policies to underpin initial entry to and continuing membership of the profession and certifies teachers as Highly Accomplished or Lead teachers.

The functions and powers of the QCT are specified in sections 230-236 of the Act, which can be accessed via the following page of the QCT website: <https://www.qct.edu.au/about/legislation> or on the Queensland Government's legislation website: <https://www.legislation.qld.gov.au/>.

## Vision, purpose and values

### Our vision

World class teachers for a better future for Queensland

### Our purpose

We exist to protect the public and the teaching profession by ensuring education in Queensland schools is provided in a professional and competent way by approved teachers.

### Our values

- Student safety and well-being
- Professional and competent teachers
- Education as a means to a better future
- Government shared values – we support the Queensland Public Service Commission shared values: *Customers first; Ideas into action; Unleash potential; Be courageous; and Empower people.*

## Our Purpose

We exist to protect the public and the teaching profession by ensuring education in Queensland schools is provided in a professional and competent way by approved teachers.

## Our Vision

World class teachers for a better future for Queensland.

<sup>1</sup> See Glossary for meaning of acronyms used throughout Report.

# Introduction

I am pleased to deliver the QCT's Annual Report 2022 as Chair of the Board.

2022 was a challenging year - from the continuing impact of COVID variants to the flooding in late February. Despite this, the QCT Board and staff have worked hard to support the 115,000 registered Queensland teachers and serve the best interest of the public.

In addition to its teacher regulatory functions, the QCT is proud to promote the teaching profession and recognise the contributions teachers make in the community.

Our annual TEACHX Awards program provided a welcome chance to celebrate the quality of Queensland's teaching profession by recognising the achievements of dedicated teachers around the state. As always, we are grateful to our partners and sponsors for their financial and in-kind assistance in bringing the teaching awards to fruition.

Members of the QCT Board are appointed for three-year terms, and the positions of members terminated at the end of 2021. As part of this normal three-cycle, the Board oversaw an election process to appoint three practising teacher representatives. In 2022 we welcomed Linda Eager and Brent Woollett to the Board and Bryce Goldberg who was re-elected for another term.

I thank these and other Board members who served in 2022 - Professor Bill Blayney (Higher education representative - Nominee of the Vice Chancellors of Queensland universities), Andrew Beattie (QTU union representative and practising teacher), Samantha Blair (practising teacher - Department of Education), David Bliss (independent schooling representative), Amanda Chissell (P&C's QLD), Aleisha Connellan (QIEU representative and practising teacher, Deputy Chair), Wayne Crase (Federation of Parents and Friends Associations of Catholic Schools in Queensland and the Queensland Independent Schools Parents' Network), David Johnston (practising teacher representing non-State schools Louise Kliese, (practising teacher - Department of Education), Dr Regan Neumann (Nominee of the Chief Executive Department of Education), and Andrea O'Brien (QCEC Catholic schooling sector representative).

The QCT Board includes nominees of key interest groups in education with most members of the Board being registered teachers. The Board met eight times in 2022, returning to in-person meetings during the year. Key activities of the Board

included:

- development of a new QCT Strategic Plan (2023-2026);
- a review of the QCT Risk Management Framework for implementation in 2023;
- endorsement of QCT legislation amendments to be submitted for consideration to the Minister of Education;
- engaging with national teacher regulatory issues including Automatic Mutual Recognition and the National Teacher Workforce Action Plan; and
- implementation of recommendations of the QCT Strategic HR Review.

Our regular meetings with leaders of the QCT's major stakeholders in 2022 confirmed the high regard in which the QCT is held by employing authorities and peak bodies. The QCT was commended for its collaborative approach in addressing matters of mutual concern and its responsive and responsible commitment to performing its legislated functions. The QCT looks forward to continuing to work with all our stakeholders – employing sectors, teacher unions, parents' groups, HEIs – to find solutions which help to increase the supply of teachers who meet the high standards necessary for those entrusted with the education and welfare of the state's school students.

In addition to thanking all members of the Board for their valued contributions, I would like to acknowledge and thank QCT Director, Deanne Fishburn for her leadership in driving the achievements of the College this year. Deanne's steady management has kept the QCT stable throughout a global pandemic and during challenging times for the profession. As a registered teacher herself, Deanne believes in the value of teachers and teaching, and this belief informs her leadership of the QCT. Thank you, Deanne.

As we look forward to the future, the QCT remains focused on the importance of the regulatory authority. Registration is one of the key mechanisms to assure quality of the profession. It is underpinned by clear expectations of what is required to become a teacher, and what standards need to be met by all teachers. The QCT is proud to do this important work for Queensland and I take this opportunity to thank all Queensland teachers for their service.



Emeritus Professor Wendy Patton  
Chairperson of the Board

## Message from the QCT Director

As the entity which regulates the teaching profession in Queensland, the QCT is tasked with examining the eligibility of individuals who are seeking to gain entry to the profession, and that those within it are meeting the high standards that are required of them. We are committed to working with our stakeholders to address priority areas that include promoting the profession, strengthening initial teacher education, and easing pressure on the system.

Through our work in 2022 and a year that provided many challenges, we have continued to provide assurance to the community that students are learning from experts who are qualified and capable. We have contributed to national discussions about the profession through our work with the Australian Teacher Regulatory Authorities (ATRA), the Australian Institute of Teaching and School Leadership (AITSL) and representatives of government.

In 2022 we processed a record number of teacher registrations - the data for which can be reviewed in Queensland's approved teachers section of the Report. I'd like to take the opportunity to welcome all successfully registered teachers to the profession.

The QCT is proud to promote the high standards of teaching in Queensland. Once again in 2022 we celebrated the achievements of registered Queensland teachers in the annual TEACHX Awards. Nominations for the Awards reflect the diversity of education settings that teachers work in Queensland communities. I would like to thank QCT industry partners: TUH Health Fund, Rem Serv Lease, Schoolzine and the Queensland Council Deans of Education for their sponsorship of the Awards.

The College had an exceptional response from the QCT staff in the 2022 Working for Queensland Survey with a 97% reply rate. Most results were significantly higher or higher than the public sector agency response which reflects the strong commitment staff have working at the QCT in support of the teaching profession.

Examples can be found throughout this report of how the five Queensland public services values (Customers first, Ideas into action, Unleash potential, Be courageous, and Empower people) guide our behaviour and the way we operate.

Over the past few years QCT staff have adapted to hybrid work conditions and, in 2022, our core functions continued to be performed at a high level and our high-quality customer service has been maintained. This report illustrates how much our relatively small agency continues to achieve in terms of teacher registration, teacher certification, action on teacher conduct matters, accreditation of initial teacher education programs and

other functions. With that in mind, I would like to take this opportunity to thank the QCT management team for their excellent work in 2022 and all QCT staff for their continued commitment to upholding the reputation of the profession in Queensland.

Teaching is a complex profession, and teachers are required to meet increasingly difficult times with enthusiasm, adaptability, patience, humour, creativity, and resilience. This isn't easy under the best circumstances and, this year, teachers were faced new challenges generated by the COVID pandemic and a different start to the teaching year. Many areas in Queensland were affected by significant flooding and some teachers were displaced from their classrooms and homes. Throughout Queensland pressures on teachers and the system increased bringing us to a critical moment in the profession.

So, what part does the QCT play in this critical moment?

As the regulatory authority, the QCT is dedicated to continuing our 51-year history of assuring quality teachers and safe environments within Queensland schools, but we are also equally committed to acknowledging and amplifying the remarkable work teachers do every day. We see the resilience, creativity, and adaptability of Queensland teachers, and we recognise that our communities and the future of the state is strengthened by this important work.



Deanne Fishburn  
Director

# Contribution to Government Objectives

## Contribution to the State Government Objectives

The QCT's functions contributed to the Queensland Government's objectives for the community. More information can be located here:

<https://www.qld.gov.au/about/how-government-works/objectives-for-the-community>

The three broad objectives are: Good jobs, Better services and Great Lifestyle.

The QCT contributes directly to the following Queensland Government's objectives for the community:

- Educating for the future: Give our children the best start by investing in our teachers and schools.
- Investing in skills: Ensure Queenslanders have the skills they need to find meaningful jobs and set up pathways for the future.
- Backing our frontline services: Deliver world-class frontline services in key areas such as health, education, and community safety
- Growing our regions: Help Queensland's regions grow by attracting people, talent and investment, and driving sustainable economic prosperity.

The QCT works in cooperation with the Queensland Department of Education (DoE) on State strategic issues related to teaching and teacher education.

## Contribution to the Australian Government's National Agenda

Our strategies support the Australia Government agenda through National Agreements, National Partnership Agreements and other initiatives for:

- implementation of the Australian Professional Standards for Teachers (APST)
- nationally consistent accreditation of initial teacher education (ITE) programs, including Teacher Performance Assessments
- nationally consistent teacher registration
- nationally consistent processes for the certification of Highly Accomplished Teachers and Lead Teachers
- reform of early childhood education.

Some of the education policies being implemented by the federal government (e.g. its emphases on universal access to early childhood education and on improving teaching quality) affect the QCT's work. The activities of the QCT contribute towards the Australian Government's commitment to action in the 2019 Alice Springs (Mparntwe) Education Declaration, especially in the area of supporting quality teaching and leadership.

An enhanced focus on child protection at both federal and state levels in the wake of the recent Royal Commission into Institutional Responses to Child Sexual Abuse, the National Review of Teacher Registration, and the Queensland Family and Child Commission review of the blue card system has implications for our work.

The QCT works in cooperation with the Queensland Department of Education to ensure a coordinated approach to issues of national relevance to teacher registration matters.

Following a process of stakeholder consultation, a new QCT Strategic Plan (2023–2026) was finalised and approved the QCT Board in its December meeting. The new vision identifies a commitment to **'the teaching profession empowering the future'** and will contribute to Queensland Government's objectives for the community.



# 2022 Performance against Strategic Plan

The Strategic Plan for 2019–2022 identifies the objectives, strategies and performance indicators shown in Table 1 (pages 12-16).

The table indicates achievements against the strategies and performance indicators in 2022. More detailed

information on the QCT's activities in pursuit of the objectives and strategies is included in subsequent sections of this report.

The QCT's Strategic Plan 2019–2022 identifies the following challenges and opportunities:



## Strategic challenges and opportunities

- **Influence and respond effectively and strategically to rapid change in the education sector and in government regulatory policy**

Teaching is a complex and demanding profession and involves the engagement of stakeholders to develop and implement solutions to emerging issues. In a context of increasing national interest in schooling and the teaching profession, the QCT frequently engages in meetings and forums to help influence policy development, at both state and national levels, to enhance consistency of teacher regulation while maintaining Queensland's world class standards.
- **Use emerging Information and Communication Technologies (ICT) platforms to increase organisational agility**

Use of technologies such as automation and social media provides opportunities to engage with teachers, teacher applicants and stakeholders in efficient and timely ways. Emerging risks are considered by the Digital Governance Working Group for the QCT, with any relevant business risks elevated to the QCT's Audit and Risk Committee to mitigate any possible information security breaches or reputational damage.
- **Remain financially viable in the long term given a single income stream from teacher registration fees**

The QCT is investigating ways to respond to financial risks associated with an aging register of teachers and increasing service-delivery costs.
- **Embrace predictive, preventive and responsive approaches to quality and safety**

By actively engaging in research and evidence-gathering, the QCT promotes preventive and responsive strategies to protect the best interests of children and ensure high standards for teaching in Queensland schools.
- **Enhance strategies to promote the teaching profession**

The QCT creates opportunities to lead promotion of the profession through a range of activities designed to create positive perceptions of teachers and thus help to maintain public confidence in the profession.

The QCT recognises that its actions in implementing, administering and enforcing regulations play a significant role in effectively and efficiently achieving policy objectives and determining the level of regulatory burden experienced not just by our stakeholders and those we regulate, but also by ourselves as regulators.

We strive to adhere to the model practices identified by the Queensland Government to reduce the burden/cost of regulation for all parties. As this report shows, we ensure that our regulatory activity is proportionate to risk and minimises unnecessary burden, we consult and engage meaningfully with our stakeholders, we provide appropriate information and support to assist compliance, we commit to continuous improvement and we are transparent and accountable in our actions.

The QCT is monitoring its effectiveness and efficiency in achieving its goals and believes it is meeting acceptable standards in all 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 APST, and are suitable to teach 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.

The five objectives of the 2019–2022 Strategic Plan – Contemporary regulation, Educational leadership, Innovation, Collaboration with our stakeholders, and Organisational sustainability – and their associated strategies remain relevant and in place for 2022.



## Strategic objectives

Contemporary regulation

Educational leadership

Innovation

Collaboration with our stakeholders

Organisational sustainability

Table 1: Achievements against 2019–2022 Strategic Plan in 2022

## Contemporary regulation

Strategies	2022 Activities
<p>Make robust, data-driven (when possible), timely and consistent decisions that are child/student-focussed and in the interests of the teaching profession</p>	<ul style="list-style-type: none"> <li>• Conducted the 2022 Census of teachers in Queensland schools</li> <li>• Audited schools on compliance with the general offence provisions of the Act – only approved teachers may be employed as teachers in a prescribed school.</li> <li>• Conducted twelve Stage 2 accreditations for ITE programs in Queensland and facilitated the delivery of Queensland's submission to national annual reporting on ITE programs</li> </ul>
<p>Use powerful, secure and fit-for-purpose systems and processes</p>	<ul style="list-style-type: none"> <li>• Supported Queensland ITE provider understanding of and compliance with program accreditation requirements, change notification processes and annual reporting through workshops and ongoing communication with program staff</li> </ul>
<p>Use risk-based approaches to regulatory enforcement</p>	<ul style="list-style-type: none"> <li>• Considered strategies to support potential and new teachers entering the profession, in conjunction with the Government, Higher Education Institutions (HEIs), schooling sectors and other stakeholders</li> <li>• Supported and developed preservice teacher, beginning teacher and experienced teacher understanding of the APST, to ensure maintenance of teaching quality across all career stages</li> </ul>
<p>Define, communicate and enforce standards to promote reliable and valid judgements by the QCT and our agents</p>	<ul style="list-style-type: none"> <li>• Conducted information sessions and webinars to support preservice teachers' and approved teachers' understanding of teacher registration and of professional boundaries and conduct issues</li> <li>• Launched instructional videos for application and renewal processes on the QCT website</li> </ul>
<p>Increase our efficiency and effectiveness by adopting practices afforded by new technologies</p>	<ul style="list-style-type: none"> <li>• Reviewed regulatory compliance risk management strategies and implemented changes to the QCT Regulatory Compliance Management Framework</li> <li>• Reviewed and implemented process management changes for permission to teach (PTT) application to support increased demand across Queensland and the piloting of the Queensland Department of Education's (DoE) Turn to Teaching (TTT) program and implemented quarterly reporting for PTT applications due to increased levels of activity</li> <li>• Conducted a review of the QCT's internal review processes and commenced implementation of resultant recommendations to support efficient and effective operation of internal review processes at the QCT</li> <li>• Review of regulatory compliance priorities completed</li> </ul>

Table 1: Achievements against 2019–2022 Strategic Plan in 2022 (Continued)

### Educational leadership

Strategies	2022 Activities
<p>Lead a coordinated approach to promoting the teaching profession</p>	<ul style="list-style-type: none"> <li>Coordinated a response to the National Teacher Workforce Action Plan on behalf of Australasian Teacher Regulatory Authorities (ATRA)</li> <li>Collaborate with other education stakeholders on World Teachers' Day and other publicity campaigns to promote the profession</li> </ul>
<p>Seize opportunities and participate in events that shape and influence state and national teacher regulatory policy</p>	<ul style="list-style-type: none"> <li>Published teacher stories about the achievements of TEACHX finalists that were promoted in the media and local communities across Queensland</li> <li>Worked with national teacher regulatory authorities (TRAs) on a range of policy and operational matters related to the accreditation of initial teacher education programs</li> <li>Participated in the ATRA English Language Proficiency Working Group</li> </ul>
<p>Increase the visibility of, and public confidence in the QCT</p>	<ul style="list-style-type: none"> <li>Delivered on the cross-sectoral TEACHX Awards to recognise and promote high quality teaching with school communities and state and national media</li> <li>Continued to influence and contribute to national consistency among teacher regulatory authorities with the development of a national Memorandum Of Understanding (MOU) in relation to inter-jurisdictional information sharing</li> </ul>
<p>Develop and implement policies that are future-focussed and responsive to changes in community expectations</p>	<ul style="list-style-type: none"> <li>Lead discussions with teacher unions, employing authorities and ITE providers to improve supports for ITE students employed under a Permission To Teach (PTT)</li> <li>Participated in the Australian Teacher Workforce Data (ATWD) project</li> <li>Assisted one teacher to present research at a national conference through our Teacher Research Grants</li> <li>Developed and delivered workshops and supported cross-sectoral training of mentors in schools and early childhood settings</li> </ul>

## Innovation

Strategies	2022 Activities
Apply evidence-based approaches to decision-making	<ul style="list-style-type: none"> <li>Enhanced a portal to support the delivery of certification of Highly Accomplished Teachers and Lead Teachers, including building new feature to accommodate renewal applications</li> </ul>
Deliver exceptional user experiences for people engaging with us	<ul style="list-style-type: none"> <li>Collaborated with stakeholders to publish new resources including vignettes and sample evidence sets to support engagement with certification</li> <li>Implemented an accreditation portal to support ITE providers in meeting program accreditation, requirements in an efficient and timely manner</li> </ul>
Use data-driven insights to achieve public value	<ul style="list-style-type: none"> <li>Extended the trial of the online mandatory notification system to additional employing authorities and implemented improvements from feedback received.</li> <li>Continued to develop QCT's performance measurement framework and refined organisational performance measures and the presentation of quarterly reports to the Board</li> </ul>
Develop contemporary solutions to identified issues	<ul style="list-style-type: none"> <li>Continued to implement actions of a cross-unit Digital Governance Working Group to support a coordinated approach to decision making and ensure QCT remains contemporary in implementation of digital technologies to enhance operations</li> </ul>
Develop metrics to guide and improve performance	<ul style="list-style-type: none"> <li>Implemented improvements in data integrity, business processing and reporting across a spectrum of registration related activities</li> </ul>
Build organisational support to drive innovation	<ul style="list-style-type: none"> <li>Delivered innovations under the QCT Digital Customer Care Strategy, including a Help and Support facility in myQCT and further expansion of correspondence placed in teachers' myQCT mailbox</li> <li>Introduced centralised employer portals for participating Catholic Diocesan offices to manage PTT declarations and applications</li> <li>Progressed the final stages of development of an online form for review of RTT conditions to be launched in 2023</li> <li>Introduced improvements to user experience in myQCT accounts, including a 'help and support' function to provide information on registration</li> </ul>

Table 1: Achievements against 2019–2022 Strategic Plan in 2021 (Continued)

**Collaboration with our stakeholders**

Strategies	2022 Activities
Co-create solutions to identified issues	<ul style="list-style-type: none"> <li>• Liaised with employers and HEIs to develop resources clarifying roles and responsibilities where preservice teachers are employed under a PTT while completing their ITE program</li> </ul>
Build and maintain a strong reputation by meeting community expectations	<ul style="list-style-type: none"> <li>• Held regular meetings with Queensland Beginning and Early Career Teachers' Group to consult on a range of QCT activities and policy directions</li> <li>• Continued to build strategic relationships with principals' associations to improve understanding of the QCT's functions and powers</li> </ul>
Enable stakeholder-led evaluation of the QCT	<ul style="list-style-type: none"> <li>• Worked collaboratively with the Non-State Schools Accreditation Board on common issues including consultation and information exchanges</li> </ul>
Proactively engage with stakeholders about education and regulation issues	<ul style="list-style-type: none"> <li>• Gathered and acted on feedback received from accreditation panellists and providers as well as participants in workshops</li> <li>• Participated as members in HEI academic advisory committees to support program development and quality assurance in ITE in Queensland</li> <li>• Worked with the New South Wales Standards Authority (NESA) to support AITSL's delivery of training to accreditation panel members</li> <li>• Worked through AITSL's Certifying Authority Network to collaborate with national stakeholders on strategic and operational issues related to the certification of Highly Accomplished and Lead Teachers</li> <li>• Interview successful applicants and assessors to develop short vignettes to support new applicants' understanding of certification and enhance published resources on the website</li> <li>• Commenced exploration of the QCT becoming the sole certifier of Highly Accomplished and Lead Teachers for all Queensland teachers</li> <li>• Engaged in consultation activities on the Provision to Full teacher registration policy and process</li> <li>• Launched enhanced communications and conducted information sessions for ITE providers, unions and other stakeholders about permission to teach (PTT)</li> <li>• Engaged with stakeholders to provide regulatory advice and guidance in relation to the DoE Trade to Teach (T2T) program to commence in 2023</li> </ul>

## Organisational sustainability

Strategies	2022 Activities
<p>Ensure QCT is appropriately resourced, well managed and fit-for-purpose</p>	<ul style="list-style-type: none"> <li>• Began identifying potential enhancements (e.g. regarding teacher professional conduct provisions) as part of a review under s232 of the Act to occur in 2022</li> <li>• Commenced implementation of the recommendations of the strategic review of our human resources (HR) to ensure staffing structure is best suited to future needs of the organisation</li> </ul>
<p>Cultivate a high performing and diverse organisation</p>	<ul style="list-style-type: none"> <li>• Furthered the implementation of recommendations from the 2020 internal audits of QCT records management and business continuity planning and the 2021 internal audits of financial controls and data privacy arrangements</li> </ul>
<p>Pursue opportunities to enhance our financial sustainability</p>	<ul style="list-style-type: none"> <li>• Further developed monitoring of QCT contracts and agreements</li> <li>• Maintained staff wellbeing measures and provided information and access to the employee assistance program for all staff</li> </ul>
<p>Take steps to reduce our environmental impact</p>	<ul style="list-style-type: none"> <li>• Supported staff transition to retirement and ensured the retention of corporate knowledge</li> <li>• Implemented flexible work agreements to support staff and ensure continuity and sustainability due to ongoing pandemic conditions and localised flooding</li> </ul>
<p>Redesign our work to capitalise on new modes of working and learning</p>	<ul style="list-style-type: none"> <li>• Upskilled staff in registration-related activities in order to increase capability across the Registration Unit and mitigate potential issues with tasks normally undertaken by a specific staff member</li> <li>• Monitored staff leave balances to maintain staff wellbeing and reduce organisational liability</li> <li>• Supported QCT staff to undertake relevant professional development and training activities to improve skills and capabilities</li> <li>• Continued to refine governance processes in certification of Highly Accomplished and Lead teachers in Queensland for teachers employed in state schools and non-state schools represented by the QCEC</li> <li>• Engaged new internal auditors for period 2023-2025 through an open merit procurement process</li> <li>• Appointed newly created position of General Manager Corporate Services as an outcome of the Strategic HR Review to streamline corporate services under one shared services umbrella.</li> <li>• Renegotiated the leased accommodation office space at Toowong for a reduced cost.</li> </ul>

## Performance indicators

<p><b>Fair and just processes</b></p>	<ul style="list-style-type: none"> <li>No decisions of the QCT were overturned by the Queensland Civil and Administrative Tribunal (QCAT) for insufficiency of evidence, inappropriate investigation processes or being contrary to public interest</li> </ul> <p>% of disciplinary suspensions effected where the register is updated within one working day of receipt of notification:</p> <p><b>Target: 100% Achieved: 100%*</b></p> <p><small>* Actual figures: #Total s48 Notifications received – 16 # Updates to register within 1 working day of receiving s48 – 16</small></p>
<p><b>Stakeholder satisfaction</b></p>	<p>% of respondents to customer and stakeholder surveys who are satisfied with their experience of the QCT:</p> <p><b>Target: 80% Achieved: 95.2%* workshops/webinars 96%^ application process</b></p> <p><small>* Based on responses to feedback surveys regarding teacher engagement workshops and webinars (total 816 respondents) ^ Based on responses to feedback surveys submitted by applicants for registration/PTT/renewal (total 260 respondents)</small></p> <ul style="list-style-type: none"> <li>All major QCT stakeholders (the Minister, employers of teachers, teacher unions, parent groups) expressed satisfaction with the QCT during biannual meetings with the Chair and the Director.</li> </ul>
<p><b>Positive public profile</b></p>	<ul style="list-style-type: none"> <li>Increased numbers of followers on social media</li> <li>Extensive media coverage of QCT teaching awards program</li> </ul>
<p><b>Positive workplace climate</b></p>	<p>% of staff with positive work morale:</p> <p><b>Target: 65% Achieved: 78%* (2021: 79%)</b></p> <p><small>* Based on responses to Working for Queensland survey 2022: Positive responses to Performance Management questions</small></p> <p>% of staff who feel they receive quality feedback and regular recognition of work performance:</p> <p><b>Target: 65% Achieved: 79%* (2020: 74%)</b></p> <p><small>* Based on responses to Working for Queensland survey 2019: positive responses to Q28a 'I received useful feedback on my performance'</small></p>
<p><b>Financial sustainability</b></p>	<ul style="list-style-type: none"> <li>Received an unmodified audit report</li> <li>Achieved significant cost savings and a much better operating result from continuing operations than originally predicted</li> <li>There was a 16% increase in the number of applications received in 2022 compared to 2021. The number of applications approved in 2022 increased by 10% compared to 2021 and this enhanced the QCT's revenue for the year.</li> </ul>



# Queensland's approved teachers

## The state of the register

A legislated function of the QCT under the *Education (Queensland College of Teachers) Act 2005* (the Act), is to keep a register of 'approved teachers', i.e. persons who either are registered teachers or hold permission to teach (PTT).

The following table (Table 2) shows the number of teachers on the register as at 31 December 2022 and the numbers of applications received, withdrawn, refused, and approved during the year, as compared with the previous four years. At the end of 2022, the register contained the names of 115,002 approved teachers (up 2.2% compared to the end of 2021).

**Table 2:** Queensland register of teachers, 2018 – 2022

Registration activity	2018	2019	2020	2021	2022
<b>Register of teachers</b>					
Number of approved teachers as at 31 December	108,220	109,629	111,175	112,540	115,002
<b>Applications for approval to teach</b>					
New applications received	6,350	6,693	6,866	7,473	8,618
In progress as at 31 Dec*	576	613	945	898	1,234
<b>Outcomes of applications for approval to teach</b>					
Applications refused	98	109	64	76	97
Applications withdrawn	213	168	105	200	237
Applications approved	6,303	6,316	6,322	7,158	7,803
<b>Provisional to full registration</b>					
Applications processed	3,633	3,370	3,336	3,045	2,979
<b>Applications for renewal/restoration of registration</b>					
Received	6,944	7,338	48,683	17,469	10,196
Processed	6,884	7,223	42,293	23,786	10,175

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

During 2022 a total of 3,680 teachers had their registration cancelled or were removed from the register for one of the following reasons: their annual fees had not been paid, their period of provisional registration had ended and they had not reapplied for registration, their five-year period of full registration had ended and they had not applied for renewal, they had voluntarily surrendered their registration, or they had passed away (see Table 3). The number of teachers removed from the register in 2022 was 22% lower than that in 2021.

**Table 3:** Attrition from the Queensland Register of Teachers

Reason	2020	2021	2022
Cancellation*	2,123	1,063	1,725
End of provisional registration**	333	288	267
End of five-year full registration	98	1,655	139
Voluntary surrender	950	1,173	1,144
Deceased	63	61	59
Other	226	258	346
Total	3,793	4,498	3,680

\*Cancellation under section 66 of the Act is required where a teacher has not paid the annual fee in the required time.

## Teacher data

### Age profile and gender

Table 4 shows the average ages of applicants and of approved teachers. The average ages have remained relatively stable in recent years.

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

Applicants/teachers	Average age		
	2020	2021	2022
All applicants	35.8	36.0	35.8
– Female applicants	35.4	35.7	35.6
– Male applicants	36.7	36.9	36.3
Approved teachers on the register	45.6	45.7	45.9

Table 5 shows the age profile of approved teachers and the gender breakdown by age group. Overall, more than three-quarters of teachers on the register are female. Slightly more than half of all teachers are aged 45 years or older (52%) and 17.2% (2021:16.8%) are 60 years of age or older. The declining proportions of younger teachers and male teachers are reflective of trends evident in teaching workforces across Australia.

**Table 5:** Age profile and gender of approved teachers as at 31 December 2022 (Percentages are rounded and may not add to 100 per cent)

Age group	Percentage of Register	Male	Female
0-24	3.1%	21.7%	78.3%
25-29	8.6%	24.4%	75.6%
30-34	10.9%	23.8%	76.2%
35-39	12.2%	21.9%	78.1%
40-44	13.3%	22.5%	77.5%
45-49	12.0%	22.8%	77.2%
50-54	12.5%	22.9%	77.1%
55-59	10.3%	24.4%	75.6%
60 and over	17.2%	28.6%	71.4%

### Location and employment

Approximately 96% of approved teachers have Queensland addresses. Most of the remainder have interstate addresses (1.8% being in New South Wales). Fewer than 1% of teachers are located overseas. These proportions have remained similar since 2006.

According to data on the register, at the end of 2022, 68.9% of approved teachers were known to be employed in permanent or long-term temporary teaching positions in Queensland schools (2021: 69.1%).

Almost 2.4% of approved teachers in 2022 were known to be employed in other educational institutions (e.g. Technical and Further Education, 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 employed in education-related positions outside of schools (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 various reasons.

Of all registered teachers who the QCT was advised had a permanent or long-term temporary teaching position in a Queensland school, 66% were in State schools and 34% were in non-State schools. This distribution has remained relatively constant in recent years. Table 6 shows the distribution of teachers across employment sectors.

**Table 6:** Sectoral distribution of teachers recorded as in permanent or long-term temporary teaching employment as at 31 December 2022

Employment sector	2020	2021	2022
Non-State Primary	16.1%	16.3%	16.3%
Non-State Secondary	17.2%	17.4%	17.9%
State Primary	39.8%	39.2%	38.6%
State Secondary	26.9%	27.1%	27.1%

Of those employed in a permanent or long-term temporary teaching position in a Queensland school, 92.8% held full registration.

## Qualifications

Most approved teachers (91%) have at least four years of teacher education (i.e. four years of higher education including at least one year of professional teaching studies) (2021: 91%). Tables 7 and 8 indicate the qualifications of registered teachers overall and by age group at the end of 2022.

**Table 7:** Proportion of approved teachers by initial and total qualifications

Qualification	Initial teaching qualification	Total qualifications
4 years or more	48%	91%
3 years	21%	8%
Less than 3 years	31%	1%

**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% in some cases)

Age group	% with less than 3 years	% with 3 years	% with 4 or more years
24 and under	0%	0%	100%
25-29	1%	0%	99%
30-34	0%	1%	99%
35-39	1%	1%	99%
40-44	1%	1%	98%
45-49	1%	4%	95%
50-54	1%	15%	84%
55-59	1%	18%	80%
60 and over	2%	19%	79%

## Registration activity

### Applications for approval to teach

The received a total of 8,618 applications for approval to teach (an increase of 15.3% on the previous year). This surpassed the previous highest number of applications received, which was 7,473 in 2021. The increase is mainly attributed to higher numbers of PTT applications received during 2022.

Applicants who had attained an initial teaching qualification from a Queensland institution within the past two years made up 30.6% (2021: 37.7%). The remainder had interstate or overseas qualifications or Queensland qualifications gained more than two years ago or were PTT applicants.

The QCT has several mechanisms in place for the assessment of complex and non-standard applications and holds a substantial bank of information and online resources to assist in complex qualification assessments.

Applicants who have not obtained the prescribed qualifications under the Education (Queensland College of Teachers) Regulation 2016 (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 requirements under the APST for registration. These applicants may submit a structured professional portfolio addressing the APST using guidelines and a proforma submission developed by the QCT.

In 2022, 18 portfolio submissions were assessed (2021: 21). Of these, six applications were refused, ten were granted provisional registration and two were granted provisional registration with conditions.

The 12 approvals and six refusals for 2022 applications compares to 10 approvals and 11 refusals in 2021.

A further nine applications (2021:13) were approved under a streamlined standards-based process that applies to experienced applicants with recognised three-year teaching qualifications.

## Recognition of teachers with overseas qualifications

The Queensland Cultural Diversity Policy recognises the need to maximise the benefits of cultural diversity and promote equitable access to services. The QCT's registration of teachers with overseas qualifications helps to increase the extent to which the pool of teachers in Queensland reflects the composition of the Queensland population.

Overseas qualifications are assessed by experienced QCT staff after considering advice from the Australian Government's Qualifications Recognition Policy Unit and information from a range of other reliable and authoritative Australian and international sources. The QCT maintains a comprehensive collection of data on overseas qualifications; subscribes to online databases which provide information, advice and opinion on the assessment of qualifications from overseas countries; and liaises with and shares information on qualifications with other teacher regulatory authorities.

Queensland legislation requires that teachers can communicate in spoken and written English at a professional level. This helps to ensure that overseas-qualified teachers have the language skills necessary to participate fully in all aspects of school life.

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 2022, the QCT received 567 applications from teachers with overseas qualifications (2021: 452).

The increase in overseas trained applicants compared to the previous year is most likely due to the easing of travel restrictions imposed due to COVID-19.

As in previous years, most overseas applications were from teachers whose initial preparation had been undertaken in the United Kingdom, South Africa, New Zealand, 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 provisions (see below).

During 2022, 384 teachers who had obtained their ITE qualification overseas were admitted to the register (2021: 393).

## Mutual recognition of teachers from interstate and New Zealand

Under the provisions of the mutual recognition Acts, the teacher regulatory authorities in all Australian jurisdictions grant equivalent registration status to teachers transferring among these states/territories. Similarly, authorities are bound under the Trans-Tasman Mutual Recognition Acts to recognise registered teachers transferring between New Zealand (NZ) 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 2022 is shown in Table 9, along with figures from the previous two years. Numbers tend to vary from year to year, with no clear pattern. However, there has been a notable increase in applications approved from New South Wales and Victoria in 2021 and 2022 compared to 2020. There has also been a significant increase in applications approved from New Zealand in 2022 compared to 2021. This increase is most likely due to the easing of travel restrictions imposed due to COVID-19.

**Table 9:** Mutual recognition applications approved in 2020, 2021, and 2022, by jurisdiction of origin.

Jurisdiction	2020	2021	2022
ACT	49	61	65
NSW	466	590	610
NT	99	104	113
NZ	117	120	212
SA	88	107	76
TAS	37	29	46
VIC	405	573	501
WA	96	93	106
TOTAL	1,357	1,677	1,729

## Movement from provisional registration

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 permitted under the Act.

In 2022 a total of 377 (2021: 369) 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, 251 (2021: 274) did not re-apply for registration by 31 December 2022.

During 2022, 2,979 provisionally registered teachers successfully transitioned from provisional to full registration (2021: 3,045).

## PTT applications

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

- a) has been offered a teaching position in a school and the employing authority or, or principal of, the school cannot find an appropriate registered teacher to fill the position
- b) knowledge, qualifications, skills or training reasonably considered by the QCT to be relevant to the position the person has been offered
- c) is suitable to teach
- d) can 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. The period of a PTT must not be longer than two years, after which time a new application must be made to the QCT.

The QCT received 1,076 PTT applications in 2022. Of these, 839 were approved, 68 were either withdrawn, lapsed (i.e. complete application not received) or refused and the remaining 169 are awaiting finalisation. The majority of PTTs awaiting finalisation were proposed for commencement in Term 1, 2023.

In addition to the PTTs received in 2022, a number of PTTs received in 2021 were finalised in 2022 bringing the total PTT applications finalised in 2022 to 986. Of the PTTs finalised in 2022, 888 were approved, five were refused, and the rest did not complete the process. The 888 approved PTTs represent an increase of 144% compared to the number of PTTs approved in 2021 (363).

In 2022, 95% of those granted PTT were currently enrolled in an ITE program (2021: 95%)

Almost two-thirds of PTT holders (64%) in 2022 were approved to teach in State schools, a 2% increase on the 2021 figure (62%). The remaining PTT approvals were in Independent schools (20%) and Catholic (16%) schools.

Approximately two thirds (67%) of approved PTTs were for schools located outside of the South-East Queensland metropolitan region (which is defined as any area outside the Queensland postcodes 4000 to 4310).

Approximately 42% of PTTs granted in 2022 were for a period of less than two school terms, compared to 27% in 2021. Only 8% of PTTs granted in 2022 were for a period of one year or more.

Prominent subject areas in 2022 included General Primary (23%), English (15%), Mathematics (10%), Health and Physical Education (9%), the Sciences (9%) and Design and Technologies (Industrial Technology strands) (7%).

Of the 888 PTT approvals in 2022, 47 PTTs were approved as part of the Queensland Department of Education's Turn to Teaching Internship Program, which will commence in Queensland State schools in 2023.

## Renewal and restoration of registration

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 whether a person has met or is meeting any condition on their registration, a criminal history check on the teacher and other suitability matters. A teacher who applies after their registration end-date but within three months after their registration ends must apply to have their registration restored. Activity regarding renewal and restoration of registration during 2022 is summarised in Table 10.

**Table 10:** Applications for renewal or restoration of registration in 2022

Activity	Number
Renewal applications received	8,905
Restoration applications received	1,285
Renewals and restorations processed* (total)	10,175
- renewed with a condition (mostly RTT)	485
- refused (not suitable to teach)	0
- refused (not complying with conditions)	0

\*Includes applications received in previous year – applications are available six months prior to registration end-date.

## 'Suitability to teach' checks

All applicants for teacher registration, PTT and renewal or restoration must undergo a 'suitability to teach' criminal history check. In 2022, 14,054 criminal history checks on applicants were received from the Queensland Police Service (QPS) and the QCT relied on the Blue Card 'working with children' checks for another 5,383 applicants.

## Refusal of registration or PTT

During 2022, 99 (2021: 76) applications for approval to teach in Queensland were refused for reasons including failure to meet requirements regarding suitability to teach, qualifications, or English language proficiency.

## Processing times and customer feedback

Application processing times are contingent on the applicant providing all the required evidence for a decision to grant or refuse their application. In 2022:

- 44% of applications for registration were processed within 30 days (2021: 47%)
- 49% of applications for PTT were processed within 14 days (2021: 65%), 95% of renewal applications were processed within 14 days (2021: 91%), with 67% processed on the day received (2021: 47%)
- 81% of applications under mutual recognition were finalised within 30 days (2021: 80%).

Customer satisfaction levels for the various application streams for registration are monitored via feedback surveys. The QCT aims for an overall satisfaction rate of at least 80%. In 2022, 260 teachers completed the survey and overall, 80% of respondents were 'very satisfied', and a further 15% 'satisfied' with the application process they participated in.

## Internal review of decisions

A person dissatisfied with certain decisions made by the QCT can apply for a review of the decision. This provision is restricted to decisions where an information notice is required to be given under the Act. The person must apply within 28 days after the decision is given to them. The application for review is considered by the QCT's Internal Review Committee (IRC).

Where the original decision was made within the QCT office under delegated power, the IRC must decide whether to confirm the original decision, amend the original decision, or substitute another decision for the original decision. In cases where the original decision was made by the QCT Board or the Professional Capacity and Teacher Conduct Committee (PC&TCC), the IRC must make a recommendation to the QCT Board.

Thirteen original decisions of the QCT to refuse an application for registration were reviewed by the IRC at nine meetings in 2022. All reviewed decisions were delegated decisions.

Eleven of the applications had been refused due to professional practice requirements not being met and two for suitability to teach requirements not being met.

For eight of the professional practice cases, the IRC decided to confirm the original decision. In the remaining three cases, the IRC decided to substitute a new decision and grant registration.

The eleven professional practice review applications received in 2022 constituted an increase compared to the two received in 2021. The number of such review applications has varied over the past five years, with no overall trend discernible.

For the two suitability to teach cases, the IRC confirmed the original delegated decisions based on the Suitability to Teach Committee's determination of the applicants not being suitable to teach. Internal reviews of decisions based on an applicant's suitability to teach occur infrequently, with the last such review being conducted in 2021 and one prior to that in 2016.

In addition, four meetings of the IRC were held in 2022 to review five original delegated decisions of the QCT regarding applications for certification as a Highly Accomplished or Lead teacher. In three of these cases the IRC confirmed the original decision. In two cases the IRC decided to substitute another decision for the original decision.

The total certification matters reviewed in 2022 decreased slightly when compared to the seven decisions reviewed in 2021. Overall, there was an increase in internal reviews from 10 internal reviews in 2021 to 18 internal reviews in 2022.

# Strengthening the profession

## Engaging the profession

Each year, the QCT engages with registered and preservice teachers across Queensland to further develop teachers' understanding of the QCT's role, registration requirements for teachers and the use of the APST across teachers' careers.

Engagement in 2022 was primarily through online presentations and webinars, reference groups, and the provision of print and digital resources.

At the request of Queensland HEIs, the Professional Standards team delivered presentations to approximately 860 preservice teachers. Sessions varied 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 promoted understanding of the APST and the process of applying for provisional registration and professional boundaries.

In addition to sessions for preservice teachers, the Professional Standards team delivered workshops and information sessions to over 950 provisionally registered teachers and their mentors throughout Queensland. Additional sessions were also delivered to promote engagement with the APST.

QCT webinars attracted 190 'live' participants in total. Recordings are made available to both registered participants via an email link and all registered teachers through their myQCT account. More than 2200 preservice and registered teachers watched recordings of the sessions in 2022.

Workshops for supervising teachers continued online with some face-to-face opportunities. These sessions supported 132 teachers to make judgements of preservice teacher performance at the Graduate career stage of the APST.

Training workshops were provided for DoE and Catholic Education assessors and teachers as part of the QCT's role in certification of Highly Accomplished teachers and Lead teachers.

Other educational engagement activities/workshops were presented at events organised by: Employing authorities; DoE 'Teach Queensland' and 'Teach Rural' Career Fairs; school clusters on a range of topics.

Feedback from these sessions indicates that participants are engaging positively with the APST and using these in reflective practice and registration processes.

Initiatives from previous years that support specific teacher groups, such as the Transition to full registration: Providing evidence of practice (Evidence guide), continue to be very positively received.

Quarterly meetings of the Principals' Engagement Reference Group are convened by the QCT and allow the effective sharing of information with principals' associations and school leaders in all sectors.

The Queensland Beginning and Early Career Teachers reference group, a professional forum for discussion about how the QCT can better support teachers in the early stages of their career, met once each term to discuss strategic issues of relevance to the QCT and early career teachers.

## Progression from provisional to full registration

The period of provisional registration forms part of the continuum of ongoing development from preservice education to career-long learning. This period of supported induction to the teaching profession includes guided reflection on practice, professional development and growth, and 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 setting, and the provision of evidence to a reviewer that all the APST have been met at the Proficient career stage.

The QCT continues to support provisionally registered teachers delivering approved kindergarten programs in early childhood settings, including through the publication of Transition to full registration: An evidence guide for early childhood teachers. Although registration in such settings is not currently mandatory in Queensland, the QCT recognises this teaching experience for the purpose of progressing to full registration.

The Transition to Full Registration policy and process was reviewed, with stakeholder feedback sought through a series of focus groups and surveys. Recommendations arising from the consultation, including the development of a guideline document and supporting collateral, will be completed in 2023.



## Maintaining full registration – Returning to Teaching condition

An RTT condition is placed on a fully registered teacher's registration where they have not taught for 100 days or more in their five-year period of registration. The RTT policy includes mandatory professional development elements – focussed on code of conduct, child protection and understanding of the APST – for all returning teachers, with further obligations about updating skills and knowledge following completion of a threshold number of teaching days after their return to the classroom.

There are three pathway options available to comply with an RTT condition – endorsed RTT programs (see Appendix 2), the school-based pathway, and the QCT web-based support system (individual QCT RTT pathway). The QCT RTT pathway is accessed via a teacher's myQCT account. In this pathway, the teacher engages in a range of user-selected professional development activities, in which they satisfy the elements and program content, but which have not been formally approved by the QCT.

In 2022, the QCT condensed the mandatory professional development elements in the RTT program into short videos totalling two hours in order to encourage teachers who have an RTT condition to re-enter the workforce in a relief capacity and in response to workforce issues. The number of teachers using each pathway to meet an RTT condition in 2022 is shown in Table 11 below. Since its introduction in 2017, the web-based individual pathway has proved to be increasingly popular, with a consequent decline in the numbers of teachers choosing to use the other two pathways.

At the start of the 2022 school year, 8,282 registered teachers had an active RTT condition on their registration. During 2022, 380 renewing teachers had an RTT condition applied to their registration and 103 teachers had their existing RTT condition remain at renewal. By the end of the year a total of 7,747 fully registered teachers had an RTT condition (2021: 8,242).

**Table 11:** Number of teachers using each pathway to meet a RTT condition in 2020 and 2021

Jurisdiction	2020	2021	2022
Web-based individual QCT RTT pathway	187	214	146
QCT-endorsed RTT professional development programs	45	33	11
School/Employer-based pathway	8	5	2

## Certification of Highly Accomplished and Lead Teachers

The certification of teachers at the two higher career stages of the APST is designed to recognise and reward expert teachers whose career preference is to stay in the classroom. The national process is being implemented in most Australian jurisdictions. Certification is voluntary.

Under the Act, the QCT is the certifying authority for teachers employed in Queensland State schools and schools represented by the QCEC. To ensure national consistency, rigour, quality and fidelity, the QCT applies national processes and quality assurance activities.

The assessment of applications for certification is in two stages. An application fee of \$850 applies to stage one. Applicants successful at stage one progress to stage two. Teachers pay a further \$650 at the commencement of stage two. These fees help fund the process. Additional funding for certification is provided by both the DoE and the QCEC to ensure the certification process remains a cost-neutral function of the QCT.

In 2022, the QCT received 56 applications for certification from State schools and employers represented by the QCEC and trained 20 additional teachers and school leaders to join the pool of experienced assessors for the assessment of applicants' portfolios.

A total of 24 teachers were certified during 2022 as Highly Accomplished teachers and two as Lead teachers. This brings the total number of teachers certified by the QCT to 173 Highly Accomplished and 15 Lead teachers across State schools and employers represented by the QCEC.

## Initial teacher education program accreditation and approval

During 2022, the QCT continued its implementation of national accreditation processes, including panel consideration and approval by the QCT's Professional Standards Committee (PSC) of 12 programs at stage two accreditation, for 7 providers.

The following programs were granted accreditation under the national system in 2022:

- **Central Queensland University:**  
Master of Teaching (Secondary)
- **Christian Heritage College:**  
Master of Teaching (Primary)
- **Christian Heritage College:**  
Master of Teaching (Secondary)
- **James Cook University:**  
Master of Teaching and Learning (Secondary)
- **Griffith University:**  
Master of Teaching (Secondary)
- **Queensland University of Technology:**  
Master of Teaching (Early Childhood)
- **Queensland University of Technology:**  
Master of Teaching (Primary)
- **Queensland University of Technology:**  
Master of Teaching (Secondary)
- **University of Southern Queensland:**  
Master of Teaching (Primary)
- **University of Southern Queensland:**  
Master of Teaching (Secondary)
- **University of Queensland:**  
Master of Teaching (Primary)
- **University of Queensland:**  
Master of Teaching (Secondary)

In addition to the program approval process, 43 program change notifications were considered and approved by the PSC. Program changes reported to the QCT have included the addition of new teaching areas, new delivery modes, adjustments to primary specialisations and professional experience placements.

A list of all Queensland ITE programs currently approved by the QCT for teacher registration purposes can be found in Appendix 1 and on the QCT website at: <https://www.qct.edu.au/teaching-in-queensland/approved-accredited-teacher-education-programs>.

Implementation of the national ITE accreditation processes includes training of panel members by AITSL. In 2022, 25 Queensland teachers, teacher educators and employer representatives, relevant QCT officers and PSC members completed the national accreditation panellist online training. To maintain national consistency in the application of accreditation standards, a QCT officer supported AITSL's national training. Six Queensland panellists contributed to the national system of accreditation by sitting on interstate panels.

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 mainly provided through the submission of the Annual Statement on Programs to the QCT. Annual Statements on 2021 programs for all institutions were considered and approved by the PSC and aggregated data, approved by the QCDE, provided to AITSL to form part of the national ITE data set.

The QCT continued its support of providers of ITE programs, with QCT staff liaising with specific institutions to provide dedicated support to ensure a consultative and collaborative program approval process. Bespoke stage two accreditation workshops were run for HEIs preparing for accreditation in 2023.

## Research and data analysis

### Accreditation portal

The Accreditation portal, based on a collaboration with an ITE Data Portal Reference Group, has successfully implemented Phase 1 which enabled HEIs to submit accreditation documentation online, access accreditation reports and approval notices, and upload clean-copy program documentation. It also supported the publishing of accreditation summaries on the QCT website.

## Contribution to state initiatives

The QCT contributes to maintaining public confidence in the teaching profession and to promoting awareness of the complex and important work undertaken by teachers in Queensland schools and early childhood settings. The QCT regularly provides advice on national issues to both the Queensland Minister for Education and the Director-General of the Queensland DoE.

### **Trade to Teach Internship Program**

In 2022, the QCT participated in the Trade to Teach stakeholder working group to progress initiatives that support the attraction of teacher applicants for Information and Technologies Design subjects. The internships will commence in 2024.

### **Turn to Teaching Internship Program**

The QCT worked with the DoE to ensure all interns who had been accepted for participation in the Turn to Teaching Internship Program in 2023 were approved to teach during their internship under permission to teach.

### **Norfolk Island**

From 1 January 2022 Queensland commenced providing education services to Norfolk Island. The QCT implemented a streamlined registration process for 29 Norfolk Island teachers transitioning from employment and accreditation in New South Wales. This ensured all teachers were registered to teach in time for the first school term of 2022.

## Contribution to national priorities

The QCT continued to play a significant role in 2022 in national reforms related to teaching quality. As a leading regulator, the QCT continued to provide substantial support to AITSL and ATRA in the establishment of nationally consistent understandings and practices in the accreditation of ITE programs. The QCT participated in regular meetings of the ATRA Teacher Quality and Regulation Forum, chaired the Initial Teacher Education Working Group and actively participated in the ATRA Executive Officers Working Group and Professional Standards Working Group.

The QCT Chair regularly leads discussion with ATRA Chairs to consider shared issues and challenges for teacher regulatory authorities. The QCT led the coordination of a response by ATRA to the draft National Teacher Workforce Action Plan.

The QCT again participated in the ATWD by providing registration data and facilitating the distribution of a voluntary survey to Queensland registered teachers. The ATWD is jointly funded by all governments of Australia and is being implemented by AITSL together with the Australian Institute of Health and Welfare. Before releasing registration data to the project each year, the QCT seeks and obtains the Minister's authorisation on the grounds that disclosure of the information is in the public interest.

## Contribution to international priorities

An ATRA working group has been established to organise the delivery of the International Forum of Teacher Regulatory Authorities (IFTRA) Conference. QCT will host the international conference on behalf of ATRA in Brisbane in June 2024. IFTRA includes teacher regulatory authorities in Africa, Canada, Ireland, Scotland, Wales and New Zealand.

# Protecting the public and the profession

The QCT ensures only competent and professional teachers deliver education in schools. In its role to protect children, students, the public and the profession, the QCT receives and assesses information about teachers' conduct, competence and suitability to teach. The QCT also conducts investigations of, and disciplinary proceedings against, teachers or holders of PTT and, in some cases, former teachers and former holders of PTT.

The QCT engages with teachers in various forums to increase awareness of professional conduct issues and with stakeholder groups such as school principals and employing authorities to improve compliance with

mandatory reporting obligations, particularly regarding notifications about harm to children.

The table below (Table 12) shows for 2022 and the previous two years the volume of disciplinary information received by the QCT and activities undertaken by the QCT in relation to disciplinary matters.

**Table 12:** Professional conduct and disciplinary-related activity in 2022 and previous two years

Type of information or activity	Explanation	Activity	2020	2021	2022
Complaints	Anyone can make a complaint to the QCT about a teacher which would, if proven, result in disciplinary action against the teacher.	Complaints received against teachers	35	67	38
Change in criminal history notifications	The QCT can refuse to deal with a complaint in certain circumstances, for example where the complaint has already been adequately dealt with by another entity or where it could be more appropriately dealt with by another entity.	Teacher and QPS notifications	195	224	190
Employing authority notifications	Teachers and the QPS must notify the QCT of any changes in an approved teacher's criminal history.	Employer notifications – conduct	610	592	608
		Employer notifications – competence	9	4	8
Other	The QCT can receive information other than mandatory notifications and complaints through information sharing arrangements and generally.	Other	16	31	49
<b>Total disciplinary matters received:</b>			<b>865</b>	<b>918</b>	<b>893</b>

**Table 12:** Professional conduct and disciplinary-related activity in 2021 and previous two years (continued)

Type of information or activity	Explanation	Activity	2020	2021	2022
Suitability to Teach assessments	Eligibility for registration or PTT requires that an applicant is suitable to teach. Criminal history and conduct in previous employment or professional registration are considerations. Criminal history checks are undertaken through the QPS.  Where criminal history or other conduct-related information exists, this must be assessed.	Assessments of applications for registration/PTT	447	386	461
		Assessments of applications for renewal of registration	3,511	2,047	1,072
		<b>Total:</b>	<b>3,958</b>	<b>2,433</b>	<b>1,533</b>
Authorised investigations	The QCT can authorise an investigation where it believes that a ground for disciplinary action may exist against a teacher or a former teacher.	Investigations authorised	25	23	12
Suspension of registration/PTT	The QCT must suspend a teacher's registration or PTT if the teacher is charged with a <i>serious offence</i> . The QCT has the discretion to suspend a teacher's registration or PTT if the QCT believes that the teacher poses an unacceptable risk of harm to children. All suspensions must be reviewed by QCAT.  Serious offences include serious child-related sexual offences under the <i>Criminal Code</i> and certain offences under the <i>Classification of Computer Games and Images Act 1995</i> , the <i>Classification of Films Act 1991</i> and the <i>Classification of Publications Act 1991</i> .	Suspension of registration/PTT – serious offence	17	16	16
		Suspension of registration – unacceptable risk	16	17	12
Cancellation of registration/PTT	The QCT must cancel a teacher's registration or PTT if the teacher is convicted of a <i>serious offence</i> or the teacher becomes a <i>relevant excluded person</i> .	Cancellation of registration/PTT	5	5	1
Excluded persons	An <i>excluded person</i> cannot apply for teacher registration or PTT. The QCT notifies persons that they are excluded from applying for registration or PTT where they have initially been suspended having been charged with a <i>serious offence</i> but have ceased to be registered or hold PTT when convicted.	Excluded persons	8	8	9
Eligibility declaration applications	<i>Excluded persons</i> are not able to apply for registration unless granted an eligibility declaration. Applications for eligibility declarations are considered by the Eligibility Declarations Committee..	Eligibility declaration applications received/ granted	1/1	0/0	0/0

**Table 12:** Professional conduct and disciplinary-related activity in 2021 and previous two years (continued)

Type of information or activity	Explanation	Activity	2020	2021	2022
Disciplinary proceedings	The QCT must take disciplinary action against a teacher or holder of PTT or former teacher or former holder of PTT where the QCT is satisfied that a ground exists for disciplinary action against the person. Grounds for disciplinary action include behaviour not generally expected of a teacher and incompetence. Disciplinary proceedings are conducted at the PC&TCC or QCAT				
Practice and Conduct Agreements	Since 1 July 2017, the college may with written consent of the relevant teacher, enter into an agreement (a Practice and Conduct Agreement) with the teacher.	Agreements finalised	30	28	39
Professional Capacity and Teacher Conduct Committee (PC&TCC)	The PC&TCC is established under the QCT Act to deal with disciplinary matters where minor disciplinary action is appropriate. Minor disciplinary action includes issuing a warning or a reprimand or accepting an undertaking from the relevant teacher. QCT-authorized investigations must be referred to the PC&TCC.	PC&TCC hearings conducted	32	28	29
Queensland Civil and Administrative Tribunal (QCAT)	The more serious disciplinary matters are conducted at QCAT. QCAT's sanctions include cancellation or suspension of registration, imposing a period within which the teacher is prohibited from applying for registration or PTT and imposing conditions on registration or re-application.  A person may seek external review by QCAT of a decision of the QCT relating to registration, PTT, certification, disciplinary action or ITE programs. A person can also appeal/review a disciplinary decision of QCAT	Review of suspension decisions: <hr/> 'Serious offence' suspension continued <hr/> 'Unacceptable risk' suspension continued <hr/> Disciplinary decisions <hr/> Cancellation <hr/> Suspension <hr/> Prohibition <hr/> Reprimand <hr/> Conditions <hr/> Suspension ended <hr/> Notation on register <hr/> Withdrawn/dismitted <hr/> Appeals/reviews <hr/> External reviews	16	14	17
			14	15	12
			2	1	3
			0	0	0
			7	3	5
			0	2	2
			0	0	1
			2	2	2
			5	2	2
			2	2	1
			0	0	4
			1	1	1

# 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. QCT policies 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 potential compliance matters are monitored and managed.

During 2022 an assessment of the QCT's regulatory compliance management risk mitigation strategies was undertaken and resulted in additional temporary resources assigned to priority regulatory activity.

The QCT 2022 Compliance Management Plan included reporting on QCT compliance activities and data, monitoring compliance with conditions on registration, conducting the annual census of teachers in schools, undertaking an annual program of school audits, and stakeholder engagement and information provision.

## Registration conditions

The Act provides for the QCT to grant an applicant registration or PTT with a condition if the QCT is reasonably satisfied the condition is necessary to ensure the person meets the requirements to be approved to teach in Queensland. Three teachers had their registration cancelled in 2022 for failure to meet the requirements of their registration condition.

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. Table 13 shows the outcome of reviews of registration conditions in 2022.

## Annual census

The QCT conducted the 2022 online annual census of teachers in schools in March via each school's QCT account. Principals at non-State schools were emailed instructions on how to complete and submit the census return online on the relevant date. 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 DoE to undertake a centralised transfer of information on teachers employed in all State schools.

This initiative ensures a regular exchange of information about State school teachers and negates the need for approximately 1,300 State school Principals to respond individually to the QCT annual school census. This process also ensures that all State schools are checked.

Nearly every Queensland school completed a census return in 2022.

**Table 13:** Outcome of conditions monitoring in 2022

Type of condition	Action	No. of teachers
Overseas criminal history check	Cancelled	39
Further study required	Cancelled	2
Conditional accreditation NSW	Cancelled	14
ITE graduate – English language proficiency	Cancelled	1
Professional development	Cancelled	4
Conditions apply – see statement of condition	Cancelled	10
	Amended	1
English language proficiency	Cancelled	2
CPD monitoring	Cancelled	6
Complete a Returning to Teaching Program	Cancelled	16
	Amended	1
RTT (excluding reviews conducted during renewal)	Cancelled	205
	Omitted*	49

\*s42 of the Act provides for a condition to be omitted if doing so is not adverse to the teacher's interests. Omission of the condition is often due to teachers realising that they had incorrectly answered a question on their renewal form and did in fact have evidence of recency of practice for their preceding five-year registration period.

## School compliance

### Audits

The QCT also conducts school audits to ensure compliance with the Act. Additional temporary staff resources were allocated in 2022 with a main aim to increase capacity to conduct the annual audit of schools to ensure compliance with the legislative requirement that only approved teachers are employed as teachers in prescribed schools.

Sixteen schools were audited. No breaches were identified in 63 percent (10) of the schools, 31 percent (5) of the school audits identified a total of six breaches of section 82(1) of the Act.

All audits were completed within the KPI target of being finalised within six months of their commencement.

### Investigations

The QCT works with teacher-employing authorities to promote compliance with the legislative requirement that only approved teachers are employed as teachers in prescribed schools. Information regarding possible breaches of the general offence provisions of the Act is obtained by the QCT through various means including complaints from members of the public, employees at schools, and in applications for approval to teach. The QCT may initiate a compliance investigation of a school after assessing the information received

Of the seven investigations finalised in 2022, three investigations did not identify any breaches of the general offence provisions of the Act. However, four investigations found a total of 18 likely breaches of section 82 of the Act combined, with three investigations finding likely breaches occurring for a period of more than six months. One investigation found that there was a likely management practice of assigning persons who did not hold approval to teach to undertake the duties of a teacher at the school.

**Table 13:** School compliance investigations in 2021 and 2022

	2021	2022
Number of investigations in progress at start of year	1	5
Number of new investigations	3	6
Number of investigations finalised	2	7
Percentage of investigations finalised that year that met KPI target of being finalised in less than six months	0%	57%
Number of investigations remaining at the end of the year to be completed in following year	5	4

## General offences

In 2022, 103 compliance issues were assessed (2021: 69) and in over half of the matters (57) no breaches of the general offence provisions of the Act were identified. Twenty-eight warnings were issued to individuals, schools or employing authorities and no further action was undertaken on 18 minor breaches. The remaining matters will be addressed in 2023.

## Monitoring compliance on renewal of registration

### RTT conditions

In the renewal process, teachers with an RTT condition on their registration are required to demonstrate that they have complied with the condition. Renewing teachers with an RTT condition who have taught in their five-year registration period and have not complied with the requirements of their condition enter a case management process. If they still do not comply with the condition or provide adequate information otherwise, their registration may be refused or a further condition placed on their registration.

In 2022, no teachers with an RTT condition who applied for renewal was refused, 24 completed their requirements and the condition was cancelled, 103 teachers had their RTT conditions remain upon renewal, and one had their condition omitted at renewal.

### CPD requirements

When applying to renew their registration, teachers are asked whether they have completed, or are on track to complete, the CPD required during their registration period. Teachers who answer 'no' to this question for two consecutive renewals enter a case management process, the outcome of which could be a CPD monitoring condition on their registration. Eight teachers had a CPD monitoring condition applied to their registration in 2021.



# Communication with and promotion of the teaching profession

## Quality customer service and registration communications

The QCT continued to pursue initiatives to improve customer service. Teachers' myQCT accounts now include copies of all notices sent by mail, as well as some emails, and further expansion is planned.

Staff in the QCT's Registration Unit provide customer service to teachers, applicants, stakeholders and the general public. During 2022 this unit:

- answered more than 20,000 telephone calls
- made over 13,000 calls to assist applicants to undertake the application process and teachers to comply with registration requirements
- sent over 530,000 email communications to teachers, applicants and employers to assist with applying for approval to teach and maintaining teacher registration
- issued over 110,000 notices for renewal, restoration or annual fees.

Letters of Professional Standing (for purposes of accreditation, registration, or employment outside Australia) were issued on request to 68 teachers.

Registration communications serve as a source of information and instructions as well as establishing a baseline to promote the teaching profession by delivering consistent messages on the value of registration. Most communication about teacher registration is delivered with a digital strategy in mind and is available online, via email communications and within myQCT. In 2022 communications promoting the value of the profession included:

- an annual fee notice including information about the QCT's use of registration fees
- a 'Teacher Connections' booklet, issued with teachers' certificates of registration; this informs teachers of the various ways they can connect with the QCT and stay up-to-date regarding registration matters.

## Business innovation

As part of the QCT's strategy to ensure contemporary customer service, and where possible reduce regulatory burden on teachers, the following business improvements were undertaken in 2022:

- A new 'Help and Support' facility was launched in myQCT. This provides users with self-help information based on topics they select, and an online enquiry form for further assistance. An automated system allocates such enquiries to the most appropriate team at the QCT, with tools to ensure the most efficient response, including information pertinent to the teacher, applicant or school who submitted the enquiry. The automated system will be expanded to manage and report on enquiries received by means other than myQCT.
- Most hard copy mail received in the Registration Unit is now archived on arrival, then accessed and shared in electronic form.
- Hard copy annual fee notices sent to teachers now include their email address in masked form, prompting the teacher to update it if required and reducing the printing and postage for further hard copy correspondence.
- Progress-tracking information in myQCT for current applications and renewals has been made mobile-friendly with improved messages.
- Information about historical applications has been enhanced in myQCT.
- The name-change facility in myQCT has been expanded to enable teachers with an Australian birth certificate to self-verify the document where they wish to return to using their birth name.
- Automated email information was enhanced to streamline requirements for processing PTT applications.
- In response to teacher feedback, the 'Where you teach' section of myQCT now allows for teachers who wish to, to let us know where they are teaching interstate and overseas.
- A streamlined application process commenced for Norfolk Island teachers transitioning from employment in New South Wales as a result of services now being provided by Queensland.

## QCT eNews

QCT eNews is a digital email newsletter sent to registered teachers throughout the school year. In 2022, eight issues were published between February and November. Registered teachers were emailed snapshots of eNews articles with links to the full issue hosted on the Schoolzine platform. Issues included articles about teacher registration, professional standards and conduct, certification, and activities at the QCT including the TEACHX awards.

In 2022 eNews played a key role in:

- promotion of the achievements of Queensland teachers
- promotion of teachers and schools from all districts and sectors
- promotion of teacher registration
- maintaining industry sponsorship to assist with costs of activities to promote the profession (advertorials are a sponsorship entitlement).
- The eNews email open rates were (51.5%) well above industry average and, in 2022, only 340 of 774,668 subscribers (a statistical average of 0%) unsubscribed suggesting that teachers continue to find the content relevant.

## TEACHX Awards

The TEACHX Awards is in its fourteenth year and continues to amplify the exemplary work of Queensland teachers across all schooling sectors and regions.

A total number of 268 nominations were received in 2022 – an increase from 2021 (222 nominations). An enhanced nomination form was used for the second year and the quality of nominations received was very high, as is evidenced by the number of teachers shortlisted (26.49%).

Nominations were judged against a set of criteria tailored to each award category and underwent three rounds of rigorous judging to determine the 30 finalists and six winners. This process included internal shortlisting by executive staff, followed by external judging. The external judging panel included representation from QCT board members, parent/community groups, principals, and the Catholic, independent, and state sectors. All nominations were assessed individually and balanced overall via a point system.

In 2022 TEACHX returned to an in-person ceremony at Customs House in Brisbane which was attended by the Director-General for the Department of Education, Mr Michael De'Ath. Minister for Education, Minister for Industrial Relations and Minister for Racing, the Honourable Grace Grace, was unable to attend the ceremony in person but shared a special video message from the steps of Parliament House. The celebration was also attended by award eponyms Dr John Dwyer, Dr Roger Hunter OAM, and the late Merline Muldoon's sister, Jeanette Hijazi, and representatives from all sponsors including TUH Health Fund, RemServ Lease, Schoolzine, and the Queensland Council of Deans of Education. The ceremony was also attended by key stakeholders and representatives of the school sectors, teacher unions and parent/citizen groups.

In 2022, for the first time, the TEACHX awards ceremony was a ticketed event allowing for friends, family and members of the school community to attend with finalists.

The awards were promoted via the QCT's website, eNews, social media and email database, and through television, radio, newspapers and online. Individual Teacher Stories were published on the TEACHX website (<https://www.qct.edu.au/stories/story-group>) in early October.

Media promotion of the 2022 TEACHX finalists included major outlets such as Win News, The Courier Mail, ABC Radio, 7 News, and regional news publications such as The Cairns Post, Cape York Weekly, CQ Today, and Emerald Today. Notably, The Sector (an early childhood publication) also reported on the two early childhood finalists.

The finalists and winners of the 2022 TEACHX awards are:

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

- Jaqueline Child, St Anglican Girl's School
- Catherine Engel, Southport State High School
- Ralph Isele, Burpengary State School (Winner)
- Rosina Tucker, Cavendish Road State High School
- Sandy Willick, C&K Moorooka Community Kindergarten

### **The Dr Joe McCorley OAM Outstanding Contribution to School Community Award**

- Trudy Bartlett, Marsden State High School (Winner)
- Tamara Beale, Wellington Point State High School
- Sefina Hassam, Australian International Islamic College
- Wayne Tuckett, Edens Landing State School
- Katherine Pryor, Blackwater State High School

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

- Shantelle Janek, Somerville House
- Laetitia Leach, Sunnybank State High School
- Natalie Rayner, Queensland Pathways State College (Winner)
- Kayla Stubbs, Woorabinda State School
- David Tomba, Noosa District State High School

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

- Zainab Ali, Bellbird Park State Secondary College
- Nahroon Nazim, Emerald State High School
- Christopher Ralph, St John's Anglican College
- Leanne Shead, St Monica's College Cairns (Winner)
- Floriana Torelli, Cairns State High School

### **The Merline Muldoon Memorial Award for Innovation in Teaching**

- Hannah Campos Remon, Brisbane Grammar School
- Danielle Chapman, Rangeville State School
- Nicholas Gates, Maroochydore State High School (Winner)
- Jon Gemmell, Eumundi State School
- Isikeli Kubunameca, St James College

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

- Jennifer Gibb, Faith Lutheran College Plainland
- Tanya McMillan, Goodstart Early Learning Goodna (Winner)
- Daniel Tonon, Western Cape College - Weipa
- Justene Webb, Mount Morgan State High School
- Michael West, Bellbird Park State Secondary College

## **Media**

In 2022, media releases promoting teacher's work were distributed to numerous mainstream media outlets at the local, regional, state, and national levels, many of which were supported by media and published as articles.

The QCT conducted daily media monitoring for all press information concerning the teaching profession in Australia (and internationally, where relevant) throughout the year, and responded to several requests from journalists for information or comment on topics related to teachers and teaching.

The QCT remained active across social media platforms (Facebook, Twitter, Instagram, and LinkedIn) to increase the visibility of the QCT's work, support its stakeholders and their networks, and to promote the profession. The effectiveness of the QCT's social media communication is reflected in the high number of:

- nominations to the TEACHX Awards
- community and stakeholder social media engagement with finalists
- engagement with teacher stories
- teachers registering for QCT webinars
- engagement with eNews

Social media also facilitated several entitlements that were part of sponsorship agreements, which were well-received by sponsoring organisations.

Two suites of videos were produced and released to promote the achievements of Queensland teachers; the first including 30 videos for the TEACHX Awards ceremony at Customs House and the other to promote the Highly Accomplished and Lead Teacher Certification process, were published to YouTube and shared in the QCT eNews.

## **Corporate Image Library**

In 2022 the QCT developed a Corporate Image Library and procurement process. In September staff members of the QCT visited Coomera State Special School (a p-12 school on the Gold Coast) to conduct a photoshoot as part of an ongoing commitment to increasing the QCT corporate image library. Numerous photos were added to the library from this photoshoot and have already been used on social media, eNews, and corporate publications. Continuing to develop the corporate image library will be a priority for the Communications and Engagement team in 2023.

## QCT Research Grants

In 2022 the QCT administered the QCT Research Grant. The grant provides financial assistance to cover conference registration fees, travel and accommodation for practising Queensland teachers presenting research at key Australian education conferences. In 2022 there was one successful grant application. The teacher presented at MERGA (Mathematics Education Research Group of Australasia) conference which is the leading mathematics education conference in the Australasian region. The 2022 conference was held in Launceston, Tasmania, from July 3 to 8.

## World Teachers' Day

World Teachers' Day recognises the valuable contribution teachers make to society. In Australia, the day is celebrated on the last Friday in October. The QCT participates in a World Teacher's Day campaign committee. This year, in Queensland the theme was 'teaching through every moment'.

The QCT owns and supports a dedicated World Teacher's Day campaign website <https://www.worldteachersday.com.au> in partnership with the DoE, QCEC, ISQ and teacher unions. This page provides information about the history of the day, suggestions for celebrating, downloadable resources, and links to other relevant sites.

In partnership with other major education stakeholders, the QCT contributed to:

- a promotional campaign featuring World Teacher's Day ribbons distributed to schools for teachers and supporters.
- a range of digital assets including craft templates, social media graphics, certificates, thank you cards, posters, videos, and podcasts.
- a campaign to light up local landmarks in WTD colours (purple, green and blue).

The QCT promotes World Teacher's Day activities via its eNews and social media. Data analytics revealed an increase in 2022 in audience views of the World Teacher's Day website and social media posts about World Teacher's Day and good open rates for promotions in social media.

# Financial performance

## Summary of financial performance and position

The bulk of the QCT's income (91.7%) is derived from the various fees it administers in accordance with the Act and Regulation. Its major expenses are employee-related expenses (71.5%) and supplies and services (14.1%), including mailing and contractor payments.

The QCT's 2022 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. This provides for one-and-a-half times cover of its obligation in respect of the five-yearly bulk renewals 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, Statement of Financial Position and Statement of Cash Flows) 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.

These statements show that although the QCT budgeted to a breakeven point, inclusive of a budgeted saving of approximately \$0.2 million, it recorded a surplus of \$1.2 million. The QCT currently holds total assets worth about \$17 million. This was largely due to the unprecedented volume of Permission To Teach applications, coupled with cost-savings measures across supplies and services. Further explanation is included in the notes to the following Statements.

A comprehensive set of financial statements covering all aspects of the QCT's activities begins at page 51.

## Budget vs Actual Comparison

Statement of Comprehensive Income

		Budget	Actual	Variance	%
	Notes	2022	2022		
		\$	\$		
<b>Income from Continuing Operations</b>					
<b>Revenue</b>					
Fees	1	11,432,870	11,965,984	(533,114)	-5%
Grants and Contributions	2	497,000	509,321	(12,321)	-2%
Interest	3	60,000	180,747	(120,747)	-201%
Criminal history checks	4	177,205	232,204	(54,999)	-31%
Other revenue	5	80,396	94,868	(14,472)	-18%
<b>Total Income from Continuing Operations</b>		<b>12,247,471</b>	<b>12,983,124</b>	<b>(735,653)</b>	<b>-6%</b>
<b>Expenses from Continuing Operations</b>					
Employee expenses		8,531,831	8,457,395	74,436	1%
Supplies and services	6	1,801,541	1,667,982	133,559	7%
Depreciation and amortisation	7	976,756	920,119	56,637	6%
Criminal history checks		439,836	441,000	(1,164)	0%
Financial costs		153,136	156,088	(2,952)	-2%
Other expenses	8	344,371	185,488	158,883	46%
<b>Total Expenses from Continuing Operations</b>		<b>12,247,471</b>	<b>11,828,072</b>	<b>419,399</b>	<b>3%</b>
<b>Operating Result from Continuing Operations</b>		<b>0</b>	<b>1,155,052</b>	<b>(419,399)</b>	
<b>Total Comprehensive Loss/Income</b>		<b>0</b>	<b>1,155,052</b>	<b>(419,399)</b>	<b>0</b>

### Notes to the statements on pages 38-40

- |   |  |
|---|--|
| <p>1 Permission To Teach applications far exceeded expectations.</p> <p>2 Grant received from Department of Education for HAT &amp; LT not reconciled until 2023.</p> <p>3 Interest rates unexpectedly increased over the year. Revenue from cash at bank</p> <p>4 Higher application volumes results in more Criminal History Checks and associated revenue</p> <p>5 Grant recoveries, prior and current year</p> <p>6 Contractor budget not fully spent</p> <p>7 Software useful life extended in line with asset review</p> <p>8 Savings built into budget</p> <p>9 Higher applications than predicted, savings in expenditure, and savings built into budget.</p> | <p>10 HAT &amp; LT recoveries received, not budgeted</p> <p>11 No prepaid salaries as budgeted.</p> <p>12 Office lease discounted, generating significant savings, consequently reducing asset value</p> <p>13 Less payables as prior year (2020) recognised a larger cohort of renewals.</p> <p>14 Higher volumes of applicants results in more unearned income recognised from fees</p> <p>15 Unexpected increase in interest rates</p> <p>16 Budget savings built into supplies and services category</p> |
|---|--|

## Budget vs Actual Comparison

Statement of Financial Position

		Budget	Actual	Variance	%
	Notes	2022	2022		
		\$	\$		
<b>Current assets</b>					
Cash and cash equivalents	9	12,348,933	13,445,987	(1,097,054)	-9%
Receivables	10	62,083	130,692	(68,609)	-111%
Other	11	307,335	77,620	229,715	-75%
<b>Total current assets</b>		<b>12,718,352</b>	<b>13,654,299</b>	<b>(935,947)</b>	<b>-7%</b>
<b>Non-current assets</b>					
Intangible assets		588,866	604,187	(15,321)	-3%
Intangible assets - right of use asset	12	3,839,833	2,754,162	1,085,671	28%
Plant and equipment		140,517	140,929	(412)	0%
<b>Total non-current assets</b>		<b>4,569,216</b>	<b>3,499,278</b>	<b>1,069,938</b>	<b>23%</b>
<b>TOTAL ASSETS</b>		<b>17,287,568</b>	<b>17,153,577</b>	<b>133,991</b>	<b>1%</b>
<b>Current liabilities</b>					
Payables	13	92,076	244,515	(152,439)	-166%
Accrued employee benefits		687,994	707,173	(19,179)	-3%
Other Liabilities	14	9,009,543	8,632,551	376,992	4%
Lease Liability - right of use asset	12	648,158	407,655	240,503	37%
<b>Total current liabilities</b>		<b>10,437,771</b>	<b>9,991,894</b>	<b>445,877</b>	<b>4%</b>
<b>Non - Current liabilities</b>					
Lease Liabilities - right of use asset	12	4,185,377	3,342,211	843,166	20%
<b>Total non-current liabilities</b>		<b>4,185,377</b>	<b>3,342,211</b>	<b>843,166</b>	<b>20%</b>
<b>NET ASSETS</b>		<b>2,664,420</b>	<b>3,819,472</b>	<b>(1,155,052)</b>	<b>-43%</b>
<b>Equity</b>					
Accumulated Surplus		2,664,420	3,819,472	(1,155,052)	75%
<b>TOTAL EQUITY</b>		<b>0</b>	<b>3,819,472</b>	<b>(1,155,052)</b>	

## Budget vs Actual Comparison

### Statement of Cash Flows

	Notes	Budget 2022 \$	Actual 2022 \$	Variance	%
<b>Cash Flows from operating activities</b>					
<b>Inflows:</b>					
Receipts from customers		12,386,782	12,496,904	(110,122)	-1%
Grant Funds Received		497,000	518,646	(21,646)	-4%
Interest	15	60,000	180,747	(120,747)	-201%
GST input tax credits from ATO		359,139	275,680	83,459	23%
GST collected from customers		56,767	65,443	(8,676)	-15%
<b>Outflows:</b>					
Employee expenses		(8,619,244)	(8,464,401)	(154,843)	2%
Supplies and services	16	(2,860,140)	(2,246,022)	(614,118)	21%
GST paid to suppliers		(367,983)	(253,766)	(114,217)	31%
GST remitted to the ATO		(57,180)	(65,686)	8,506	-15%
Finance Costs		(153,136)	(156,088)	2,952	-2%
<b>Net cash provided by operating activities</b>		<b>1,302,005</b>	<b>2,351,457</b>	<b>(1,049,452)</b>	<b>-81%</b>
<b>Cash Flows from financial activities</b>					
<b>Outflows:</b>					
Payments for lease liability		(648,191)	(600,590)	(47,602)	7%
Net Increase/(Decrease) in cash and cash equivalents		653,813	1,750,867	(1,097,054)	-168%
Cash and cash equivalents at beginning of financial year		11,695,120	11,695,120	0	0%
<b>Cash and cash equivalents at end of financial year</b>		<b>12,348,933</b>	<b>13,445,987</b>	<b>(1,097,054)</b>	<b>-9%</b>



# Corporate governance

## Organisational structure

Under the Act, the QCT consists of the Board and its committees, and the office. The QCT is responsible to the Minister for Education, Minister for Industrial Relations and Minister for Racing.

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

## Role and achievements of the 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 QCT, controls its affairs, carries out its functions and exercises its powers. The Board is responsible for endorsing key decisions that shape the direction of the QCT in its representation of all educational stakeholders in Queensland including the three school sectors, universities, teacher unions and

teacher practitioners. Board members are represented on governing committees that support decision making including Audit and Risk Committee, Suitability To Teach Committee, Professional Capacity and Teacher Conduct Committee, Internal Review Committee, Professional Standards Committee and working groups such as the Strategic HR Committee.

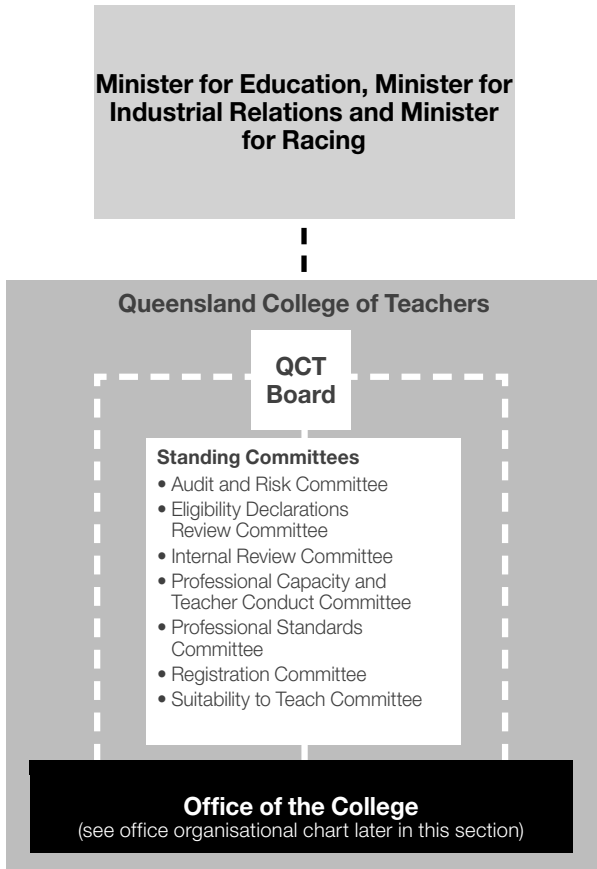
## Members of the QCT Board

Board members are appointed by the Governor in Council, on the recommendation of the Minister for a three-year term. The Chairperson, who is nominated by the Minister, is appointed for up to four years. In 2022 a new QCT Board was instated. The terms of appointment of all members with the exception of the Chair are up to 31 December 2024. The Chair's term was due to expire 31 December 2022 and the current Chair was reappointed for a further 4 years from 1 January 2023.

The term of appointments of all members apart from the Chair terminated at the end of 2021. Following the election process undertaken on behalf of the QCT by GoVote in 2021, three practising teachers were appointed to the Board for the 2022 – 2024 term. These included Mr Brent Woollett (practising state school teacher), Ms Linda Eager (practising state school teacher) and Mr Bryce Goldberg (practising non-state teacher) who was re-elected.

The resignation of Professor Bill Blayney (practising teacher educator nominated jointly by universities providing an approved preservice teacher education program) was received on 4 July 2022. Bill made a valuable contribution to the College having been first appointed to the Board from 8 April 2021 to 31 December 2021 before being reappointed in 2022. Minister Grace has confirmed that the Governor in Council has appointed Professor Merrilyn Goos from University of Sunshine Coast to replace Professor Bill Blayney on the Board for the term ending 31 December 2024.

Following some extended leave Dr Regan Neumann resigned from the Board in December. David Johnston also resigned effective 24 October 2022 to take up a promotional position interstate.



**Diagram 1:**  
Organisational structure

**Members in 2022 were as follows:**

**\*Professor Emeritus Wendy Patton (Chairperson)**  
*Nominee of the Minister*

**\*Mr Andrew Beattie**  
Principal, State school  
*Practising teacher nominated by the Queensland Teachers' Union*

**\*Ms Samantha Blair**  
Teacher, State school  
*Practising teacher representing State schools, nominated by the Chief Executive*

**\*Professor William Blaney**  
Dean, Central Queensland University  
*Nominee of the Higher Education Forum who is a practising teacher educator*

**\*Mr David Bliss**  
Principal, non-State school  
*Practising teacher representing non-State schools, jointly nominated by the Queensland Catholic Education Commission and the Association of Independent Schools Queensland*

**Ms Amanda Chissell**  
*Nominee of Queensland Council of Parents and Citizens' Associations Incorporated*

**\*Ms Aleisha Connellan (Deputy Chairperson)**  
Teacher, non-State school  
*Nominee of the Queensland Independent Education Union of Employees*

**Mr Wayne Crase**  
Parent representative, Non-state schools  
*Joint Nominee of Federation of Parents and Friends Associations of Catholic Schools (Qld) and Qld Independent Schools Parents' Network*

**\*Ms Linda Eager**  
Deputy Principal, State school  
*Elected practising teacher – State sector*

**\*Mr Bryce Goldberg**  
Dean of Studies, non-State school  
*Elected practising teacher – non-State sector*

**\*Mr David Johnston**  
Deputy Principal, non-State School  
*Practising teacher representing non-State schools, jointly nominated by the Queensland Catholic Education Commission and the Association of Independent Schools Queensland*

**\*Ms Louise Kliese**  
Teacher, State school  
*Elected practising teacher – State sector*

**\*Dr Regan Neumann**  
Assistant Director General, Department of Education  
*Nominee of the Chief Executive*

**\*Dr Andrea O'Brien**  
Director School Effectiveness – Secondary, Catholic Education Services – Diocese of Cairns  
*Nominee of the Queensland Catholic Education Commission*

**\*Mr Brent Woollett**  
Principal, State school  
*Practising teacher representing State schools, nominated by the chief executive*

\*Member was a registered teacher in 2022

The Board held eight ordinary meetings (one every six weeks from February to December). Member attendance is recorded in Table 14.

The total amount of fees paid to members of the Board for the period 1 January 2022 to 31 December 2022 was \$36,382.00. 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 \$31,997.00. Further details of remuneration to Board members are provided in Appendix 3.

**Table 14:** QCT Board member attendance record 2022

NAME	Number of Board meetings attended*
Prof Wendy <b>Patton (Chairperson)</b>	8/8
Mr Andrew <b>Beattie</b>	7/8
Ms Samantha <b>Blair</b>	8/8
Prof William <b>Blayney</b> *QCDE provided proxy attendance for remaining meetings	3/4
Mr David <b>Bliss</b>	8/8
Ms Amanda <b>Chissell</b>	8/8
Ms Aleisha <b>Connellan</b>	<u>6/8</u>
Mr Wayne <b>Cruse</b>	5/8
Ms Linda <b>Eager</b>	<u>6/8</u>
Mr Bryce <b>Goldburg</b>	7/8
Mr David <b>Johnston</b>	7/8
Ms Louise <b>Kliese</b>	7/8
Dr Regan <b>Neumann</b> *DoE provided proxy attendance for remaining meetings	5/8
Dr Andrea <b>O'Brien</b>	8/8
Mr Brent <b>Woollett</b>	7/8

\* meetings attended out of total number eligible to attend as formally appointed member (includes attendance by videoconference)

## Committees

According to legislation, the QCT must have the following:

- a Professional Capacity and Teacher 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. Five additional committees established by the Board currently operate:

- Audit and Risk Committee
- Eligibility Declarations Committee
- Professional Standards Committee
- Registration Committee
- Suitability to Teach Committee

Terms of reference and the prescribed membership of all QCT committees are given in the QCT Committee Charter, available via this page of the QCT website: <https://www.qct.edu.au/about/qct-committees>. Each committee is chaired by a Board member appointed by the Board from among the Board members on the committee.

The number of meetings held by each committee in 2022 is given below:

- Audit and Risk Committee – 5
- Eligibility Declarations Committee – 0
- Internal Review Committee – 12
- Professional Capacity and Teacher Conduct Committee – 8
- Professional Standards Committee – 7
- Registration Committee – 0
- Suitability to Teach Committee – 8

The following table (Table 15) shows the committee membership of Board members during 2022 and whether or not they are remunerated for this committee work. In line with the Remuneration Procedures for Part-Time Chairs and Members of Queensland Government Bodies, only members of the two legislated committees are eligible for sitting fees (if not public sector employees). However, members of all QCT committees may be reimbursed for reasonable out-of-pocket expenses involved in attending committee meetings. The QCT also reimburses schools for relief teacher salaries incurred as a result of practising-teacher members' attendance at Board and committee meetings.

**Table 15:** Committee membership of Board members in 2022

Committee	Board members on committee	Eligible for sitting fees?	Sitting fees claimed?
Audit and Risk	A Beattie	No	-
	W Crase	No	-
Eligibility Declarations	S Blair	No	-
Internal Review	S Blair	No	-
	A O'Brien	Yes	No
	D Bliss*	No	-
	L Eager*	Yes	No
Professional Capacity and Teacher Conduct	B Goldberg*	No	-
	A Chissell	Yes	No
	A Connellan	Yes	No
	B Goldberg	Yes	No
Professional Standards	W Crase*	Yes	No
	B Woollett*	Yes	No
	A Beattie	No	-
	L Eager	No	-
Registration	A O'Brien	No	-
	L Kliese	No	-
	-	-	-
Suitability to Teach	-	-	-
	A Chissell	No	-
	A Connellan	No	-
	B Goldberg	No	-
Suitability to Teach	B Woollett*	No	-
	-	-	-

\*Back-up members as required

## Ministerial directions

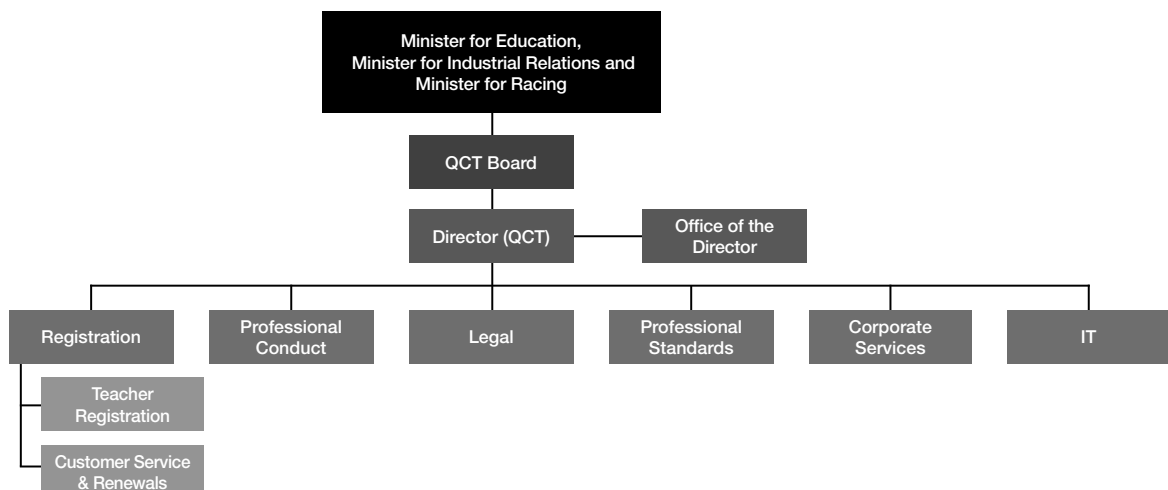
No Ministerial directions were received during 2022.

## The office of the QCT

The QCT office, located at Toowong has 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 2022 the office had the following main operational areas: Registration, Professional Conduct, Legal, Professional Standards, Corporate Services, Information Technology, and the Office of the Director. In late 2022, Information Technology, Corporate Services and parts of the Office of the Director were realigned under the Corporate Services area following the appointment of the role of General Manager, Corporate Services in August 2022. This streamlines corporate services under one shared service team to support the Office of the Director and the business units. The structure of the QCT office is shown in the organisational chart below (Diagram 2).

**Diagram 2:** QCT Organisational chart



Position Name Qualification	Responsibilities
<b>Director</b> Ms Deanne Fishburn <i>GAICD, B Int Bus,            PG Dip Ed, MBA</i>	Deanne leads and manages all functions of the Office of the QCT, subject to direction by the Board. In her role as Director, Deanne has all the functions and powers of a Chief Executive of a Government. The role of the Director, Deanne provides: <ul style="list-style-type: none"> <li>• executive leadership in the establishment, coordination and maintenance of systems and structures to ensure the successful implementation of a coherent strategy for teacher registration in Queensland.</li> <li>• Provide strategic management and high-level oversight of the QCT Office to ensure its functional efficiency and achievement of required outcomes within established resourcing parameters.</li> <li>• Provide high quality strategic advice to the Board of the QCT and the Minister for Education, to ensure all relevant issues and trends relevant to the regulation of the teaching profession are identified and addressed.</li> </ul>
<b>A/Executive Manager, Professional Standards</b> Ms Deb Jones <i>B Ed</i>	Deb provides the strategic direction for the Professional Standards (PS) team to ensure the accreditation of initial teacher education (ITE) programs, the certification of Highly Accomplished and Lead Teachers and the application of professional standards optimise service and accountability to the profession, the Minister, and the public.
<b>Corporate Legal Counsel</b> Mr Andrew (Drew) Braban <i>LL M</i>	Drew provides high level strategic, policy and legal advice to the Director, the Board, Committees and Executive Managers; ensure the implementation of state and national legislation and policy; and maintain accountability of the QCT to the profession, the Minister and the public.
<b>Executive Manager, Legal</b> Ms Beth Houston <i>B Comm, JD,            Grad Dip Leg Prac</i>	Beth provides the strategic leadership, project management and business improvement for the Legal Unit to deliver core business outcomes in relation to: <ul style="list-style-type: none"> <li>• assessment of applicants' suitability to teach</li> <li>• suspension of teachers' registration or permission to teach</li> <li>• cancellation and/or exclusion of teachers convicted of serious offences</li> <li>• the performance of the QCT's discipline and enforcement functions</li> <li>• representation of the QCT in external reviews and other legal proceedings.</li> </ul>
<b>Principal Advisor</b> Caroline Hollis <i>B A, Dip Ed</i>	Caroline manages the development and provision of advice and services in the development and delivery of the QCT's engagement and communication resources and strategies. This includes supporting the ongoing enhancement and implementation of stakeholder engagement and promotion of the profession activities. She provides strategic and operational advice and support to the Executive and the QCT Board regarding strategic, management and operational issues including activities relating to teachers and promotion of the profession.
<b>Executive Manager Professional Conduct</b> Anita Morrison	Anita provides the strategic leadership for the Professional Conduct Unit to effectively respond to sensitive information concerning teacher conduct and competence such as allegations of harm to children, complaints about teachers and changes in teacher criminal history. This includes investigating, gathering evidence and preparing matters for the Director and Practice and Conduct Bodies to determine outcomes including suspension, cancellation and prohibition of teacher registration in the best interests of children and the profession.
<b>Executive Manager, Registration</b> Ms Kim Newman <i>B Bus (Comm),            MA (App Ethics)</i>	Kim provides strategic leadership in the implementation of the QCT's approval of teachers, annual maintenance of teacher registration, five-yearly renewal of full registration, provisional to full registration, regulation of the teaching profession through compliance management related to registration issues and the general offence provisions of the Act, customer service, business communications and engagement with applicants, teachers, employers, and stakeholders.
<b>General Manager, Corporate Services</b> Ms Julie Imber <i>B Bus, Grad Cert HM,            Dip Bus</i>	Julie provides the strategic leadership of business services across the College. This role is critical to the operational efficiency of the QCT focused on business improvement, best-practice governance and organisational sustainability. This includes overseeing functional activities related to financial optimisation, information technology, workplace capability, workplace health and safety, corporate governance, and external communications. Corporate Services also provide support to the Board and its committees.
<b>Business Manager</b> Nik Macuga <i>B Comm (Acc), CPA</i>	Nik provides authoritative, high-level advice, options and policy recommendations to senior management, the Director, the Audit and Risk Committee (ARC) and Board on issues relating to the full range of business services provided by the Corporate Services Section, including the financial operations of the QCT.
<b>IT Manager</b> Jason Rees <i>B App Sc (Comp), Grad            Cert Mgmt (Public Sector)</i>	Jason is responsible for the College's ICT digital strategies and the development, maintenance, operation, monitoring and integrity of the College's information systems.

## Strategy for corporate governance

Activities undertaken in 2022 aimed at ensuring the QCT's sustainability and compliance with legislative requirements included:

- Creation and recruitment to the role of General Manager, Corporate Services to bring the function of information management, corporate services (renamed Business and Governance) and communication and engagement under one corporate services shared services structure
- Development of new Strategic Plan (2023-2026)
- reviewing the risk management framework by an external consultants and revision fo the risk management policy
- developing 2022 operating budgets to support strategic priorities and accountabilities
- improving internal reporting systems
- providing ongoing records management training and support to staff
- reviewing business processes to identify opportunities for improvement and innovation
- monitoring QCT corporate and management performance against unit operational plans and performance accountabilities for managers and unit budgets
- engaging a firm of chartered accountants to provide internal audit services (performance audits).

Corporate support functions were fundamental in developing the governance framework of the QCT and leading the development and implementation of effective resource management and capability development strategies.

## Audit and Risk Committee

The Audit and Risk Committee 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 committee includes two Board members, one of whom chairs the committee.

The Audit and Risk Committee met five times during the reporting period, monitoring identified risk areas and reporting to the Board on progress made.

In 2022, major achievements of the committee were:

- monitoring of internal audit programs
- endorsement of three year audit plan
- endorsement of the 2021 Financial Statements
- endorsement of the 2023 Budget
- endorsement of QCT office lease amendments
- engagement in QCT Risk Management Framework review
- monitoring and endorsement of the QCT Information Technology program of work.

## Internal Audit

The QCT does not maintain an in-house internal audit function but instead engages the services of a third party to undertake independent performance audits each year. The arrangement with the internal audit provider ended in 2021. No internal audits were undertaken in 2022 while procurement of a new provider via an open market process was completed. A new three-year audit plan, commencing in 2023, was endorsed by the Audit and Risk Committee.

## Risk management and external scrutiny

In 2022, QCT undertook an external procurement process to engage consultants to review the existing risk management framework and register. The review engaged senior executives, the Audit and Risk Committee and the QCT Board in the process and made recommendations for revisions to the risk framework and register. The risk register will be reviewed in early 2023 against the consultant recommendations. During 2022 there were a number of external events impacting on the QCT including the ongoing response and management to the pandemic, following government directives and restrictions during various periods of high transition, localised flooding in February 2022 at the QCT office at Toowong which restricted access to the office building as well as the departure of key personnel. The corporate risk register was reviewed regularly and reported on to the Board through the Audit and Risk Committee and the QCT Board.

QCT risk management processes include:

- Applying a consistent approach in implementing the QCT Risk Management Framework across business areas
- Elevating risks that are trending up or above risk appetite to the corporate risk register
- Using the QCT corporate risk register as an active management tool that informs planning, good decision making and contributes to a culture of continuous improvement
- Regular monitoring and reporting of corporate risks to the ARC and, where appropriate, to the QCT Board.

QCT has not been the subject of external scrutiny, independent review or evaluation during this reporting period.

## Information and communications technology (ICT), Disaster Recovery and Business Continuity

Efficient ICT systems are essential in ensuring the delivery of the QCT's strategic initiatives and supporting the delivery of accurate and timely data to teachers and stakeholders.

The ICT section continues to implement the ICT Strategic Plan developed in 2016 which provides a long-term vision for the delivery of ICT services across the QCT. During 2022 the section also:

- delivered updates to the Highly Accomplished and Lead teachers Applicant and Assessor portals in myQCT
- provided prompt and extensive support to enable staff members to work from home efficiently and effectively
- continued to improve the functionality and accessibility of the myQCT portal
- ensured that all core software licensing and hardware warranties remained current
- conducted active reporting, monitoring, mitigating and ongoing management of information security and cyber risks

To minimise the effects of potential major disruptions to its business, the QCT has partnered with the Corporate Administration Agency (CAA), a shared service provider to smaller entities and statutory bodies, to develop and implement a Disaster Recovery Plan, a Business Continuity Plan and associated business processes. Their effectiveness was tested during the year to ensure that they remain valid and effective.

## Open data, consultancies and overseas travel

Publication of this information is available online via the following page of the QCT website" <http://www.qct.edu.au/about/corporate-publications> or on the Queensland Government Open Data website at <http://data.qld.gov.au>.

The QCT Board engaged BDO Australia to support the development of the new Strategic Plan (2023-2026) and Price Waterhouse Coopers were engaged to review and make recommendations about the Risk Management Framework.

There was no overseas travel of QCT Board or staff in 2022.

## Information systems and recordkeeping

The QCT continues progressing the application of whole-of-government information legislation, policies and standards, and monitors developments with the Queensland Government Records Governance policy.

Digital recordkeeping using Content Manager, an electronic document and records management system, which provides the QCT with a secure records management repository with extensive security and audit capabilities. This repository preserves information integrity and enables accountability. Records are retained and disposed of in accordance with general or core retention and disposal schedules and relevant legislation.

## Strategic workforce planning and performance

We are committed to effectively planning, attracting, developing and retaining our workforce to achieve objectives and deliver for Queensland through our regulatory functions. The QCT is committed to supporting all employees and creating an inclusive and diverse workforce that better reflects the community we serve. QCT employees are engaged under the State Government Entities Certified Agreement 2019 nominally expiring 31 August 2023.

QCT priorities the health, safety and wellbeing of its employees to provide a workplace that is free of illness, injury, discrimination and harassment. Flexible workplace agreements are in place for all staff to support a better balance of work and life responsibilities in line with the Queensland Government's policies on being responsive to working at home at short notice. Employees continue to be supported to manage their work/life balance and personal and family commitments. Eight employees (11.9% of staff) currently have part-time arrangements in place. QCT has engaged Benestar as the employee assistance providers to support employees and tier immediate families with counselling and emergency assistance as well as supporting our managers through their manager connect program. QCT also provides an influenza clinic at no cost to employees.

In 2023, we will align workforce planning with priorities identified in the QCT Strategic Plan (2023-2026). QCT will continue to look for new and improved ways of working. We will continue to be transparent and flexible to meet the emerging needs and the aim of maximising development opportunities for employees.

Strategic workforce planning for the organisation has been a particular focus since 2020. The Strategic HR Working Group, which includes representatives from the Board, management and staff, has overseen a project to develop a clear strategy for the agency to ensure the QCT is future-focused in developing a diverse, inclusive and capable workforce that can continue to deliver the legislative functions for stakeholders and teachers. The focus for 2022 has been implementation of the first of the recommendations of the 2021 Strategic HR Review including the appointment to the role of General Manager, Corporate Services to streamline corporate services under one shared services model. This will continue with implementation of further recommendations in 2023.

Employee performance management focused on the delivery of the QCT's Strategic Plan continued during 2022 in the form of annual personal development plans (PPP) for staff and ensuring all staff complete online mandatory training through ELMO, our online training portal.



## Staff consultation and industrial relations

The QCT maintained its focus on regular and open information sharing and consultation with all members of staff. A variety of approaches were employed, including:

**Staff Meetings** – held online every three weeks across the year. All staff meetings are recorded and made available on the Intranet for those unable to attend on the day.

**Local Consultative Committee (LCC)** – Committee met twice in 2022 to discuss issue relating to working conditions.

**Professional Learning Committee** – meet regularly to consider for approval staff requests for paid professional learning guided by the principles of transparency, equity and accountability.

**Intranet** – the Corporate Services web page provides daily access to key information including HR and Industrial Relations guidelines and policies. In 2022 the HR component of the intranet was enhanced to improve staff engagement with key components of their staff entitlements and conditions. There is also access to the Professional Learning portal on the intranet.

QCT staff participated in the annual Working for Queensland staff survey, administered by the Public Service Commission. Overall rates of employee engagement remain consistently high.

The results were presented to the Board at the December meeting and to staff via a staff presentation with a plan to focus on key themes in 2023.

## Early retirement, redundancy and retrenchment

No redundancy/early retirement/retrenchment packages were paid during the period.

## Workforce profile data:

As at 31 December 2022, QCT employed 67.26 full-time equivalent employees. The permanent separation rate for the 12-month period to 31 December 2022 was 13.9. The QCT workforce is diverse. Females represent 70% of the total workforce and 100% of executive-level positions.

Total FTE for QCT at 31 December 2022, 67.26

Gender	Number (headcount)	% of total workforce
Woman	54	70.1%
Man	23	29.9%
Non-binary	<5	
Diversity Groups		
Women	54	70.4%
Aboriginal Peoples and Torres Strait Islander Peoples	<5	-
People with disability	<5	-
Cultural and Linguistically Diverse – Born overseas	<5	-
Cultural and Linguistically Diverse – speak a language at home other than English (including Aboriginal and Torres Strait Islander languages or Australian South Sea Islander languages)	<5	-
		% of total Leadership Cohort (Calculated on headcount)
Women in Leadership roles	3	100%

Notes: To ensure privacy, in tables where there are less than 5 respondents in a category, specific numbers have been replaced by <5.

Women in leadership roles are considered those positions that are Senior Officer and equivalent and above

## Public Sector Ethics Act 1994 and Code 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, including the operation of the Public Sector Ethics Act 1994, the application of ethics principles and obligations to public officials, the contents of the Code of Conduct and the rights and obligations of the officials in relation to contraventions of the Code.

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 2019-2022 are congruent with the ethics principles.

## Human Rights Act 2019

In accordance with section 97 of the Human Rights Act 2019, QCT must disclose in the annual report and details of action taken to further the objectives of the Act; any details of human rights complaints received by the entity, including the number and outcomes of complaints and other information prescribed by regulation; and any details of reviews of policies, programs, procedures, practices or services undertaken for compatibility with human rights. In 2022, no human rights complaints were received by us. Human Rights training has been added to the QCT online mandatory training.

# Financial Statements

For the financial year ended 31 December 2022



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**QUEENSLAND COLLEGE OF TEACHERS**  
**Statement of Comprehensive Income**  
**for the year ended 31 December 2022**

	<i>Note</i>	<i>2022</i> \$	<i>2021</i> \$
<b>Income from Continuing Operations</b>			
<b>Revenue</b>			
Fees	2	11,965,984	11,323,916
Grants and contributions	3	509,321	439,363
Interest		180,747	59,260
Criminal history checks		232,204	209,657
Other revenue	4	94,868	217,169
<b>Total Income from Continuing Operations</b>		<b><u>12,983,124</u></b>	<b><u>12,249,365</u></b>
<b>Expenses from Continuing Operations</b>			
Employee expenses	5	8,457,395	8,039,549
Supplies and services	6	1,853,470	2,023,172
Depreciation and amortisation	7	920,119	979,540
Criminal history checks	8	441,000	646,885
Finance costs	9	156,088	171,544
<b>Total Expenses from Continuing Operations</b>		<b><u>11,828,072</u></b>	<b><u>11,860,690</u></b>
<b>Operating Result from Continuing Operations</b>		<b><u>1,155,052</u></b>	<b><u>388,675</u></b>
<b>Total Comprehensive Income</b>		<b><u>1,155,052</u></b>	<b><u>388,675</u></b>

The accompanying notes form part of these financial statements.

**QUEENSLAND COLLEGE OF TEACHERS**  
**Statement of Financial Position**  
**as at 31 December 2022**

	<i>Note</i>	<i>2022</i> \$	<i>2021</i> \$
<b>Current assets</b>			
Cash and cash equivalents	10	13,445,987	11,695,120
Receivables	11	130,692	191,988
Other		77,620	166,082
<b>Total current assets</b>		<b><u>13,654,299</u></b>	<b><u>12,053,190</u></b>
<b>Non-current assets</b>			
Intangible assets	12	604,187	750,149
Right-of-use asset	13	2,754,162	4,500,577
Plant and equipment	14	140,929	299,942
<b>Total non-current assets</b>		<b><u>3,499,278</u></b>	<b><u>5,550,668</u></b>
<b>TOTAL ASSETS</b>		<b><u>17,153,577</u></b>	<b><u>17,603,858</u></b>
<b>Current liabilities</b>			
Payables	15	244,515	284,530
Accrued employee benefits	16	707,173	703,913
Contract liabilities	17	8,632,551	8,469,268
Lease liability	13	407,655	648,158
<b>Total current liabilities</b>		<b><u>9,991,894</u></b>	<b><u>10,105,869</u></b>
<b>Non-current liabilities</b>			
Lease liability	13	3,342,211	4,833,569
<b>Total non-current liabilities</b>		<b><u>3,342,211</u></b>	<b><u>4,833,569</u></b>
<b>TOTAL LIABILITIES</b>		<b><u>13,334,105</u></b>	<b><u>14,939,438</u></b>
<b>NET ASSETS</b>		<b><u>3,819,472</u></b>	<b><u>2,664,420</u></b>
<b>EQUITY</b>			
Accumulated Surplus		3,819,472	2,664,420
<b>TOTAL EQUITY</b>		<b><u>3,819,472</u></b>	<b><u>2,664,420</u></b>

The accompanying notes form part of these financial statements.

**QUEENSLAND COLLEGE OF TEACHERS**  
**Statement of Changes in Equity**  
**for the year ended 31 December 2022**

	<i>Note</i>	Accumulated Surplus	
		<b>2022</b>	<b>2021</b>
		\$	\$
<b>Balance as at 1 January</b>		<b>2,664,420</b>	<b>2,275,745</b>
Operating results from continuing operations		1,155,052	388,675
<b>Balance as at 31 December</b>		<u><b>3,819,472</b></u>	<u><b>2,664,420</b></u>

The accompanying notes form part of these financial statements.

**QUEENSLAND COLLEGE OF TEACHERS**  
**Statement of Cash Flows**  
**for the year ended 31 December 2022**

	<i>Note</i>	2022 \$	2021 \$
<b>Cash Flows from operating activities</b>			
<b>Inflows:</b>			
Receipts from customers		12,496,904	11,984,326
Grant funds received		518,646	471,932
Interest		180,747	59,260
GST input tax credits from ATO		275,680	258,572
GST collected from customers		65,443	65,200
<b>Outflows:</b>			
Employee expenses		(8,464,401)	(8,092,375)
Supplies and services		(2,246,022)	(2,998,982)
GST paid to suppliers		(253,766)	(281,771)
GST remitted to the ATO		(65,686)	(91,342)
Finance charges		(156,088)	(171,544)
<b>Net cash from operating activities</b>		<b><u>2,351,457</u></b>	<b><u>1,203,276</u></b>
<b>Cash Flows from financing activities</b>			
<b>Outflows:</b>			
Payments for lease liability		(600,590)	(602,685)
<b>Net cash used in financing activities</b>		<b><u>(600,590)</u></b>	<b><u>(602,685)</u></b>
Net increase in cash and cash equivalents		1,750,867	600,590
Cash and cash equivalents at beginning of financial year		11,695,120	11,094,530
<b>Cash and cash equivalents at end of financial year</b>	10	<b><u>13,445,987</u></b>	<b><u>11,695,120</u></b>

The accompanying notes form part of these financial statements.



**Queensland College of Teachers**  
**Notes To and Forming Part of the Financial Statements**  
**for the year ended 31 December 2022**

**1 Basis of financial statement preparation**

**(a) General Information about the reporting entity**

These financial statements cover 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 College does not control other entities, the financial statements are for the College as an individual entity.

The objective of the College is to uphold the standards of the teaching profession, maintain public confidence in the teaching profession, and protect the public by ensuring education in schools is provided in a professional and competent way by approved teachers. The head office and principal place of business of the College is 601 Coronation Drive, Toowong QLD 4066.

**(b) Authorisation of financial statements for issue**

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

**(c) Compliance with Prescribed Requirements**

The financial statements have been prepared in compliance with the *Financial Accountability Act 2009* and the *Financial and Performance Management Standard 2019*.

These general purpose financial statements are prepared in accordance with the disclosure requirements of Australian Accounting Standards – Simplified Disclosures. The financial statements comply with the recognition and measurement requirements of all Australian Accounting Standards and Interpretations applicable to not-for-profit entities, and the presentation requirements in those standards as modified by AASB 1060 *General Purpose Financial Statements – Simplified Disclosures for For-Profit and Not-for-Profit Tier 2 Entities*.

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.

**(d) Underlying measurement basis**

The financial statements are prepared on an accrual basis, with the exception of the statement of cash flows which is prepared on a cash basis.

The historical cost convention is used as the measurement basis except for land and buildings which are measured at fair value.

**(e) Other Presentation Matters**

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

Comparative information reflects the audited 2021 financial statements.

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.

**Queensland College of Teachers**  
**Notes To and Forming Part of the Financial Statements**  
**for the year ended 31 December 2022**

**1 Basis of financial statement preparation (continued)**

**(f) Taxation**

The College is exempted from income tax under the *Income Tax Assessment Act 1936* and is exempted from other forms of Commonwealth taxation with the exception of Fringe Benefits Tax (FBT) and Goods and Services Tax (GST).

Receivables and payables in the balance sheet are shown inclusive of GST. GST credits receivable from, and GST payable to, the ATO at reporting date are separately recognised in receivables within Note 11).

**(g) Key accounting estimates and judgements**

The preparation of financial statements 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 and amortisation Note 7, Intangible assets Note 12, Plant and Equipment Note 14 and Leases Note 13.

**(h) New and Revised Accounting Standards**

*First time mandatory application of Australian Accounting Standards and Interpretations*

One new accounting standard was applied for the first time in 2021-22:

- AASB 1060 *General Purpose Financial Statements – Simplified Disclosures for For-Profit and Not-for-Profit Tier 2 Entities*

AASB 1060 introduces the Simplified Disclosures framework for general purpose financial statements prepared entities reporting under Tier 2 of the Differential Reporting Framework. This new disclosure framework applies to the College. While most of the disclosures remain the same as 2020-21, there have been some changes by way of additional or reduced disclosures reflected in these financial statements.

The new accounting standard does not change any recognition or measurement requirements, and the College's financial statements continue to comply with the recognition and measurement requirements of all applicable accounting standards and interpretations.

*Early adoption of Australian Accounting Standards and Interpretations*

No accounting pronouncements were early adopted in the 2022 financial year.

*Voluntary changes in accounting policy*

No voluntary changes in accounting policies occurred during the 2022 financial year.

**Queensland College of Teachers**  
**Notes To and Forming Part of the Financial Statements**  
**for the year ended 31 December 2022**

<b>2 Fees</b>	<b>2022</b>	<b>2021</b>
	<b>\$</b>	<b>\$</b>
Teacher registration, application and renewal fees	11,785,026	11,172,516
Certification fees	65,150	93,150
Late payment fees	111,939	54,983
Other fees	3,869	3,267
<b>Total</b>	<b><u>11,965,984</u></b>	<b><u>11,323,916</u></b>

**Accounting policy**

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 in accordance with AASB 15 *Revenue from Contracts with Customers* and AASB 1058 *Income of Not-for-profit Entities* as follows:

*Application fees*

Application fees are received in advance of a teacher's registration and it is split and recognised between two performance obligations:

- *Application* - The applicant is required to complete an application form. The College is required to perform an initial assessment of the applicant's skills in respect to their ability to teach. Approval of the application grants the applicant registration or permission to teach in Queensland. If the applicant fails to meet the requirements to be registered or the applicant chooses to cease the registration process once it has commenced the fee is refundable. The fee is recognised when registration is granted.
- *Annual Registration* - Once the applicant is registered the teacher then receives access to a number of services and benefits provided by the College. As the services and benefits are offered throughout the year, it is determined the performance obligation is satisfied over this period. The fee is recognised over the year on a straight-line basis, commencing from the date of the teacher's registration.

*Registration fees*

Registration fees are received every year after the initial registration and provides the same annual benefits as noted for the application fees. The annual registration fees entitle the teacher to services and benefits throughout the year. The fee is recognised on a straight-line basis over the year commencing from the date of the teacher's anniversary of their registration.

*Renewal fees*

Renewal and registration fees received from teachers as part of the 5 yearly Renewal of Registration is not a distinct service from the annual benefits. This registration is only recognised as revenue over the period of re-registration once all assessment documentation and processes are complete as this constitutes a valid application for re-registration. Any amounts received which are not accompanied by assessment documentation are disclosed in Note 17 as unearned application and renewal fees. Immediately the registration is renewed and the fee is recognised on a straight-line basis over the year.

*Late payment, other fees*

Late payment fees, and other fees charged to prospective and registered teachers are recognised as revenue on receipt.

**Queensland College of Teachers**  
**Notes To and Forming Part of the Financial Statements**  
**for the year ended 31 December 2022**

<b>3 Grant and Contributions</b>	<b>2022</b>	<b>2021</b>
	<b>\$</b>	<b>\$</b>
HAT & LT Grant carried over from prior year	83,638	29,423
HAT & LT Grant received	497,000	471,932
Unearned component of HAT & LT Grant received	<u>(71,317)</u>	<u>(61,992)</u>
	<b><u>509,321</u></b>	<b><u>439,363</u></b>

**Accounting policy**

Grants, contributions, donations and gifts arise from transactions that are non-reciprocal in nature (i.e. do not require any goods or services to be provided in return).

Where the grant agreement is enforceable and contains sufficiently specific performance obligations for the College to transfer goods or services to a third-party on the grantor's behalf, the grant is accounted for under AASB 15 *Revenue from Contracts with Customers*. In this case, revenue is initially deferred as unearned revenue (contract liability) and recognised as or when the performance obligations are satisfied.

Otherwise, the grant or donation is accounted for under AASB 1058 *Income of Not-for-Profit Entities*, whereby revenue is recognised upon receipt of the grant funding.

Contributions of assets received from the government and other parties are recognised at fair value on the date of transfer in the Statement of Financial Position, with a corresponding amount of revenue recognised in the Statement of Comprehensive Income.

**Disclosure – Grants and other contributions**

The HAT & LT grant received from the Department of Education, is identified as a contract with a customer under AASB 15. The College's obligation under the grant agreement is to deliver the Highly Accomplished & Lead Teachers program, which is a national certification process developed by the Australian Institute for Teaching and School Leadership (AITSL). According to the agreement, the College must not use the Program Grant for any other purpose. Total funding of \$497,000 was received in advance in 2021-22, this amount is allocated to fund the resources required to undertake the HAT & LT certification process and revenue is recognised as the resources utilised.

The portion of grant funds unspent at year end are to be rolled over to the next financial year once the Department of Education have verified a reconciliation of the grant funds as per the grant agreement between the Department of Education and the College.

<b>4 Other Revenue</b>	<b>2022</b>	<b>2021</b>
	<b>\$</b>	<b>\$</b>
Copyright fees	159	233
Program recoveries	68,688	122,880
Advertising	10,137	79,000
Reimbursement	15,728	15,056
Minor equipment disposal	<u>156</u>	<u>-</u>
<b>Total</b>	<b><u>94,868</u></b>	<b><u>217,169</u></b>

**Accounting policy**

*Other Revenue*

Other revenue is recognised when goods or services are delivered.

*Interest Revenue*

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

**Queensland College of Teachers**  
**Notes To and Forming Part of the Financial Statements**  
**for the year ended 31 December 2022**

<b>5 Employee Expenses</b>	<b>2022</b>	<b>2021</b>
	<b>\$</b>	<b>\$</b>
<i>Employee benefits:</i>		
Wages, salaries and annual leave	6,980,964	6,619,846
Employee superannuation contributions	845,646	818,761
Long service leave levy	180,616	155,727
<i>Employee related expenses</i>		
Workers compensation premium	14,438	14,572
Payroll tax	388,341	381,980
Other employee related expenses	47,390	48,663
<b>Total</b>	<b>8,457,395</b>	<b>8,039,549</b>

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

	<b>As at 31 December 2022</b>	<b>As at 31 December 2021</b>
Number of Employees	67.26	68.65

**Accounting policy for wages and salaries**

*Employer superannuation contributions*

Superannuation benefits are provided through either defined contribution (accumulation) plans or the Queensland Government's defined benefit plan (the former QSuper defined benefit categories now administered by the Government Division of the Australian Retirement Trust), in accordance with employees' conditions of employment and employee instructions as to superannuation plans (where applicable).

*Defined contribution plans* – Employer contributions are based on rates specified under conditions of employment. The College's contributions are expensed when they become payable at each fortnightly pay period.

*Defined benefit plan* - The liability for the Queensland Government's defined benefit obligations 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*. Employer contributions to the defined benefit plan is based on rates determined on the advice of the State Actuary. The College's contributions are expensed when they become payable at each fortnightly pay period. The College's obligations to the defined benefit plan is limited to those contributions paid.

*Other employee benefits – sick leave*

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.

<b>6 Supplies and Services</b>	<b>2022</b>	<b>2021</b>
	<b>\$</b>	<b>\$</b>
Administration and finance *	1,232,536	1,249,335
Asset operating costs	23,694	14,166
Consulting, contracting and bureau fees	464,544	635,723
Professional Conduct and Disciplinary costs	23,645	11,202
Property costs and maintenance	109,051	112,746
<b>Total</b>	<b>1,853,470</b>	<b>2,023,172</b>

**Queensland College of Teachers**  
**Notes To and Forming Part of the Financial Statements**  
**for the year ended 31 December 2022**

**6 Supplies and Services (continued)**

The College did not undertake any internal audits in 2022 as the arrangement with Grant Thornton Australia to perform internal audits, expired in 2021 (2021: \$19,694). There were shortages in supply of internal audit services in 2022. The College did form a 3 year internal audit plan during 2022, to take place from 2023.

<b>Related Party Transactions</b>	<b>2022</b>	<b>2021</b>
	<b>\$</b>	<b>\$</b>
Consulting, contracting and bureau fees *	223,461	236,113
<b>Total</b>	<b>223,461</b>	<b>236,113</b>

\* Includes Corporate Administration Agency (Shared service provision) charges.

There are no material transactions with other Queensland Government-controlled entities

<b>7 Depreciation and Amortisation</b>	<b>2022</b>	<b>2021</b>
	<b>\$</b>	<b>\$</b>
Depreciation and amortisation were incurred in respect of:		
Amortisation: Software purchased	145,961	161,463
Depreciation: Plant and equipment	159,014	159,138
Depreciation: Right of use asset	615,144	658,939
<b>Total</b>	<b>920,119</b>	<b>979,540</b>

**Depreciation**

Plant and equipment is depreciated on a straight-line basis over their useful lives. The estimation of the useful lives of assets is based on historical experience with similar assets as well as considerations such as manufacturers' warranties, asset turnover practices and the College's strategic asset plan. Reassessments of useful lives are undertaken annually by the College. Any consequential adjustments to remaining useful life estimates are implemented prospectively.

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

<b>Class</b>	<b>Depreciation/ Amortisation Rate %</b>
Plant and equipment:	
Other equipment	10 – 50
Right-of-use asset	10 - 14
Intangible assets:	
Software purchased	10 - 18

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.

<b>8 Criminal history checks</b>	<b>2022</b>	<b>2021</b>
	<b>\$</b>	<b>\$</b>
Incurred in respect of Applications	163,239	141,557
Incurred in respect of Renewal of Registration*	277,761	505,328
	<b>441,000</b>	<b>646,885</b>

\*Teacher registrations are required to be renewed every five years. Approximately 10,196 teachers who registered during 2017 and 2018 representing 9% of registered teachers in Queensland, were consequently required to renew their registration during 2022 (2021: 17,547).

**Queensland College of Teachers**  
**Notes To and Forming Part of the Financial Statements**  
**for the year ended 31 December 2022**

<b>9 Finance costs</b>	<b>2022</b>	<b>2021</b>
	<b>\$</b>	
Lease liability	156,088	171,544
	<u><b>156,088</b></u>	<u><b>171,544</b></u>

**Accounting policy**

Finance costs are recognised as an expense in the period which they are incurred. Finance costs include amortisation of discounts or premiums relating to borrowings and provisions.

**10 Cash and Cash Equivalents**

	<b>2022</b>	<b>2021</b>
	<b>\$</b>	<b>\$</b>
Cash on hand	350	1,000
Cash at bank	1,763,514	950,723
Deposits at call	11,682,123	10,743,397
<b>Total</b>	<u><b>13,445,987</b></u>	<u><b>11,695,120</b></u>

Cash deposited with the Queensland Treasury Corporation earned interest at rates between 0.28% and 3.67% (2021: 0.49% and 0.92%).

Funds totalling \$4.5 million (2021: \$4.4 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 8.

The college 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. Any impairment losses are determined according to the amount of lifetime expected credit losses however these are considered to be negligible.

**Accounting policy**

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.

**11 Receivables**

	<b>2022</b>	<b>2021</b>
	<b>\$</b>	<b>\$</b>
GST receivable	68,380	90,294
GST payable	(8,021)	(8,264)
	<u><b>60,359</b></u>	<u><b>82,030</b></u>
Long service leave reimbursements	60,234	56,191
Other receivables	10,099	53,767
<b>Total</b>	<u><b>130,692</b></u>	<u><b>191,988</b></u>

**Accounting policy**

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.

Finance costs are recognised as an expense in the period which they are incurred. Finance costs include amortisation of discounts or premiums relating to borrowings and provisions.

**Queensland College of Teachers**  
**Notes To and Forming Part of the Financial Statements**  
**for the year ended 31 December 2022**

<b>12 Intangible Assets</b>	<b>2022</b>	<b>2021</b>
	<b>\$</b>	<b>\$</b>
<i>Software purchased</i>		
At cost	2,214,236	2,214,236
Less accumulated amortisation	<u>(1,610,049)</u>	<u>(1,464,087)</u>
<b>Total</b>	<b><u>604,187</u></b>	<b><u>750,149</u></b>

**Intangible Assets Reconciliation**

	Carrying amount at 1 January	Acquisitions	Transfers	Amortisation	Carrying amount at 31 December
<b>2022</b>	<b>\$</b>	<b>\$</b>	<b>\$</b>	<b>\$</b>	<b>\$</b>
<i>Software purchased</i>	750,148			(145,961)	604,187
	<b><u>750,148</u></b>			<b><u>(145,961)</u></b>	<b><u>604,187</u></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 life and is amortised on a straight-line basis. Refer to Note 7.

**Accounting policy**

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.

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.

*Purchased Software*

The purchase cost of this software has been capitalised and amortised on a straight-line basis over the period of the expected benefit to the College, namely 13 years.

<b>13 Leases</b>	<b>2022</b>	<b>2021</b>
	<b>\$</b>	<b>\$</b>
<b>Right of use assets – Building</b>		
Opening balance at 1 January	4,500,577	5,159,516
Depreciation charge	(615,144)	(658,939)
Other adjustments	(1,131,271)	-
<b>Closing balance at 31 December</b>	<b><u>2,754,162</u></b>	<b><u>4,500,577</u></b>
<b>Lease liabilities</b>		
<i>Current</i>	407,655	648,158
<i>Non-Current</i>	3,342,211	4,833,569
<b>Total</b>	<b><u>3,749,866</u></b>	<b><u>5,481,727</u></b>
<b>Amounts recognised in profit or loss</b>		
Interest expense on lease liabilities	156,088	171,544
<b>Total cash outflow for leases</b>	<b>756,678</b>	<b>774,230</b>



**Queensland College of Teachers**  
**Notes To and Forming Part of the Financial Statements**  
**for the year ended 31 December 2022**

**13 Leases (continued)**

**Accounting policy**

Right-of-use assets are initially measured at cost comprising the amount of the initial measurement of the lease liability, any lease payments made at or before the commencement date (less any lease incentives received), initial direct costs incurred and the initial estimate of restoration costs (where applicable). Subsequent to initial recognition, right-of-use assets are measured at cost.

Other adjustments represent the reduction in right of use asset due to the accounting for the lease modification with respect to the amendment of the existing leased premises in the 2021–22 year.

The lease liability is initially measured on a present value basis. Lease liabilities include the net present value of the fixed lease payments.

Current operating lease rental payments will be apportioned between a reduction in the recognised lease liability and the implicit finance charge (the effective rate of interest) in the lease. The finance cost is recognised as an expense (Note 9).

Leases are recognised as a right-of-use asset and a corresponding liability at the date at which the leased asset is available for use by the College. Assets and liabilities arising from a lease are initially measured on a present value basis. Lease liabilities are to include the net present value of the following lease payments:

- fixed payments (including in-substance fixed payments), less any lease incentives receivable
- variable lease payment that are based on an index or a rate, initially measured using the index or rate as at the commencement date
- amounts expected to be payable by the College under residual value guarantees
- the exercise price of a purchase option if the College is reasonably certain to exercise that option, and payments of penalties for terminating the lease, if the lease term reflects the College exercising that option.

Lease payments to be made under reasonably certain extension options are also included in the measurement of the liability.

The lease payments are discounted using the interest rate implicit in the lease. If that rate cannot be readily determined, the QTC's Fixed Rate Loan rates that correspond with the lease commencement month and lease term.

**i) Details of leasing arrangements as lessee**

In September 2015, the Queensland College of Teachers entered into an 8-year lease of the fifth floor of office building 601 Coronation Drive Toowong. The lease commenced 01 November 2015 and was set to expire 31 October 2023. There was an option to extend the lease in the contract, for an additional 5 years.

During 2022, the College negotiated an early extension of the lease, in the form of an amendment to the original agreement, rather than acceptance of the option to extend for 5 year. This amendment allowed for an early take up of lease extension, beginning 01 November 2022 through to 31 October 2029. The advantage of extending the lease 12 months early, was a rental abatement of \$1.5m, to be discounted over the remaining extension of the amended agreement, along with a reduced fixed increment from 3.5% annually to 3.25% annually.

The amended contract includes no make good obligation, therefore no make good provision has been included in the calculation of the right of use asset. The original contract included \$1.2m office fit out incentive that has been recognised as a plant and equipment asset.

**Queensland College of Teachers**  
**Notes To and Forming Part of the Financial Statements**  
**for the year ended 31 December 2022**

**13 Leases (continued)**

**Lease Liability Maturity**

Undiscounted future lease payments included in the lease liability are as follows.

	<b>2022</b>	<b>2021</b>
	<b>\$</b>	<b>\$</b>
Not later than one year	560,822	801,332
Later than one year and no later than five years	3,196,939	4,447,491
Later than five years	599,169	836,762
Less: effect of discounting	<u>(607,064)</u>	<u>(603,858)</u>
<b>Lease liabilities at 31 December</b>	<b><u>3,749,866</u></b>	<b><u>5,481,727</u></b>

**14 Plant and Equipment**

	<b>2022</b>	<b>2021</b>
	<b>\$</b>	<b>\$</b>
<b>Leasehold Improvements</b>		
At cost	1,151,672	1,151,672
Less accumulated depreciation	<u>(1,031,905)</u>	<u>(887,946)</u>
	119,767	263,726
<i>Plant and equipment</i>		
At cost	273,382	273,382
Less accumulated depreciation	<u>(252,220)</u>	<u>(237,166)</u>
	<u>21,162</u>	<u>36,216</u>
<b>Total</b>	<b><u>140,929</u></b>	<b><u>299,942</u></b>

**Plant and Equipment Reconciliation**

	<b>Carrying amount at 1 January</b>	Acquisitions	Revaluation	Depreciation	<b>Carrying amount at 31 December</b>
<b>2022</b>	<b>\$</b>	<b>\$</b>	<b>\$</b>	<b>\$</b>	<b>\$</b>
<i>Leasehold Improvements</i>	<b>263,726</b>	-		(143,959)	119,767
<i>Plant and equipment</i>	<b>36,216</b>	-		(15,054)	21,162
	<b><u>299,942</u></b>	<b>-</b>		<b><u>(159,013)</u></b>	<b><u>140,929</u></b>

The College has plant and equipment with an original cost of \$204,519 (2021: \$204,519) and a written down value of zero which is still being used in the provision of services.

**Acquisitions of Assets**

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

Where assets are received free of charge from another Queensland public sector entity (usually via an 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.

Assets acquired at no cost or for nominal consideration, other than from an involuntary transfer from another Queensland government agency, are recognised at their fair value at date of acquisition in accordance with AASB 116 *Property, Plant and Equipment*.

Revenues, expenses and assets are recognised net of the amount of GST, except where the

**Queensland College of Teachers**  
**Notes To and Forming Part of the Financial Statements**  
**for the year ended 31 December 2022**

**14 Plant and Equipment (continued)**

**Recognition of property, plant and equipment**

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

Land \$1  
 Buildings \$10,000  
 Plant and equipment \$5,000

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.

**Recognition of property, plant and equipment (continued)**

Assets are recognised net of the amount of GST, except where the amount of GST incurred is not recoverable from the Australian Taxation Office. In these circumstances, the GST is recognised as part of the cost of acquisition of the asset.

**Measurement of plant and equipment at cost**

Plant and equipment is measured at cost in accordance with the Treasurer's Non-Current Asset Policies. The carrying amounts for plant and equipment at cost approximate their fair value.

**Impairment**

For all property, plant and equipment and intangible assets to which impairment applies, the College assesses for indicators of impairment annually.

Plant and equipment and intangible assets, which are measured at cost, are reduced to the asset's recoverable amount, being the higher of the asset's fair value less costs of disposal and its value in use. The adjustment is recorded as an impairment loss and recognised immediately in the Statement of Comprehensive Income.

<b>15 Payables</b>	<b>2022</b>	<b>2021</b>
	<b>\$</b>	<b>\$</b>
Trade creditors	53,968	70,581
Criminal history checks	53,500	56,243
Other creditors and accruals	137,047	157,706
<b>Total</b>	<b><u>244,515</u></b>	<b><u>284,530</u></b>

**Accounting policy**

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.

<b>16 Accrued Employee Benefits</b>	<b>2022</b>	<b>2021</b>
	<b>\$</b>	<b>\$</b>
<i>Current</i>		
Annual leave	639,902	623,856
Salaries on costs payable	67,271	80,057
<b>Total</b>	<b><u>707,173</u></b>	<b><u>703,913</u></b>

**Accounting policy**

*Annual Leave*

A provision is recognised in the College's financial statements for annual leave as the liability vests

**Queensland College of Teachers**  
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**16 Accrued Employee Benefits (continued)**

A fortnightly allowance is accrued based on employees' annual leave allocation with amounts paid to employees for annual leave being deducted from the provision.

*Long Service Leave*

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

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

<b>17 Contract Liabilities</b>	<b>2022</b>	<b>2021</b>
	<b>\$</b>	<b>\$</b>
<i>Current</i>		
Unearned revenue - Grant	71,318	61,992
Unearned revenue - Fees	8,561,233	8,407,276
<b>Total</b>	<b>8,632,551</b>	<b>8,469,268</b>

**Accounting policy**

The College recognises monies received as unearned income until services and benefits promised to customers have been fully satisfied (*AASB 15 – Revenue from Contract with Customers*). The unearned income is mainly comprised of registration fees received upfront in respect to future periods of registration, application fees awaiting the College's assessment and contractual amounts received under specific contracts yet to be fulfilled.

**Unearned fees**

A liability is recognised in respect to refundable fees. The fees are recognised as income when the College has performed its obligations and has obtained the right to record the income.

**18 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 2022. Further information on these positions can be found in the body of the Annual Report under the section relating to Executive Management.

<b>Position</b>	<b>Responsibilities</b>	<b>Current Incumbents</b>	
		<b>Contract classification and appointment authority</b>	<b>Date appointed to position (Date resigned from position)</b>
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 2.3 under s 110 of the <i>Public Service Act 2008</i>	Contract start date 07/05/2019, contract completion date 06/05/2024

**Queensland College of Teachers**  
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**18 Key Executive Management Personnel and Remuneration (continued)**

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

Position	Responsibilities	Current Incumbents	
		Contract classification and appointment authority	Date appointed to position (Date resigned from position)
Executive Manager, 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.	SO2 classification level under s 110 of the <i>Public Service Act 2008</i>	Appointment date 07/05/2019 Resigned 27/05/2022  Contract Start date 30/05/2022, contract completion date 28/02/2023
Corporate Legal Counsel	General Counsel for QCT. Provision of expert legal advice to Director and QCT including Sponsorships, Contracts, Queensland College of Teachers Act revisions.	PO 6 classification level under sections 119 of the Public Service Act 2008	Appointment date 05/09/2022
Executive Manager, Legal	The Executive Manager, Legal 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 Public Service Act 2008	Appointment date 19/09/2022
Principal Advisor	The Principal Advisor leads the media and communication strategies of the College, in addition to monitoring and reporting on the College's strategic alignment.	AO 8 classification level under sections 119 of the <i>Public Service Act 2008</i>	Contract start date 04/01/2021, contract completion date 28/02/2023
Executive Manager, Professional Conduct	The Executive Manager, Professional Conduct is responsible for the development and implementation of strategies to support the investigative aspect of the College's professional conduct functions.	AO 8 classification level under sections 119 of the <i>Public Service Act 2008</i>	Appointment date 31/03/2008

**Queensland College of Teachers**  
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**18 Key Executive Management Personnel and Remuneration (continued)**

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

Position	Responsibilities	Current Incumbents	
		Contract classification and appointment authority	Date appointed to position (Date resigned from position)
Executive Manager, 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
General Manager, Corporate Services <sup>+</sup>	The General Manager, Corporate Services provides the strategic leadership of Corporate Services, as well as overseeing operational efficiency.	SO2 classification level under s 110 of the <i>Public Service Act 2008</i>	Appointment date 22/08/2022
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 governance arrangements.	AO 8 classification level under sections 119 of the <i>Public Service Act 2008</i>	Appointment date 30/09/2021
Manager, IT Services	The Manager, IT Services is responsible for the College's ICT digital strategies and the development, maintenance, operation, monitoring and integrity of the College's information systems.	AO 8 classification level under sections 119 of the <i>Public Service Act 2008</i>	Contract start date 02/03/2020, contract completion date 28/02/2023

<sup>+</sup> New position to 2022

**(b) Remuneration**

*Key management personnel and remuneration*

Key management personnel and remuneration disclosures are made in accordance with section 5 of the *Financial Reporting Requirement for Queensland Government Agencies* issued by Queensland Treasury. There are no material transactions with people/entities related to the KMP.

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.

**Queensland College of Teachers**  
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**(b) Remuneration (continued)**

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 paid.
- 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.

Remuneration of Board members is disclosed in Note 22.

**1 January 2022 – 31 December 2022**

Position (Date Resigned if applicable)	Short Term Employee Benefits		Long Term Employee Benefits	Post Employment Benefits	Total Remuneration
	Base \$'000	Non-Monetary Benefits \$'000	\$'000	\$'000	\$'000
Director	204	-	5	22	231
Corporate Legal Counsel	87	-	2	11	100
Executive Manager, Legal and General Counsel	150	-	4	18	172
Executive Manager, Professional Conduct	147	-	4	19	170
Executive Manager, Registration	155	-	4	19	178
Executive Manager, Professional Standards	97	-	3	18	118
Principal Advisor <sup>+</sup>	95	-	2	11	108
General Manager, Corporate Services	89	-	2	7	97
Business Manager, Corporate Services <sup>+</sup>	88	-	2	11	101
Manager, IT Services <sup>+</sup>	90	-	2	10	102
<b>Total Remuneration</b>	<b>1,202</b>	<b>-</b>	<b>30</b>	<b>146</b>	<b>1,377</b>

<sup>+</sup> Positions classified as KMP only up until the appointment of the General Manager, Corporate Services (22/08/2022)

**Queensland College of Teachers**  
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**1 January 2021 – 31 December 2021\***

Position	Short Term Employee Benefits		Long Term Employee Benefits	Post Employment Benefits	Total Remuneration
	Base \$'000	Non-Monetary Benefits \$'000	\$'000	\$'000	\$'000
Director	186	-	4	21	211
Executive Manager, Corporate Legal Counsel	70	-	2	10	82
Executive Manager, Legal and General Counsel	141	-	3	17	161
Executive Manager, Professional Conduct	136	-	3	18	157
Executive Manager, Registration	132	-	3	18	153
Executive Manager, Professional Standards	144	-	3	19	166
Principal Advisor	132	-	3	15	150
Business Manager, Corporate Services	113	-	3	24	140
Manager, IT Services	114	-	3	15	132
<b>Total Remuneration</b>	<b>1,168</b>	<b>-</b>	<b>27</b>	<b>157</b>	<b>1,352</b>

\* Amounts restated to incorporate leave provisions.

## **19 Financial Instruments**

### **Accounting policy**

#### *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

There are no changes to Financial Instrument measurement using the new AASB 9 *Financial Instruments* as the carrying amounts are a reasonable approximation of fair value.

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.

#### **(a) 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.

#### **(b) Credit Risk Exposure**



**Queensland College of Teachers**  
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**19 Financial Instruments (continued)**

**(b) Credit Risk Exposure (continued)**

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.

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.

**Fair value**

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

**20 Accumulated Surplus**

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 current Criminal History Check fees, management has estimated the cash outflow over the next five years to be approximately of \$3.1 million (2021: \$3.1 million\*).

Funds from the \$4.4 million (2021: \$4.4 million) of the total Deposits at Call (Note 10) will be utilised to service the cash flow impact of the bulk cohort renewals which will occur in 2024 - 25.

\* Corrected from prior year reported figure of \$1.3 million

**21 Contingencies**

There were no known contingent assets or liabilities of a significant nature as at 31 December 2022 (2021: Nil).

**22 Remuneration of Board Members**

The College's Board comprised the following members during 2022:

<b>Name</b>	<b>Membership Category</b>
Emeritus Professor W Patton (Chairperson)	Nominee of the Minister for Education
A Beattie	Practising teacher nominated by the Queensland Teachers' Union

**Queensland College of Teachers**  
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**22 Remuneration of Board Members (continued)**

The College's Board comprised the following members during 2022 (continued):

<b>Name</b>	<b>Membership Category</b>
S Blair	Practising teacher representing State schools, nominated by the Director-General
A Connellan	Practising teacher nominated by the Queensland Independent Education Union
B Goldberg †	Elected non-State school practising teacher
A Chissell	Nominee of Qld Council of Parents and Citizens' Associations
D Bliss	Practising teacher representing non-State schools, jointly nominated by the QCEC and AISQ
Dr A O'Brien	Nominee of the Qld Catholic Education Commission (QCEC)
L Eager ~	Elected State school practising teacher
B Woollett ~	Elected State school practising teacher
L Kliese ~	Practising teacher representing State schools, nominated by the Director-General, Department of Education
D Johnston ~	Practising teacher representing non-State schools, jointly nominated by the QCEC and ISQ
W Crase ~	Joint nominee of the Federation of Parents and Friends Associations of Catholic Schools in Queensland and the Queensland Independent Schools Parents' Network
Dr R Neumann ~	Nominee of the Director-General, Department of Education

~ Appointed 1 January 2022

† Reappointed 1 January 2022

<b>Total Remuneration paid to Board Members</b>	<b>2022</b>	<b>2021</b>
	<b>\$</b>	<b>\$</b>
Emeritus Professor W Patton (Chairperson)	28,972	36,010
Professor W Blayney	1,708	2,000
Dr M Beedles	-	1,750
A Chissell	4,317	2,000
W Crase	3,185	
	<b>38,182</b>	<b>41,760</b>

Board Remuneration included fees of \$34,825 and superannuation of \$3,357 (2021: included fees of \$38,575 and superannuation of \$3,185).

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

**23 Events occurring after balance date**

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

**24 Other Information**

**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

**Queensland College of Teachers**  
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**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), section 39 of the *Financial and Performance Management Standard 2019* and other prescribed requirements. In accordance with Section 62(1) (b) of the Act we certify that in our opinion:

- a) the prescribed requirements for establishing and keeping the accounts have been complied with in all material respects; and
- b) the statements have been drawn up to present a true and fair view, in accordance with prescribed accounting standards, of the transactions of the Queensland College of Teachers for the financial year ended 31 December 2022 and of the financial position of the College at the end of that year.

We acknowledge responsibility under s 7 and s 11 of the Financial and Performance Management Standard 2019 for the establishment and maintenance, in all material respects of an appropriate and effective system of internal control and risk management processes with respect to financial reporting throughout the reporting period.



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D Fishburn

*Director*

10 February 2023



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Emeritus Professor W Patton

*Chairperson*

10 February 2023

## INDEPENDENT AUDITOR'S REPORT

To the Board of Queensland College of Teachers

### Report on the audit of the financial report

#### Opinion

I have audited the accompanying financial report of Queensland College of Teachers.

In my opinion, the financial report:

- a) gives a true and fair view of the entity's financial position as at 31 December 2022, and its financial performance and cash flows for the year then ended
- b) complies with the *Financial Accountability Act 2009*, the Financial and Performance Management Standard 2019 and Australian Accounting Standards – Simplified Disclosures.

The financial report comprises the statement of financial position as at 31 December 2022, the statement of comprehensive income, statement of changes in equity and statement of cash flows for the year then ended, notes to the financial statements including summaries of significant accounting policies and other explanatory information, and the management certificate.

#### Basis for opinion

I conducted my audit in accordance with the *Auditor-General Auditing Standards*, which incorporate the Australian Auditing Standards. My responsibilities under those standards are further described in the *Auditor's Responsibilities for the Audit of the Financial Report* section of my report.

I am independent of the entity in accordance with the ethical requirements of the Accounting Professional and Ethical Standards Board's APES 110 *Code of Ethics for Professional Accountants* (the Code) that are relevant to my audit of the financial report in Australia. I have also fulfilled my other ethical responsibilities in accordance with the Code and the *Auditor-General Auditing Standards*.

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

#### Responsibilities of the entity 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 the *Financial Accountability Act 2009*, the Financial and Performance Management Standard 2019 and Australian Accounting Standards – Simplified Disclosures, and for such internal control as the Board determines is necessary to enable the preparation of the financial report that is free from material misstatement, whether due to fraud or error.

The Board is also responsible for assessing the entity's ability to continue as a going concern, disclosing, as applicable, matters relating to going concern and using the going concern basis of accounting unless it is intended to abolish the entity or to otherwise cease operations.

### **Auditor's responsibilities for the audit of the financial report**

My objectives are to obtain reasonable assurance about whether the financial report as a whole is free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes my opinion. Reasonable assurance is a high level of assurance but is not a guarantee that an audit conducted in accordance with the Australian Auditing Standards will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of this financial report.

As part of an audit in accordance with the Australian Auditing Standards, I exercise professional judgement and maintain professional scepticism throughout the audit. I also:

- Identify and assess the risks of material misstatement of the financial report, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for my opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances. This is not done for the purpose of expressing an opinion on the effectiveness of the entity's internal controls, but allows me to express an opinion on compliance with prescribed requirements.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the entity.
- Conclude on the appropriateness of the entity's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the entity's ability to continue as a going concern. If I conclude that a material uncertainty exists, I am required to draw attention in my auditor's report to the related disclosures in the financial report or, if such disclosures are inadequate, to modify my opinion. I base my conclusions on the audit evidence obtained up to the date of my auditor's report. However, future events or conditions may cause the entity to cease to continue as a going concern.
- Evaluate the overall presentation, structure and content of the financial report, including the disclosures, and whether the financial report represents the underlying transactions and events in a manner that achieves fair presentation.

I communicate with the Board regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that I identify during my audit.



## Report on other legal and regulatory requirements

### Statement

In accordance with s.40 of the *Auditor-General Act 2009*, for the year ended 31 December 2022:

- a) I received all the information and explanations I required.
- b) I consider that, the prescribed requirements in relation to the establishment and keeping of accounts were complied with in all material respects.

### Prescribed requirements scope

The prescribed requirements for the establishment and keeping of accounts are contained in the *Financial Accountability Act 2009*, any other Act and the Financial and Performance Management Standard 2019. The applicable requirements include those for keeping financial records that correctly record and explain the entity's transactions and account balances to enable the preparation of a true and fair financial report.

Bhavik Deoji  
as delegate of the Auditor-General

20 February 2023

Queensland Audit Office  
Brisbane

# Appendices

Annual Report 2022



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# Appendix 1 – Accredited ITE programs offered in Queensland

Following is a list of Queensland preservice (initial) teacher education programs approved by the QCT for purposes of teacher registration in Queensland as of December 2022. The programs listed below also have national accreditation.

Information about these programs is available from the QCT website: <https://www.qct.edu.au/teaching-in-queensland/approved-accredited-teacher-education-programs>.

## AUSTRALIAN CATHOLIC UNIVERSITY

- Bachelor of Education (Early Childhood and Primary)
- Bachelor of Education (Primary)
- Bachelor of Education (Primary and Special Education)
- Bachelor of Education (Primary and Secondary)
- Bachelor of Education (Secondary)
- Bachelor of Education (Secondary)/Bachelor of Arts (Humanities)
- Bachelor of Education (Secondary)/Bachelor of Exercise Science
- Bachelor of Education (Secondary)/Bachelor of Arts (Mathematics)
- Bachelor of Education (Secondary)/Bachelor of Arts (Visual Arts)
- Master of Teaching (Secondary)
- Master of Teaching (Secondary)/Graduate Certificate in Religious Education

## CENTRAL QUEENSLAND UNIVERSITY

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

## CHRISTIAN HERITAGE COLLEGE

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

## GRIFFITH UNIVERSITY

- Bachelor of Education
- Master of Primary Teaching
- Master of Secondary Teaching

## JAMES COOK UNIVERSITY

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

## QUEENSLAND UNIVERSITY OF TECHNOLOGY

- Bachelor of Education (Early Childhood)
- Bachelor of Education (Primary)
- Bachelor of Education (Secondary)
- Bachelor of Education (Secondary)/Bachelor of Business
- Bachelor of Education (Secondary)/Bachelor of Fine Arts
- Bachelor of Education (Secondary)/Bachelor of Information Technology
- Bachelor of Mathematics/Master of Teaching (Secondary)
- Bachelor of Science/Master of Teaching (Secondary)
- Master of Teaching (Early Childhood)
- Master of Teaching (Primary)
- Master of Teaching (Secondary)

## SOUTHERN CROSS UNIVERSITY

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

## UNIVERSITY OF QUEENSLAND

- Bachelor of Arts/Bachelor of Education (Secondary)
- Bachelor of Business Management/Bachelor of Education (Secondary)
- Bachelor of Education (Primary)
- Bachelor of Health, Sport and Physical Education (Honours)
- Bachelor of Mathematics/Bachelor of Education (Secondary)
- Bachelor of Music/Bachelor of Education (Secondary)
- Bachelor of Science/Bachelor of Education (Secondary)
- Master of Teaching (Primary)
- Master of Teaching (Secondary)

## UNIVERSITY OF SOUTHERN QUEENSLAND

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

## UNIVERSITY OF THE SUNSHINE COAST

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

## Appendix 2: Endorsed *Returning to Teaching* programs

<b>Provider</b>	<b>Name of program</b>
Department of Education, Queensland	<i>Restart Teaching</i>
Australian Catholic University	<i>Return to Teaching in Schools</i>

## Appendix 3: Remuneration of Board members

<b>Name of Government body</b>	<i>Board of the Queensland College of Teachers</i>
<b>Act</b>	<i>Education (Queensland College of Teachers) Act 2005</i>
<b>Functions</b>	Granting registration or permission to teach to persons, taking disciplinary action against approved teachers, and monitoring compliance with and enforcing the Act
<b>Achievements</b>	<i>Overseeing all achievements reported throughout QCT Annual Report</i>
<b>Financial reporting</b>	<i>Not exempted from audit by the Auditor-General Transactions of the entity are accounted for in the financial statements</i>

### Remuneration

<b>Position</b>	<b>Name</b>	<b>Meetings/</b>	<b>Approved daily fee \$</b>	<b>Approved subcommittee fees if applicable</b>	<b>Actual fees received \$</b>
Chair	Professor W A Patton	8	650	nil	36,010
Member	Professor W Blayney	8	500	nil	2,000
Member	Dr M Beedles	8	500	nil	1,750
Member	A Chissell	8	500	nil	2,000
No. scheduled meetings	8				
Total out-of-pocket expenses					41,760

\* Only Board members who are not employed in the public sector are eligible to receive sitting fees. Not all eligible members elect to receive fees. Some eligible members, especially the Chairperson, receive Special Assignment Fees for other work undertaken in their capacity as directors. Half the daily fee is payable for meetings lasting four hours or less.

## Appendix 4: Compliance checklist

Summary of Requirement		Basis for Requirement	Annual report reference
<b>Letter of compliance</b>	<ul style="list-style-type: none"> <li>A letter of compliance from the accountable officer or statutory body to the relevant Minister/s</li> </ul>	ARRs – section 7	Page 3
<b>Accessibility</b>	<ul style="list-style-type: none"> <li>Table of contents</li> </ul>	ARRs – section 9.1	Page 4
	<ul style="list-style-type: none"> <li>Glossary</li> </ul>	ARRs – section 9.1	Page 85
	<ul style="list-style-type: none"> <li>Public availability</li> </ul>	ARRs – section 9.2	Page 2
	<ul style="list-style-type: none"> <li>Interpreter service statement</li> </ul>	Queensland Government Language Services Policy ARRs – section 9.3	Page 2
	<ul style="list-style-type: none"> <li>Copyright notice</li> </ul>	Copyright Act 1968 ARRs – section 9.4	Page 2
	<ul style="list-style-type: none"> <li>Information Licensing</li> </ul>	QGEA – Information Licensing ARRs – section 9.5	Page 2
<b>General Information</b>	<ul style="list-style-type: none"> <li>Introductory information</li> </ul>	ARRs – section 10	Pages 5 – 7
<b>Non-financial performance</b>	<ul style="list-style-type: none"> <li>Government’s objectives for the community and whole-of-government plans/specific initiatives</li> </ul>	ARRs – section 11.1	Page 8
	<ul style="list-style-type: none"> <li>Agency objectives and performance indicators</li> </ul>	ARRs – section 11.2	Page 9 – 15
	<ul style="list-style-type: none"> <li>Agency service areas and service standards</li> </ul>	ARRs – section 11.3	Page 16
<b>Financial Performance</b>	<ul style="list-style-type: none"> <li>Summary of financial performance</li> </ul>	ARRs – section 12.1	Page 37
<b>Governance – management and structure</b>	<ul style="list-style-type: none"> <li>Organisational structure</li> </ul>	ARRs – section 13.1	Page 44
	<ul style="list-style-type: none"> <li>Executive management</li> </ul>	ARRs – section 13.2	Page 45
	<ul style="list-style-type: none"> <li>Government bodies (statutory bodies and other entities)</li> </ul>	ARRs – section 13.3	Pages 41-44
	<ul style="list-style-type: none"> <li>Public Sector Ethics</li> </ul>	Public Sector Ethics Act 1994 ARRs – section 13.4	Page 50
	<ul style="list-style-type: none"> <li>Human Rights</li> </ul>	Human Rights Act 2019 ARRs – section 13.5	Page 50
	<ul style="list-style-type: none"> <li>Queensland public service values</li> </ul>	ARRs – section 13.6	Page 5

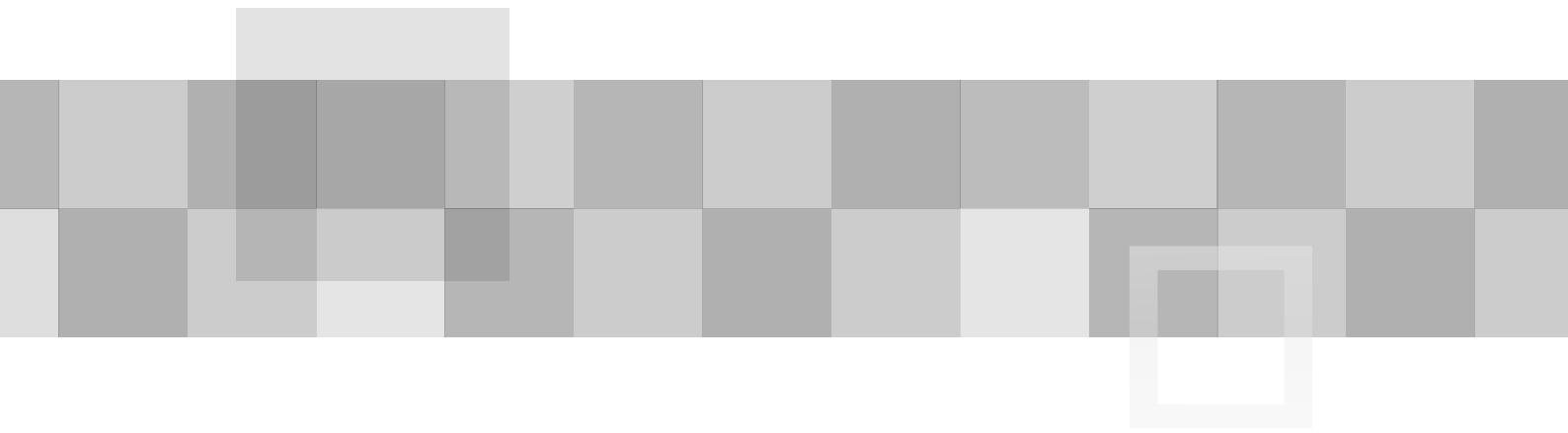
## Appendix 4: Compliance checklist (continued)

Summary of Requirement		Basis for Requirement	Annual report reference
Governance – risk management and accountability	• Risk management	ARRs – section 14.1	Page 47
	• Audit committee	ARRs – section 14.2	Page 46
	• Internal audit	ARRs – section 14.3	Page 46
	• External scrutiny	ARRs – section 14.4	Page 46
	• Information systems and recordkeeping	ARRs – section 14.5	Page 48
	• Information security attestation	ARRs – section 14.6	Not applicable
	• Strategic workforce planning and performance	ARRs – section 15.1	Page 48
Government – human resources	• Early retirement, redundancy and retrenchment	Directive No.04/18 Early Retirement, Redundancy and Retrenchment ARRs – section 15.2	Page 49
Open data	• Statement advising publication of information	ARRs – section 16	Page 47
	• Consultancies	ARRs – section 33.1	Page 47
	• Overseas travel	ARRs – section 33.2	Page 47
	• Queensland Language Services Policy	ARRs – section 33.3	Page 47
Financial statements	• Certification of financial statements	FAA – section 62 FPMS – sections 38, 39 and 46 ARRs – section 17.1	Page 75
	• Independent Auditor's Report	FAA – section 62 FPMS – section 46 ARRs – section 17.2	Pages 76 - 78

FAA Financial Accountability act 2009  
 FPMS Financial and Performance Management Standard 2019  
 ARRAs Annual report requirements for Queensland Government agencies

## Appendix 5: Glossary

AITSL	Australian Institute for Teaching and School Leadership
AMR	Automatic Mutual Recognition (of occupational licences)
APST	Australian Professional Standards for Teachers
ATRA	Australasian Teacher Regulatory Authorities
ATWD	Australian Teacher Workforce Data
CAA	Corporate Administration Agency
CPD	Continuing Professional Development
DoE	Department of Education (Queensland)
HEI	Higher Education Institution
HR	Human resources
ICT	Information and Communication Technology/ies
IFTRA	International Forum of Teacher Regulatory Authorities
IRC	Internal Review Committee
ISQ	Independent Schools Queensland
IT	Information Technology
ITE	Initial Teacher Education
PC&TCC	Professional Capacity and Teacher Conduct Committee
PSC	Professional Standards Committee
PTT	Permission to Teach
QCAT	Queensland Civil and Administrative Tribunal
QCEC	Queensland Catholic Education Commission
QCT	Queensland College of Teachers
QPERF	Queensland Professional Experience Reporting Framework
QPS	Queensland Police Service
RTT	Returning to Teaching
TTT	Turn to Teaching
T2T	Trade to Teach
WHS	Work Health and Safety



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