

ANNUAL REPORT

2017–2018



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The State of Queensland (Queensland Curriculum and Assessment Authority) Annual Report 2017–2018

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Letter of compliance

3 September 2018

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

Dear Minister

I am pleased to submit for presentation to the Parliament the Annual Report 2017–18 and financial statements for the Queensland Curriculum and Assessment Authority.

I certify that this Annual Report complies with:

- the prescribed requirements of the *Financial Accountability Act 2009* and the *Financial and Performance Management Standard 2009*
- the detailed requirements set out in the *Annual report requirements for Queensland Government agencies*.

A checklist outlining the annual reporting requirements can be accessed at www.qcaa.qld.edu.au/publications/annual-report.

Yours sincerely



Brian Short

Chair
Queensland Curriculum and Assessment Authority

Communication objectives

The Queensland Curriculum and Assessment Authority (QCAA) is responsible for kindergarten to Year 12 syllabus development, and providing testing, assessment, moderation, certification, tertiary entrance and vocational education and training services to Queensland's education community.

This annual report shows the ways in which the QCAA fulfilled its role, as prescribed by the *Education (Queensland Curriculum and Assessment Authority) Act 2014* (QCAA Act).

Report access

This report is available:

- on the QCAA website at www.qcaa.qld.edu.au/publications/annual-report.
- by contacting the QCAA on (07) 3864 0299.

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 the QCAA on (07) 3864 0299 and we will arrange an interpreter to effectively communicate the report to you.

Providing feedback

We continually strive to meet best practice reporting standards and value the views of our readers. We invite your comments via the whole-of-government feedback survey available at www.qld.gov.au/annualreportfeedback.

Highlights of 2017–18

Issued Senior Education Profiles to 53 105 Year 12 students

Hosted two-day conference for 1000 senior school principals and leaders on new QCE system

Delivered senior syllabus implementation workshops for 21 700 teachers

Moderated 110 000 senior student assessment folios

Developed new ICT applications to support data management

Awarded Queensland Certificates of Education to 95% of Year 12 school leavers

Released 2017 *NAPLAN* and *Year 12 outcomes* reports

Administered 2017 and developed 2018 QCS Test

Redeveloped the *Queensland kindergarten learning guideline*

Hosted annual Queensland Certificate of Education Achievement Awards

Administered 2018 NAPLAN and NAPLAN Online

Developed resources for Australian Curriculum learning areas

Chair's introduction

I am delighted to present the fourth Annual Report of the Queensland Curriculum and Assessment Authority (QCAA). In 2017–18, the QCAA continued to develop the products and processes that will support the introduction of the new Queensland Certificate of Education (QCE) system from next year. Providing schools with face-to-face support and high-quality resources is essential for a successful transition to a new curriculum and assessment system. The most striking achievement was the delivery of 670 fully funded, face-to-face senior syllabus implementation workshops to more than 21 700 teachers. This unprecedented activity has helped teachers to establish an understanding of the new curriculum and develop high-quality teaching and learning programs. We have also commenced the rollout of an online accreditation program to strengthen teachers' assessment practices and train them for participation in the new senior assessment system. Teachers continue to complete the first four modules in large numbers.

Our information and communications technology (ICT) infrastructure is being transformed to support the new senior curriculum and assessment processes. The introduction of the QCAA Portal started the transformation of the QCAA's online services into a contemporary system that is dynamic, interactive and meets stakeholder needs.

Two-way communication with school communities is an important element in the QCAA's change management strategy. Our leadership team has led from the front in consulting and communicating with our stakeholders about the new QCE system. They have been visible, accessible and informed. Their availability to schools and teachers throughout the state is unparalleled. They have continued the recent tradition of conducting twice-yearly forums for principals along with scores of briefings for school clusters. We also hosted a two-day conference on the senior reforms for almost 1000 principals, senior school leaders and education stakeholders from across Queensland. This face-to-face approach was complemented by a range of online resources, including factsheets, videos, surveys, FAQs and newsletters. These initiatives should ensure that schools can confidently work in the new system from Term 1, 2019. The QCAA's ultimate objectives are for:

- schooling sectors to be assured that schools can meet assessment and certification requirements
- students to be able to pursue a range of post-school pathways
- families to be confident that their children have the knowledge and skills for success in the 21st century.

It's appropriate that so much of the organisation's focus has been on the new senior system – these are the most significant changes to senior curriculum, learning and assessment in our state in more than 45 years. But we have also continued to meet our other responsibilities across kindergarten to Year 12. For example, the *Queensland kindergarten learning guideline* was redeveloped to reflect the latest research in early learning. Once again, the National Assessment Program – Literacy and Numeracy (NAPLAN) was successfully administered to over 265 000 students in Years 3, 5, 7 and 9. For the first time, this included online delivery to almost 16 000 students in more than 80 schools. Workshops on practical strategies for raising literacy and numeracy achievement in primary schools continued to be delivered across the state. Going forward, we will continue to work with our partners in the education community to ensure our curriculum, assessment and certification products are contemporary and meet the current and emerging needs of schools and students.

On a personal note, I wish to acknowledge the contribution of my colleagues on the QCAA Board during this period of reform. Their strategic advice and informed decision-making are integral to the Authority's work. I especially thank Ms Leesa Jeffcoat AM and Ms Tracy Corsbie for their service. Leesa's four-year term on the Board as a representative of the Queensland Catholic Education Commission (QCEC) ended on 30 June 2018. Her dedication to facilitating quality education outcomes for young Queenslanders has been inspiring. Tracy vacated her role on the Board in February 2018 as she transitioned to retirement after a highly successful 30-year career as a teacher, principal and leader in the Department of Education. I now look forward to working with two equally distinguished individuals who have been nominated by QCEC and the Minister to replace Leesa and Tracy. Dr Lee-Anne Perry AM is Executive Director of QCEC and a former principal of All Hallows' School, Brisbane. Ms Samantha Pidgeon is Vice-President of the Queensland Teachers' Union and an experienced company director. Their contributions promise to help the QCAA maintain its energy and momentum during this exciting and challenging time for education in Queensland. Finally, I want to acknowledge and thank the CEO, Mr Chris Rider, and the staff of the Authority for their committed efforts.



Brian Short

Chair

Queensland Curriculum and Assessment Authority

Constitution, role and functions

The QCAA was established under the *Education (Queensland Curriculum and Assessment Authority) Act 2014* (QCAA Act).

The QCAA's role is to:

- develop and revise senior syllabuses and the *Queensland kindergarten learning guideline*
- support implementation of Australian Curriculum subject areas
- administer the National Assessment Program – Literacy and Numeracy (NAPLAN) in Queensland
- develop and administer procedures for student certification, including the Queensland Certificate of Education (QCE)
- implement Queensland's system of externally moderated school-based assessment in the senior years of schooling
- develop processes for ranking students for tertiary entrance
- support the delivery of vocational education and training in schools.

Vision

A world-class curriculum, learning and assessment system for Queensland students.

Mission

To assist schools and the schooling sectors to provide quality learning and assessment for students, and to maintain public confidence in the validity and reliability of assessment outcomes and certificates of achievement.

Values

The QCAA's work and relationships with its stakeholders are guided by the following values:

- service
- innovation
- partnership
- trust.

Corporate profile

Board membership

The QCAA is governed by a board that includes nominees from the State, Catholic and Independent school sectors and Ministerial nominees selected on the basis of expertise relevant to the functions of the Authority.

The Chief Executive Officer is subject to the direction of the QCAA Board and is responsible for the effective and efficient administration and operation of the Authority.

Board membership is established under Section 22 of the QCAA Act and appointments are for four-year terms.

Seven board meetings were held during the 2017–18 reporting period.

Mr Brian Short (Chair)

Nominee of the Minister having the qualifications, experience or standing the Minister considers relevant to the functions of the Authority



Brian retired as Headmaster of Brisbane Grammar School in 2013 after a 40-year career in secondary education. He remains involved in education as Deputy Chair of the Independent Schools Queensland Block Grant Authority, a Director of the Non-State Schools Accreditation Board, and an Adjunct Professor at Griffith University.

His curriculum leadership roles have included Head of Department, Dean of Studies and Deputy Headmaster Curriculum, and his teaching experiences have included university lecturing in educational leadership and Australian government.

Brian is a Fellow of the Australian College of Educators and the Australian Institute of Management, and a member of the Australian Institute of Company Directors and Australian Council of Educational Leaders.

Ms Leanne Nixon

Nominee of the chief executive of the Department of Education (DoE)



Leanne is an Assistant Director-General in the State Schools Division at DoE. She is responsible for developing and leading innovative strategies that drive school improvement.

Leanne has served as Foundation Principal of the Queensland Academy for Health Sciences on the Gold Coast, Executive Principal at Calamvale Community College, and Teaching and Learning Auditor and Executive Director – Independent Public Schools team.

Mr David Robertson

Nominee of Independent Schools Queensland (ISQ)



David is Executive Director of ISQ, and has worked in the independent schooling sector for more than 25 years. He joined ISQ in 2002 as Director, Strategic and Government Relations. Previously, he worked for the Association of Independent Schools of Victoria for 12 years, including in the position of Executive Director, Operations.

David has expertise in the areas of funding, planning, governance, operations and administration. He has an extensive knowledge of government regulatory requirements for independent schools.

David serves on a wide range of school education committees and working groups.

Ms Leesa Jeffcoat, AM

Nominee of the Queensland Catholic Education Commission (QCEC)



Leesa is the Diocesan Director of Catholic Education (Diocese of Rockhampton). Prior to this appointment, she taught in both primary and secondary schools.

Leesa has a Diploma of Teaching (Primary); Bachelor of Arts; Bachelor of Education (Hons); Masters in Educational Administration; and letters in Speech, Drama and Music. She has fellowships with the Australian College of Educators and the Australian Council for Educational Leaders. Leesa's four-year term on the QCAA Board ended in June 2018.

Professor Doune Macdonald

Nominee of the Minister having relevant corporate, governance or financial qualifications or experience

Doune is Pro-Vice-Chancellor (Teaching & Learning) at The University of Queensland (UQ).



She started her education career as a health and physical education teacher before moving into academia. Doune was Head of School of Human Movement Studies at UQ from 2004–2013.

Doune has published 14 books and more than 200 book chapters and research papers in curriculum, policy and equity, and has undertaken curriculum evaluations for state and national initiatives. She was lead writer for the Australian Curriculum: Health and Physical Education.

Ms Tracy Corsbie

Nominee of the Minister having the qualifications, experience or standing the Minister considers relevant to the functions of the Authority

Tracy vacated her role on the QCAA Board when she retired from the workforce in February 2018. She had been Regional Director of DoE's North Coast Regional Office and Executive Principal at North Lakes State College.

Tracy worked in primary and secondary education for more than 30 years, leading several statewide initiatives.



Professor Carol Nicoll, PSM

Nominee of the Minister having the qualifications, experience or standing the Minister considers relevant to the functions of the Authority

Carol is Executive Dean of the Faculty of Education at Queensland University of Technology (QUT). She has worked as an English teacher and senior research officer at the Tertiary Entrance Procedures Authority. During a career in the public service, she had several senior executive positions.

Her other roles have included CEO of the Australian Learning and Teaching Council and Chief Commissioner and CEO of the Tertiary Education Quality and Standards Agency.



Standing committees

The QCAA has four standing committees. These committees are an important part of the QCAA's consultation framework and ensure the development of quality services that meet the needs of school communities.

Audit Committee

The committee's main functions are to:

- monitor compliance with relevant legislation
- provide advice to the QCAA Board on governance matters
- monitor, improve and maintain the credibility and objectivity of the accountability process (including financial reporting)
- monitor the quality of internal and external reporting of financial and non-financial information
- review the strategic risk assessment and monitor improvement strategies to reduce and mitigate risk.

The committee members are:

- the Chair – Authority member
Mr David Robertson, Executive Director, Independent Schools Queensland (ISQ)
- two independent members – Authority members
Professor Carol Nicoll, PSM, Executive Dean, Faculty of Education, Queensland University of Technology (from April 2017)
Mr Brian Short, Chair, QCAA
- an officer of the QCAA with financial expertise
Mr Rob Seiler, Director, Corporate Services Division (from April 2017)
- an officer of the QCAA with agency expertise
Mr Claude Jones, Director, Assessment and Reporting Division.

The internal and external auditors have a standing invitation to attend meetings.

Audit Committee members are not remunerated.

The Audit Committee held four meetings in 2017–18. During this period, it considered issues including:

- financial reporting
- corporate governance
- risk management
- updates on audit programs
- business assurance activities.

The committee reviewed all internal and external audit reports, annual financial statements, risks associated with the implementation of the new QCE system and initiatives to mitigate the risks. It also considered the findings of the security assessment of the QCAA's ICT

systems and disaster recovery and business continuity plans.

The committee observed the terms of its charter and had due regard to the Queensland Treasury Audit Committee Guidelines.

K–6 Curriculum and Assessment Committee

The committee provides advice and makes recommendations to the QCAA Board on:

- the development and suitability of curriculum resources and assessment programs, including the Australian Curriculum
- accreditation of kindergarten guidelines
- the development and provision of literacy and numeracy programs, including NAPLAN
- the development and provision of guidelines, resources, advice and professional development programs to support teachers and educators in early childhood settings to implement curriculum and assessment programs
- policies for curriculum and assessment, including the Australian Curriculum and NAPLAN
- current directions in curriculum, pedagogy and assessment development at a national and international level
- curriculum, standards and assessment issues that the Authority may determine.

Membership of the committee comprises:

- Authority member (Chair)
- Authority member/s
- Department of Education (DoE) nominee
- Queensland Catholic Education Commission (QCEC) nominee
- Independent Schools Queensland (ISQ) nominee
- DoE, QCEC and ISQ primary principals – principals' associations nominees (3)
- tertiary educator
- Queensland Teachers' Union nominee
- Independent Education Union of Australia – Queensland and Northern Territory Branch nominee
- early childhood representative
- joint parent nominee
- Aboriginal and Torres Strait Islander education representative
- special education representative – Queensland Association of Special Education Leaders nominee
- Directors, Curriculum Services Division and Assessment and Reporting Division, QCAA
- Executive Officer – Assistant Director, K–12 Resources, QCAA.

Years 7–12 Curriculum, Assessment and Certification Committee

The committee provides advice and makes recommendations to the QCAA Board on:

- the development and suitability of senior syllabuses and assessment programs, including the Australian Curriculum
- policies and procedures for assessment, moderation and certification
- policies and standards for curriculum and courses of study contributing to senior secondary qualifications, including recognition processes
- the development and provision of literacy and numeracy programs, including NAPLAN
- the development and provision of guidelines, resources, advice and professional development programs to support teachers to implement curriculum and assessment programs, and moderation and certification procedures, including the Australian Curriculum and NAPLAN
- current directions in the development of curriculum, pedagogy, assessment, moderation and certification at a national and international level
- curriculum, standards, assessment, moderation and certification issues that the Authority may determine.

Membership of the committee comprises:

- Authority member (Chair)
- Authority member/s
- Department of Education (DoE) nominee
- Queensland Catholic Education Commission (QCEC) nominee
- Independent Schools Queensland (ISQ) nominee
- DoE, QCEC and ISQ secondary principals – principals' associations nominees (3)
- tertiary educator
- industry representative
- Queensland Teachers' Union nominee
- Independent Education Union of Australia – Queensland and Northern Territory Branch nominee
- joint parent nominee
- Aboriginal and Torres Strait Islander education representative
- special education representative – Queensland Association of Special Education Leaders nominee
- Directors, Curriculum Services Division and Assessment and Reporting Division, QCAA
- Executive Officer – Assistant Director, Senior Assessment and Moderation, QCAA.

Scaling Anomalies Committee

The committee meets annually to examine mismatches between Queensland Core Skills (QCS) Test data and level of achievement data provided by schools.

Responsibilities include:

- considering applications from schools for examination of their QCS Test data where schools consider that exceptional circumstances may have resulted in lesser performance
- examining data for schools that have a significant negative mismatch between within-school achievement and QCS Test data, and recommending measures to be implemented to help schools identify the reasons for the mismatch
- confirming that special procedures that are part of the calculation of equivalent Overall Positions (OPs) are working appropriately (such as those for schools with visa students)
- considering cases identified by the QCAA where the normal scaling procedures for the calculation of OPs might need to be varied because they are not operating as intended.

Membership of the committee comprises:

- Authority member (Chair)
- academic representative
- Department of Education (DoE) nominee
- Queensland Catholic Education Commission (QCEC) nominee
- Independent Schools Queensland (ISQ) nominee
- Director, Assessment and Reporting Division, QCAA
- Assistant Director, Analysis and Reporting Branch, QCAA
- Manager, Quantitative Analysis Unit, QCAA
- Executive Officer – Manager, Qualitative Analysis Unit, QCAA.

Other advisory groups

The QCAA is supported by a number of advisory groups that provide input and expertise across all of its work priorities.

Strategic Directions Group

The Strategic Directions Group (SDG) is the key corporate governance committee. Its responsibilities are to:

- oversee the advice provided to the QCAA Board on strategic and relevant operational matters
- monitor the implementation of Board decisions
- assist the Chief Executive Officer (CEO) to discharge their responsibilities
- contribute to the development of the QCAA strategic direction
- develop and set the operational direction
- identify and resolve strategic and, where necessary, operational issues
- provide corporate governance
- monitor performance, and then identify, recommend and implement improvement initiatives
- review and endorse policies, frameworks, systems and procedures
- constructively critique and debate new ideas and initiatives.

In 2017–18, SDG met 48 times. Membership comprised:

- *Mr Chris Rider*, Chief Executive Officer
- *Mr Claude Jones*, Director, Assessment and Reporting Division
- *Mr John McGuire*, Assistant Director, Policy Coordination Branch
- *Mr Rob Seiler*, Director, Corporate Services Division
- *Ms Jacqueline Wilton*, Director, Curriculum Services Division.

Senior Review Steering Committee

The steering committee provides advice on issues associated with implementation of Queensland's new systems for senior assessment and tertiary entrance that commence with students who enter Year 11 in 2019. It includes principals from each school sector, representatives from Queensland Tertiary Admissions Centre, the QCAA Board Chair and CEO, and external experts as required.

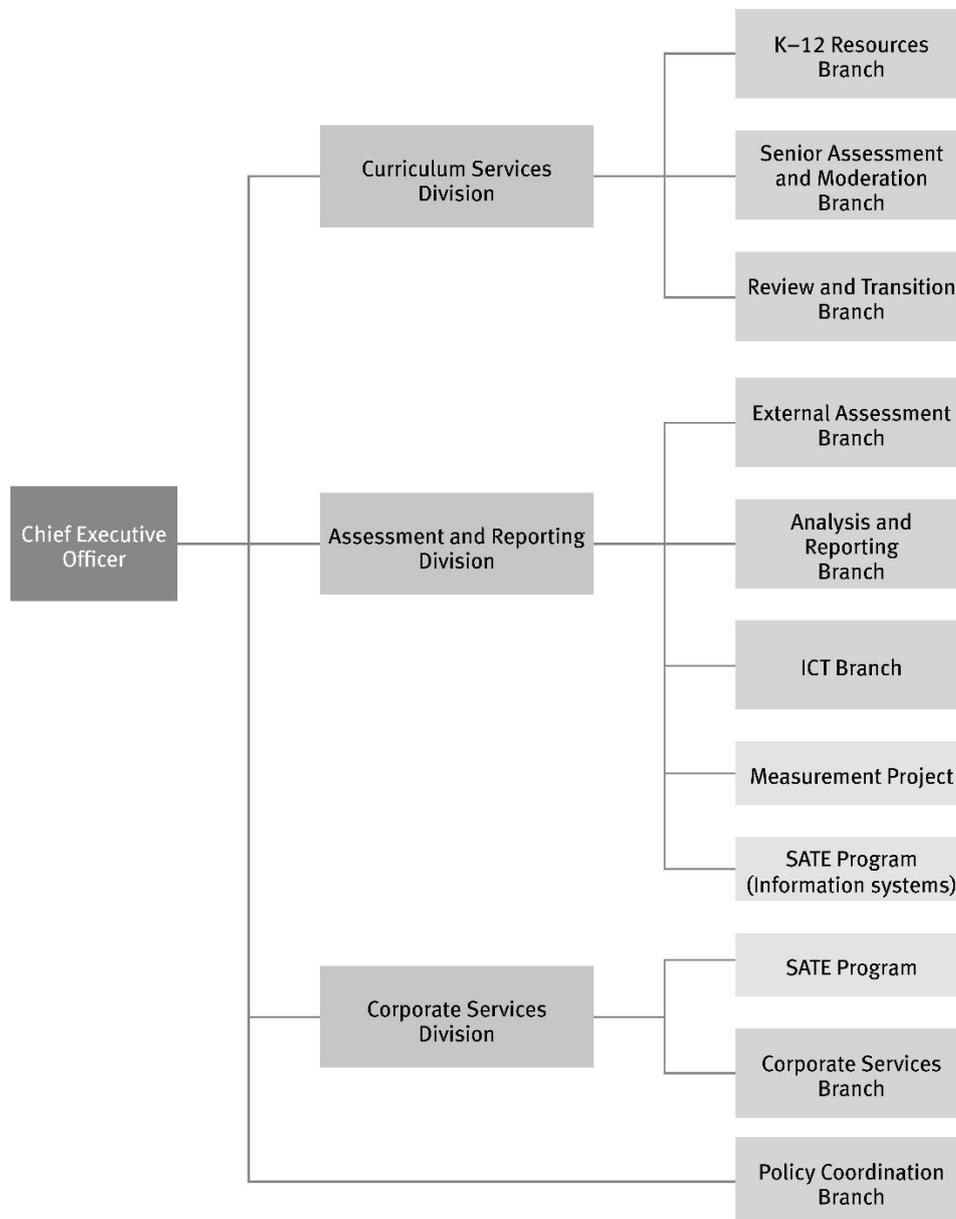
Organisational structure

The QCAA has three divisions:

- **Curriculum Services Division** is responsible for syllabus development and review, professional learning programs, assessment, moderation and vocational education and training.
- **Assessment and Reporting Division** manages testing, assessment, tertiary entrance, student reporting, and ICT systems and services.
- **Corporate Services Division** is responsible for corporate governance and services functions including financial, human resource, publishing and administrative services.

The QCAA’s central office is located at 154 Melbourne Street, South Brisbane. The organisation had 307 full-time equivalent staff as at 30 June 2018, based mostly at the central office. The remainder worked in district offices across Queensland (see Appendix 4). Positions are filled through a mix of permanent and temporary appointments and secondments. Staff are employed directly by the Authority as part of the Education portfolio.

QCAA organisational structure as at June 2018



Strategic plan

Planning and objectives

The QCAA's Strategic Plan 2017–21 articulates its role in providing high-quality curriculum, assessment and reporting programs that are informed by contemporary research about teaching, learning and broader educational processes.

The plan sets broad future strategic directions in the context of state and national reform. It outlines how the QCAA is maintaining a world-class curriculum, learning and assessment system for Queensland students by:

- delivering the senior curriculum and assessment reforms that provide students with a solid foundation for future achievement
- supporting the P–10 Australian Curriculum and reviewing the *Queensland kindergarten learning guideline*
- supporting schools to improve student outcomes in P–10, focusing on literacy and numeracy
- improving the delivery of services and client engagement by renewing information systems and communication channels
- cultivating a high-performing and innovative QCAA workforce.

These priorities support the Queensland Government's objective to engage more young Queenslanders in education, training or work, and align with its *Advancing education: An action plan for education in Queensland*.

Performance against objectives

The QCAA seeks regular feedback on its performance against the strategic plan measures and uses the results to improve its products, procedures and services.

Performance against the following indicators is detailed throughout the annual report:

- client satisfaction with QCAA products and services
- valid and reliable curriculum and assessment
- accurate distribution of test materials, result information and outcomes data
- teacher, principal and other key stakeholder awareness of and engagement in the work of the QCAA
- projects being delivered on time and within budget
- satisfactory outcomes of external audits of systems and financial management
- QCAA staff participation in formal performance and development processes and leadership programs.

Agency service areas and service standards

The QCAA's service delivery area objective is to deliver high-quality curriculum and assessment that meets the needs of all Queensland schools.

Its performance in meeting targets specified in the Department of Education *2018–19 Service Delivery Statement* is shown in the table overleaf.

Table 1: QCAA performance against Service Delivery Statements

Key effectiveness measures	2017–18 target/estimate	2017–18 actual
Percentage of stakeholders surveyed who consider the syllabuses and support materials developed by the Authority to be satisfactory ¹	90%	93%
Quality of certification processes: the percentage of Year 12 students whose Queensland Certificate of Education (QCE) eligibility status changed as a result of internal review ²	0.1%	0.0%
Quality of certification processes: the percentage of all OP-eligible Year 12 students whose Tertiary Entrance Statement changed for reasons other than school data error ³	0.02%	0.01%
Average cost per syllabus revision ⁴	\$0	\$0
Average cost per student of developing and issuing Senior Education Profiles ⁵	\$269	\$267
Average cost per student of developing and issuing the National Assessment Program – Literacy and Numeracy (NAPLAN) student report ⁶	\$40	\$40
Average cost per student of tertiary entrance and pathways information programs ⁶	\$9	\$9

Notes

1. Education stakeholders were asked to indicate their level of overall satisfaction with syllabuses and support materials through the annual QCAA satisfaction survey.
2. As part of the annual verification or review of information process, a small number of students have their results amended and new certificates issued because of an error reported by their learning provider.
3. The average cost is calculated by allocating direct costs plus overheads divided by the number of syllabuses developed or revised. The redevelopment phase for syllabuses was completed in Semester 1, 2017 to support the implementation of the new senior assessment system commencing with Year 11 students in 2019. There were no syllabus revisions in 2017–18.
4. The average cost is calculated by allocating relevant direct costs plus overheads divided by the number of students receiving Senior Education Profiles.
5. The average cost is calculated by allocating relevant direct costs plus overheads divided by the number of students undertaking NAPLAN. These figures represent the total cost of the administration of the NAPLAN tests in Queensland. Schools/school sectors contribute to the overall costs.
6. The average cost is calculated by allocating relevant direct costs plus overheads divided by the number of students in Years 11 and 12.

Program review

Preparing for the new Queensland Certificate of Education system

Queensland will introduce new senior assessment and tertiary entrance systems starting with students entering Year 11 in 2019. The new systems will include:

- a model that uses school-based assessment and common external assessment
- processes that strengthen the quality and comparability of school-based assessment
- replacing the Overall Position (OP) rank with an Australian Tertiary Admission Rank (ATAR).

The QCAA has been building the new assessment system through:

- redeveloping senior syllabuses aligned to the Australian Curriculum and with a new assessment model
- trialling external assessments in schools
- developing mock external assessments for use in 2019
- trialling processes for improving the quality and comparability of school-based assessment
- providing curriculum and assessment resources and professional development for teachers.

Redeveloping syllabuses

The QCAA has redeveloped:

- 46 General syllabuses
- 25 Applied syllabuses
- four Short Courses
- 19 Alternative Sequence documents
- four Senior External Examination syllabuses for Languages.

Feedback from teachers at senior syllabus implementation workshops during 2017–18 prompted the QCAA to make minor amendments to General syllabuses completed during 2016–17. These amendments include:

- formatting edits
- modifying subject matter
- greater specification in assessments
- modifying instrument-specific marking guides (ISMGs).

All redeveloped syllabuses are publicly available on the QCAA website. Teachers can access additional syllabus and assessment resources in the QCAA Portal.

Eighteen Senior External Examination syllabuses are still under development.

Strengthening school-based assessment in General subjects

In the new system, school-based assessments will contribute 75% towards a student's final result in most subjects. In mathematics and science subjects, it will contribute 50%.

Schools will devise three assessments for each senior subject. The validity and reliability of these assessments will rely on two quality assurance processes – endorsement and confirmation – and the involvement of more than 3000 assessors.

Endorsement

QCAA-trained assessors will endorse schools' assessment instruments before they are used with students. Endorsement will ensure that these instruments provide sufficient opportunities for students to demonstrate syllabus requirements.

Confirmation

Confirmation will involve trained assessors reviewing the grades that schools have assigned to students to ensure they are accurate and comparable across the state.

Preparing schools

A series of trial projects have informed the development of the procedures for endorsement and confirmation, and development of training resources has commenced.

Approximately 900 teachers from 355 schools participated in endorsement trials. Many schools participated more than once.

Five trials of the new confirmation and calibration processes involved 12 subjects and over 880 teachers.

The key dates for endorsement and confirmation in 2020 have been finalised and provided to schools.

Assessor training

The QCAA is developing a two-stage accreditation program to support the assessment practices of Queensland teachers in the new QCE system.

Stage 1 has three courses on assessment knowledge – features of quality assessment, assessment item construction and the application of marking guides – and was released in January 2018.

Teachers wishing to become assessors will also have to complete Stage 2 role-specific modules on endorsement, confirmation, external assessment development and/or external assessment marking. These will be released progressively during 2018.

By June 2018, more than 12 000 teachers had started the program.

This strategy supports the QCAA's focus on ensuring valid and reliable curriculum and assessment.

Introducing external assessment

In 2016–17, the QCAA trialled external assessments in 13 subjects at more than 250 schools.

Since then the QCAA has started writing mock external assessments that will be provided to schools in 2019 to assist them to prepare for summative external assessments with Year 12 students in 2020.

Mock assessments will be available for all General subjects, and a sample common internal assessment will be available for the Applied subjects Essential English and Essential Mathematics.

Between March and June 2018 work had started in 26 subjects.

Policies and procedures

A new handbook is being developed to provide a single point of truth on policies and procedures relating to senior schooling from 2019. Several drafts have been shared with schools for review – the latest version was published in Term 2, 2018.

Syllabus workshops and resources

During the past year, the QCAA has been planning and developing materials to support teachers to implement new syllabuses from 2019. This includes online modules about the new QCE system and assessment resources. The QCAA also delivered 670 workshops for about 21 700 senior secondary teachers who will be implementing a General syllabus or an Essential English or Essential Mathematics syllabus. These workshops ran from July 2017 to June 2018. Ninety-seven per cent of participants were highly satisfied or satisfied that the workshop they attended supported their implementation of the new syllabus. Client satisfaction with QCAA products and services is an important performance measure for the QCAA.

Supporting teaching and learning in K–12

Queensland kindergarten learning guideline

During 2017–18, the QCAA redeveloped the *Queensland kindergarten learning guideline (QKLG)* and *Continua of learning and development*. The project involved:

- a review of recent research on early years learning
- a scan of national and international jurisdictions
- consultation with key stakeholders
- feedback from focus groups
- an audit of existing *QKLG* resources.

Following the release and review of two public drafts, the QCAA Board approved the redeveloped guideline in June 2018. Approved providers can implement it from January 2019.

Implementation of the P–10 Australian Curriculum

The QCAA has revised resources to support implementation of the Australian Curriculum learning areas in Queensland schools. This has included aligning the standards elaborations to the Australian Curriculum Version 8.1.

Professional development activities have included:

- delivering 84 workshops to support schools to lift student achievement in aspects of literacy and numeracy
- delivering 120 workshops and webinars to support schools to implement the Australian Curriculum (this includes responding to requests from schools to deliver professional learning specific to their context and presenting at professional association conferences).

Aboriginal perspectives and Torres Strait Islander perspectives

Guidance and values in the QCAA's Aboriginal and Torres Strait Islander Perspectives Statement (2017–2020) informed the revision and update of resources to support the cross-curriculum priority of Aboriginal and Torres Strait Islander histories and cultures in the P–10 Australian Curriculum, and Aboriginal perspectives and Torres Strait Islander perspectives in senior subjects.

Guideline for individual learning

The *Guideline for individual learning (GIL)* provides a curriculum, assessment and reporting framework for schools when developing individualised curriculum plans for senior secondary students working towards the Queensland Certificate of Individual Achievement (QCIA).

Testing and assessment

The QCAA worked with school communities to support assessment practices across the Preparatory Year (Prep) to Year 12.

It also worked with students, principals, teachers and parents to build greater understanding of test results and their use in improving student performance.

Prep–Year 10

National Assessment Program – Literacy and Numeracy

The National Assessment Program – Literacy and Numeracy (NAPLAN) tests are designed to assess the skills of Australian students in literacy and numeracy by:

- collecting data from the population of Years 3, 5, 7 and 9 students for reporting to parents/carers and schools and for systemic reporting
- assessing students against national minimum standards.

The 2018 NAPLAN tests were held in May for all students in Australia in Years 3, 5, 7 and 9.

The QCAA successfully coordinated the administration, marking and reporting of NAPLAN for approximately 260 000 students in Queensland within the agreed timeframes. Approximately 247 600 students completed paper-based tests with the remainder participating in online tests.

NAPLAN Online

In 2018, 83 Queensland schools transitioned to online assessment for the first time. Queensland deferred participation in NAPLAN Online in 2017 because of concerns about the assessment delivery platform.

Years 11–12

Queensland Core Skills Test

The Queensland Core Skills (QCS) Test assesses candidates in the common curriculum elements of Authority subjects and contributes scaling data for the

calculation of Overall Positions (OPs) and Field Positions (FPs) for tertiary entrance.

The following table shows the distribution of grades awarded, both by gender and overall.

Table 2: 2017 QCS Test grades

Grade	Overall	Female	Male
Total #	27 517*	15 194	12 323
A	17.84%	14.65%	21.78%
B	27.30%	26.11%	28.77%
C	34.12%	35.89%	31.93%
D	20.46%	23.17%	17.11%
E	0.28%	0.18%	0.41%
Total %	100%	55%	45%

*12 students who sat the test did not receive a grade.

Results were provided to students electronically in November 2017 and at certification in December.

Senior External Examination

The QCAA administered the 2017 Senior External Examination at locations across Queensland during October and November.

These examinations cater for people who are not senior students in Queensland secondary schools and Year 12 students unable to access particular subjects at their school.

Twenty-one subject examinations were administered. The examination papers for 15 subjects were developed by the QCAA. Examination papers for the remaining six subjects were obtained from interstate curriculum authorities through the Collaborative Curriculum and Assessment Framework for Languages.

By the end of the examination period, 673 candidates had sat 886 examinations.

Externally moderated school-based assessment

The QCAA worked with schools to implement Queensland's system of externally moderated school-based assessment, quality assure the accuracy of data collected, and report student results.

Support for review panels

To support the senior assessment system, the QCAA held moderation conferences for approximately 750 review panel chairs, state panellists and Queensland Certificate of Individual Achievement (QCIA) district advisers.

Support for schools

The QCAA's actions in supporting and assisting schools to implement syllabuses and assess students included:

- developing study plan requirements, checklists and samples for Subject Area Syllabuses
- meeting with school administrators across the state
- advising schools on assessment for over 110 000 student folios at 802 moderation meetings
- externally reviewing the implementation of Authority-registered subjects and short courses for 145 schools
- providing 56 face-to-face moderation meetings for Authority-registered subjects
- providing advice to schools about the QCIA, including reviewing approximately 673 curriculum plans and peer-reviewing 976 certificate statements and evidence from 243 schools
- gathering data through 726 submissions at comparability to evaluate year-to-year processes and to determine priorities for assessment support and panel training
- meeting with representatives from schools offering Year 11 for the first time and providing support through resources and presentations.

Innovation

New initiatives to assist schools to provide quality learning and assessment, and to maintain public confidence in the validity and reliability of assessment outcomes included:

- online training to support comparability and a focused review at monitoring
- developing online training modules for all panellists
- conducting a test of marking guides at comparability in four subjects with 40 panellists
- trialling online reviewing processes for monitoring for 71 schools in four subjects (Dance, English, Mathematics B and Geography in three districts)
- releasing a redeveloped Study Plan Builder to provide schools with an online tool to submit study plans for all Applied syllabuses
- providing professional development and training for staff of Nauru Secondary School from the Republic of Nauru.

Certification and tertiary entrance

Senior Education Profile

In 2017, the QCAA issued Senior Education Profiles and Senior Statements to 53 105 students who completed Year 12 (of which 1176 were for visa students).

Queensland Certificates of Education (QCEs) were awarded to 50 219 students, or 94.6%, consistent with 2016. Of these students, 26 864 received a Tertiary Entrance Statement.

Queensland Certificates of Individual Achievement (QCIAs) were awarded to 964 students – up from 877 in 2016.

Certification was achieved within the agreed government timeframes.

The average cost of developing and issuing Senior Education Profiles was \$267 per student – \$1 more than in 2016.

The average cost of providing tertiary entrance and pathways information programs (which included Queensland Core Skills Test results, calculation of Subject Achievement Indicators and career advice) was \$9 per student – the same as in 2016.

The above information indicates the QCAA met its performance measures of:

- delivering valid and reliable curriculum and assessment
- accurately distributing test materials, result information and outcomes data
- delivering projects on time and within budget.

Queensland Certificate of Education

The Queensland Certificate of Education (QCE) is Queensland's senior schooling certificate, and is awarded to eligible students when they complete the senior phase of learning, usually at the end of Year 12.

The QCE provides pathways to work, further education and training by recognising a broad range of learning options and offering flexibility in what is learnt, as well as where and when that learning occurs.

Learning options include senior school subjects, vocational education and training, workplace and community learning, and university subjects undertaken while at school.

Queensland Certificate of Individual Achievement

The Queensland Certificate of Individual Achievement (QCIA) recognises and reports the achievements of students who have undertaken an individualised learning program and completed at least 12 years of schooling. It is a valuable record of student achievement, which:

- can be shown to employers as a summary of knowledge and skills
- can guide training providers in selection of further training options
- ensures the educational achievement of all Queensland students can be recorded.

To be eligible, students must have impairments or difficulties in learning that are not primarily due to socioeconomic, cultural and/or linguistic factors.

Equivalency of non-Queensland qualifications

The QCAA provided Education Statements for school qualifications that have been awarded by recognised interstate or overseas institutions. The statements give the Queensland secondary school level equivalent of submitted qualifications.

In 2017–18, the QCAA received and processed 126 equivalency applications for qualifications from 25 countries.

Equivalency assessments are provided for employment and recruitment purposes.

2017 Year 12 outcomes report

The QCAA publicly reported a range of Year 12 student outcomes data on behalf of the Queensland Government. The report was published in February 2018. For each school, it included:

- information on the number of students awarded certificates and qualifications
- the proportion of Queensland Tertiary Admissions Centre applicants receiving a tertiary offer
- the OP distribution of students across five bands (students with OPs of 1–5, 6–10, 11–15, 16–20 and 21–25)
- the number of students receiving VET certificates at various levels.

The QCAA worked closely with schools to ensure the accuracy of the data, and to communicate the implications of the data to school communities.

Student Connect

The Student Connect website gives senior students access to their learning account and results, and resources for exploring post-school education, training and career pathways.

Vocational education and training

The QCAA worked with the Australian Skills Quality Authority (ASQA), national Skills Service Organisations (SSOs) and the three schooling sectors to support the delivery of vocational education and training (VET) for school students.

It registered schools as registered training organisations (RTOs) to Australian Qualifications Framework Certificate IV level. This registration function was performed under a delegation from ASQA.

The QCAA provided leadership, advice and support to schools on:

- becoming an RTO
- maintaining RTO compliance with the VET Quality Framework
- meeting data provision requirements
- implementing selected qualifications from national training packages
- school RTO management
- quality training and assessment.

School support

Resources to support quality and innovative delivery of VET in schools were further developed to reflect the Standards for Registered Training Organisations (RTOs) 2015 (Cwlth). These included:

- guidelines, factsheets, management resources, policies and procedures
- training and assessment models
- email updates.

The QCAA presented at five events organised by schooling sector groups or educator associations. These were attended by approximately 500 school-based trainers, assessors and managers.

Registration activity

The QCAA processed 983 registration activities for the 308 schools registered as RTOs.

School audits

The QCAA's delegated responsibility includes registration and audit of school RTOs for compliance with the national VET Quality Framework (VQF). Activities included 63 site audits, five online initial registration audits and seven desk audits for extension to scope. For all schools involved in initial, renewal, post-initial and compliance audits, the final outcome was 'compliant'.

VET and the QCE

The QCAA worked with the State Training Agency Clearinghouse to ensure accurate banking of VET achievements from non-school RTOs. It also banked

student VET achievements gained at schools in other states.

In 2017, 93 700 students were enrolled in VET qualifications while at school, with 98 097 awarded to students who did their qualification with school RTOs.

National collaboration

The QCAA worked with the Australasian Curriculum, Assessment and Certification Authorities (ACACA) on a range of common issues relating to VET in schools.

Formal arrangements with ASQA ensure QCAA participates in national auditor moderation meetings.

National VET regulator

ASQA has granted the QCAA a five-year delegation period.

Corporate support and communication

The QCAA's effective communication and partnerships with schools, industry, academia and the wider community ensured that its products and services met the needs of stakeholders.

Careers market

The QCAA provided advice for students, parents, and prospective tertiary applicants at career and tertiary studies expos in Brisbane, the Sunshine Coast and Townsville.

Enquiry service

The QCAA maintained its Student Connect service for students, parents/carers and schools.

Following the 2017 release of Senior Education Profiles, staff assisted with more than 1100 phone and email queries.

Professional development

In addition to 670 senior syllabus workshops, the QCAA delivered 210 workshops to 5400 educators and 65 webinars to 4280 educators to support initiatives across Kindergarten to Year 12. Participants received certification appropriate for teacher registration renewal based on the *Australian professional standards for teachers* and the Queensland College of Teachers' *Continuing professional development framework*.

Two hundred and thirty-six (236) presentations were organised in response to requests for professional development services from schools, higher education

institutions and professional associations. Topics included NAPLAN, Australian Curriculum, assessment, the QCS Test, the *QKLG* and new QCE system.

Presentations on curriculum, assessment and education reform were also held for education leaders from Bangladesh, Bhutan, Indonesia, Papua New Guinea and Qatar.

Consultation mechanisms

The QCAA is committed to meaningful consultation and collaboration with key stakeholders. It draws on expertise from school sectors, teacher educators, universities and other professional groups to inform development and delivery of relevant and high-quality curriculum and assessment products.

Consultation has occurred through advisory committees, forums, focus groups, workshops, surveys, webinars and information sessions in relation to:

- *QKLG*
- P-10 Australian Curriculum
- new school-based assessment processes
- new syllabus resources
- ICT applications.

Informing stakeholders about changes to senior schooling has been a priority. In Semester 1, 2018, the QCAA's Chief Executive Officer held forums for approximately 1600 principals and school leaders in Brisbane, Bundaberg, Cairns, Gold Coast, Mackay, Mount Isa, Rockhampton, Roma, Sunshine Coast, Toowoomba and Townsville.

Conference for principals and senior leaders

The QCAA held a conference for principals and senior leaders at the Brisbane Convention and Exhibition Centre on 17–18 October 2017. Titled *The new QCE system: A strong foundation for a changing world*, it focused on the:

- processes that define the new Queensland Certificate of Education (QCE) system
- implications for teachers and schools
- role of school leaders in the change process.

The conference was a key activity to support schools in the transition to the new system and attracted more than 1000 participants.

QCE Achievement Awards

The QCE Achievement Awards recognise and reward Queensland's top performing students for outstanding academic achievement in their senior school studies.

The fourth annual QCE Achievement Awards were for students who graduated from Year 12 with a QCE at

a Queensland school in 2017. The QCAA hosted the Awards ceremony at the State Library of Queensland in February 2018.

Award categories

The QCAA awarded 32 students, from 20 State, Catholic and Independent schools, prizes in six categories:

- Outstanding Academic Achiever
- Distinguished Academic Achievers
- Highest Achievement by an Aboriginal or Torres Strait Islander Student
- Highest Achievement by an International Student
- Highest Result on the Queensland Core Skills Test
- Highest Achievement in the International Baccalaureate.

Additionally, Certificates of Academic Commendation were awarded to 968 graduates for Very High Achievements (VHAs) in the equivalent of at least six Authority subjects, i.e. at least 24 semesters at VHA level.

Successful corporate support and communication made a significant contribution to teacher, principal and other key stakeholder awareness of and engagement in the work of the QCAA.

Publications

The QCAA's regular news publications include:

- *QCAA news for schools*, a fortnightly email newsletter updating over 13 000 subscribers about QCAA initiatives, professional development activities and events
- *NAPLAN*, a monthly online bulletin keeping schools informed about NAPLAN processes and procedures
- *New QCE system update*, a regular email for all senior teachers and subscribers highlighting developments in the transition to the new QCE system and opportunities for participation
- *Student Connect*, a magazine published twice a year providing Year 12 students with news, study tips and information about further education, training and career pathways
- *Senior pathways update*, a quarterly email bulletin for guidance officers, career counsellors, VET coordinators, senior secondary teachers, and heads of senior school
- memos, timely advice to schools about curriculum, assessment, testing and certification issues, available online and via email.

In addition, the QCAA has a popular presence on the social media platforms Facebook, Pinterest, Twitter, LinkedIn and YouTube.

These publications and platforms assist the QCAA's strategic and communication focus on building

partnerships with the education sectors, principals, curriculum leaders and teachers, and senior students.

Advice and compliance

During 2017–18, the QCAA attended to administrative, financial, human resource, service improvement and publishing issues that influenced the performance of the organisation. This was to ensure that corporate service-related activities complied with whole-of-government legislation, policies and directives.

The annual internal audit was performed by the Department of Education's Internal Audit Unit, and the external audit was performed by Queensland Audit Office. There were no significant issues arising from either the internal or external audits.

The QCAA also engaged the Department of Education to undertake an independent examination of all activity associated with the calculation and reconciliation of costs involved in the administration of the 2017 NAPLAN tests. It found the processes to be sound.

The above shows QCAA meeting its performance measure of achieving satisfactory outcomes related to external audits of systems and financial management.

Audit and risk management

The charter of the QCAA's Audit Committee was consistent with the Queensland Treasury Audit Committee Guidelines. Its membership, duties and responsibilities are listed on page 9.

The QCAA's internal audit plan was informed by its strategic objectives, operational plan, and strategic risk assessment.

Delegations

The QCAA reviewed and endorsed all financial, procurement, and human resource management activities in accordance with its delegations. These were subject to the *Financial Accountability Act 2009* and Financial and Performance Management Standard 2009 (Qld).

Information systems and recordkeeping

The QCAA has a retention and disposal schedule in place for its public records, approved by the State Archivist. Relevant staff were trained in the retention and disposal of these records as part of a centralised and controlled process.

Workplace ethics

The QCAA follows the Code of Conduct for the Queensland Public Service. All QCAA employees undertake education and training about the Code of Conduct at induction. This includes the application of ethics principles, and obligations of public officials.

Information

Information provision was undertaken by the QCAA in accordance with sections 13, 15–17, 19, 62–68 and 89 of the QCAA Act.

Replacement copies of certificates

Replacement copies of certificates issued by the QCAA are provided on request to those who had previously been awarded a Junior Certificate, Senior Certificate, Queensland Certificate of Individual Achievement, Queensland Certificate of Education and/or Tertiary Entrance Statement.

Right to information

During 2017–18, the QCAA received one application under the *Information Privacy Act 2009 (Qld)*. It received no applications under the *Right to Information Act 2009 (Qld)*.

Information and communications technology

Efficient information and communications technology (ICT) systems are essential in ensuring the delivery of the QCAA's strategic initiatives and supporting the delivery of accurate and timely data to schools, teachers, students and other stakeholders, particularly for testing and senior certification programs.

QCAA Portal

Work continued on the development of the QCAA Portal application. On completion, it will provide a single point of entry to all functions and tools supporting the exchange of data and information between the QCAA and Queensland schools.

Currently the Portal provides schools with access to:

- Year 12 subject data, OP/FP data, QCS Test data, QCE/QCIA data and VET data
- NAPLAN data
- study plan development for Subject Area Syllabus subjects
- individual curriculum plans for QCIA students
- General and Applied syllabuses
- resources for the new QCE system
- assessor training modules
- the Student Management application for registering students who will study under the new QCE system.

Planning has continued for development of the ICT systems required to support the implementation of components of the new curriculum, learning and assessment system, including:

- endorsing school-based assessments
- confirming student results
- external assessment.

Governance activities

The QCAA undertook a range of initiatives to comply with legislative requirements. These included:

- engaging the Department of Education to provide internal audit services (financial compliance and performance audits)
- reviewing the strategic risk assessment and ensuring risk minimisation or mitigation actions were in place
- developing the 2017–18 operating and capital budgets to support strategic priorities and accountabilities
- improving internal reporting systems
- promoting requirements of the *State Procurement Policy* and strengthening purchasing through targeted training
- providing ongoing records management training and support to staff
- reviewing business processes to identify opportunities for improvements and innovation
- monitoring QCAA corporate and management performance against plans and performance accountabilities for managers and branch budgets.

Strategic workforce planning, attraction and performance

At 30 June 2018, the QCAA was staffed by 307 full-time equivalent staff. The permanent retention rate was 93.2% and the permanent separation rate was 6.8%.

During 2017–18, the QCAA commenced an organisational review to inform development of a new structure and staffing establishment that will enable the organisation to perform its future functions under the new QCE system.

To meet the performance measure of QCAA staff participation in formal performance and development processes and leadership programs, QCAA initiatives included:

- enrolling managers and team leaders in a 360-degree feedback exercise on leadership practices
- providing feedback to staff through performance and development plans, and informal feedback under the QCAA's *Engaged workplaces* program
- widely advertising vacancies to attract high-quality applicant pools
- implementing the QCAA's *Flexible workplaces* policy to promote work–life blend.

In addition to the initiatives above, health and wellbeing is supported through the availability of counselling services, access to a quiet room, and free flu vaccinations.

Table 3: QCAA employees

	2017–18	2016–17	2015–16	2014–15	2013–14
Employees at 30 June (full-time equivalent)	307	307	261	206	213

Financial snapshot 2017–18

In 2017–18, the QCAA received \$65 482 million in grant revenue from the Department of Education and raised \$2.5 million from the curriculum and professional development products and services it delivered to approximately 1750 state and non-state schools.

A comprehensive set of financial statements covering all aspects of the QCAA's activities begins overleaf.

Table 4: Summary of QCAA finances

	2017–18 \$'000	2016–17 \$'000	2015–16 \$'000	2014–15 \$'000	2013–14 \$'000
Revenue					
Grant revenue	65,482	56,002	46,827	38,297	37,233
Other revenue	2870	2532	2762	2466	2277
Expenses					
Employee expenses	40,436	40,175	31,794	26,909	25,982
Other expenses	26,103	18,192	16,684	13,823	13,499
Operating surplus/(deficit)	1813	167	1111	31	29
Capital outlays					
Plant and equipment	889	1148	1097	158	650
Software	10,813	6275	3529	590	841
Total assets	24,902	21,574	20,282	17,275	18,080
Total liabilities	9416	7901	6776	4880	5714
Net assets/(liabilities)	15,486	13,673	13,506	12,395	12,366

STATEMENT OF COMPREHENSIVE INCOME

for the year ended 30 June 2018

		2018 Actual \$'000	2018 Original Budget \$'000	Budget Variance* \$'000	2017 Actual \$'000
OPERATING RESULT	Notes				
Income from Continuing Operations					
User charges and fees	2.1.1	2,500	1,585	915	2,204
Grants	2.1.2	65,482	68,056	(2,574)	56,002
Interest		285	225	60	273
Other revenue		85	1	84	55
Total Revenue		68,352	69,867	(1,515)	58,534
Total Income from Continuing Operations		68,352	69,867	(1,515)	58,534
Expenses from Continuing Operations					
Employee expenses	2.2.1	40,436	41,754	1,318	40,175
Supplies and services	2.2.2	24,984	27,353	2,369	17,392
Depreciation and amortisation	2.2.3	998	641	(357)	693
Other expenses	2.2.4	121	119	(2)	107
Total Expenses from Continuing Operations		66,539	69,867	3,328	58,367
Operating Result from Continuing Operations		1,813	-	1,813	167
Other Comprehensive Income		-	-	-	-
Total Comprehensive Income		1,813	-	1,813	167

*AN EXPLANATION OF MAJOR VARIANCES IS INCLUDED AT NOTE 5.1.1

THE ACCOMPANYING NOTES FORM PART OF THESE FINANCIAL STATEMENTS.

STATEMENT OF FINANCIAL POSITION

as at 30 June 2018

		2018 Actual \$'000	2018 Original Budget \$'000	Budget Variance* \$'000	2017 Actual \$'000
	Notes				
Current Assets					
Cash and cash equivalents	3.1	11,211	8,245	2,966	12,474
Receivables	3.2	1,518	1,279	239	1,077
Prepayments		471	336	135	600
Total Current Assets		13,200	9,860	3,340	14,151
Non-Current Assets					
Plant and equipment	3.3	889	663	226	1,148
Intangible assets	3.4	10,813	10,769	44	6,275
Total Non-Current Assets		11,702	11,432	270	7,423
Total Assets		24,902	21,292	3,610	21,574
Current Liabilities					
Payables	3.5	6,089	6,343	(254)	5,251
Accrued employee benefits	3.6	1,491	1,191	300	2,028
Provisions	3.7	1,178	-	1,178	-
Other current liabilities	3.8	658	252	406	622
Total Current Liabilities		9,416	7,786	1,630	7,901
Total Liabilities		9,416	7,786	1,630	7,901
Net Assets		15,486	13,506	1,980	13,673
Equity					
Contributed equity		12,364	12,364	-	12,364
Accumulated surplus		3,122	1,142	1,980	1,309
Total Equity		15,486	13,506	1,980	13,673

*AN EXPLANATION OF MAJOR VARIANCES IS INCLUDED AT NOTE 5.1.2

THE ACCOMPANYING NOTES FORM PART OF THESE FINANCIAL STATEMENTS.

STATEMENT OF CHANGES IN EQUITY

for the year ended 30 June 2018

	Contribute d Equity \$'000	Accumulate d Surplus \$'000	Total \$'000
Balance as at 1 July 2016	12,364	1,142	13,506
<i>Operating Result</i>			
Operating result from continuing operations	-	167	167
Balance at 30 June 2017	12,364	1,309	13,673
<i>Operating Result</i>			
Operating result from continuing operations	-	1,813	1,813
Balance at 30 June 2018	12,364	3,122	15,486

THE ACCOMPANYING NOTES FORM PART OF THESE FINANCIAL STATEMENTS.

STATEMENT OF CASH FLOWS

for the year ended 30 June 2018

	Notes	2018 Actual \$'000	2018 Original Budget \$'000	Budget Variance* \$'000	2017 Actual \$'000
Cash flows from operating activities					
<i>Inflows:</i>					
User charges and fees		2,500	1,575	925	2,481
Grants and other contributions		65,482	68,056	(2,574)	56,002
Interest receipts		291	232	59	279
GST input tax credits from ATO		2,589	2,728	(139)	1,987
GST collected from customers		188	178	10	172
Other		85	1	84	55
<i>Outflows:</i>					
Employee expenses		(41,150)	(41,893)	743	(39,895)
Supplies and services		(22,823)	(25,945)	3,122	(17,128)
GST remitted to Australian Taxation Office		(216)	(178)	(38)	(166)
GST paid to suppliers		(2,797)	(2,488)	(309)	(1,993)
Other		(135)	(119)	(16)	(107)
Net cash provided by operating activities	3.1.1	4,014	2,147	1,867	1,687
Cash flows from investing activities					
<i>Outflows:</i>					
Payments for plant and equipment		(184)	(140)	(44)	(393)
Payments for intangibles		(5,093)	(4,200)	(893)	(3,097)
Net cash used in investing activities		(5,277)	(4,340)	(937)	(3,490)
Net decrease in cash and cash equivalents		(1,263)	(2,193)	930	(1,803)
Cash and cash equivalents - opening balance		12,474	10,438	2,036	14,277
Cash and cash equivalents - closing balance	3.1	11,211	8,245	2,966	12,474

*AN EXPLANATION OF MAJOR VARIANCES IS INCLUDED AT NOTE 5.1.3

THE ACCOMPANYING NOTES FORM PART OF THESE FINANCIAL STATEMENTS.

NOTES TO THE FINANCIAL STATEMENTS

1 About the Authority and this financial report

1.1 Basis of financial statement preparation

1.1.1 General information

The Queensland Curriculum and Assessment Authority ('the Authority') is a statutory body established under the *Education (Queensland Curriculum and Assessment Authority) Act 2014* and controlled by the State of Queensland, which is the ultimate parent.

The head office and principal place of business of the Authority is:

154 Melbourne Street

SOUTH BRISBANE QLD 4101

1.1.2 Compliance with prescribed requirements

The Queensland Curriculum and Assessment Authority has prepared these financial statements in compliance with section 43 of the *Financial and Performance Management Standard 2009*. The financial statements comply with Queensland Treasury's Minimum Reporting Requirements for reporting periods beginning on or after 1 July 2017.

The Queensland Curriculum and Assessment Authority is a not-for-profit entity and these general purpose financial statements are prepared on an accrual basis (except for the Statement of Cash Flow which is prepared on a cash basis) in accordance with Australian Accounting Standards and Interpretations applicable to not-for-profit entities

1.1.3 Presentation

Currency and rounding

Amounts included in the financial statements are in Australian dollars and rounded to the nearest \$1,000 or, whether that amount is \$500 or less, to zero, unless disclosure of the full amount is specifically required.

Comparatives

Comparative information reflects the audited 2016-17 financial statements.

Current/Non-current classification

Assets and liabilities are classified as either 'current' or 'non-current' in the Statement of Financial Position and associated notes.

Assets are classified as 'current' where their carrying amount is expected to be realised within 12 months after the reporting date.

Liabilities are classified as 'current' when they are due to be settled within 12 months after the reporting date, or the Authority 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.

1.1.4 Authorisation of financial statements for issue

The financial statements are authorised for issue by the Chair and Chief Executive Officer at the date of signing the Management Certificate.

1.1.5 Basis of measurement

Historical cost is used as the measurement basis in this financial report.

Historical cost

Under historical cost, assets are recorded at the amount of cash or cash equivalents paid or the fair value of the consideration given to acquire assets at the time of their acquisition. Liabilities are recorded at the amount of proceeds received in exchange for the obligation or at the amounts of cash or cash equivalents expected to be paid to satisfy the liability in the normal course of business.

1.1.6 The reporting entity

The financial statements include the value of all income, expenses, assets, liabilities and equity of the Authority.

1.2 Objectives of the Authority

The Queensland Curriculum and Assessment Authority provides educational leadership through innovative and high-quality curriculum and assessment programs to support Queensland educators to improve outcomes for learners across kindergarten to Year 12. The Authority delivers syllabuses and guidelines, and assessment, testing, reporting, certification and tertiary entrance services to Queensland schools.

The Authority's vision to provide a world class curriculum, learning and assessment system for Queensland students is reflected in its key priorities of:

- strengthening senior curriculum and assessment
- supporting the P–10 Australian Curriculum and Queensland Kindergarten Learning Guideline
- leading initiatives that support schools to lift student achievement in literacy and numeracy
- improving the delivery of services and client engagement by renewing information systems and communication channels
- cultivating a high performing and innovative workforce.

2 Notes about our financial performance

2.1 Revenue

2.1.1 User charges and fees

	2018 \$'000	2017 \$'000
Visa student fees	711	687
Publications	294	342
Workshops/conferences	777	589
Licensing and copyright fees	481	330
Certificates	72	112
Examinations	57	52
Other	108	92
Total	2,500	2,204

Accounting policy – sale of goods and services

User charges and fees are recognised as revenues when the revenue has been earned and can be measured reliably with a sufficient degree of certainty. This occurs upon delivery of the goods to the customer or completion of the requested services at which time the invoice is raised. Accrued revenue is recognised if the revenue has been earned but not yet invoiced.

2.1.2 Grants

	2018 \$'000	2017 \$'000
Administered	33,516	33,518
Senior Assessment and Tertiary Entrance	24,940	15,890
NAPLAN	7,026	6,594
Total	65,482	56,002

Accounting policy – grants and contributions

Grants and contributions are non-reciprocal in nature so do not require any goods or services to be provided in return. Corresponding revenue is recognised in the year in which the Authority obtains control over the grant/contribution (control is generally obtained at the time of receipt).

2.2 Expenses

2.2.1 Employee expenses

	2018 \$'000	2017 \$'000
Employee benefits		
Salaries	24,703	23,687
Casuals		
- Markers	4,000	4,410
- Panellists	2,088	2,058

	2018 \$'000	2017 \$'000
- Syllabus writers	44	975
- Assessors	-	18
- Other	267	308
Annual leave levy/expense	2,748	2,433
Employer superannuation contributions	3,896	3,692
Long service leave levy/expense	605	553
Employee related expenses		
Workers compensation premium	58	79
Payroll tax	1,862	1,770
Other employee related expenses	165	192
Total	40,436	40,175

	2018 No.	2017 No.
Full-Time Equivalent employees	307	307

Accounting policy – wages and salaries

Wages and salaries due but unpaid at reporting date are recognised in the Statement of Financial Position at the current salary rates. As the Authority expects such liabilities to be wholly settled within 12 months of reporting date, the liabilities are recognised at undiscounted amounts.

Accounting policy – 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.

Accounting policy – annual leave

Under the Queensland Government's Annual Leave Central Scheme (ALCS), a levy is made on the Authority to cover the cost of employees' annual leave (including leave loading and on-costs). The levies are expensed in the period in which they are payable. Amounts paid to employees for annual leave are claimed from the scheme quarterly in arrears.

Accounting policy – long service leave

Under the Queensland Government's Long Service Leave Scheme, a levy is made on the Authority to cover the cost of employees' long service leave. The levies are expensed in the period in which they are payable. Amounts paid to employees for long service leave are claimed from the scheme quarterly in arrears.

Accounting policy – superannuation

Post-employment benefits for superannuation are provided through defined contribution (accumulation) plans or the Queensland Government's QSuper defined benefit plan as determined by the employee's conditions of employment.

- *Defined Contribution Plans* - Contributions are made to eligible complying superannuation funds based on the rates specified in the relevant EBA or other conditions of employment.

Contributions are expensed when they are paid or become payable following completion of the employee's service each pay period.

- *Defined Benefit Plan* - The liability for defined benefits is held on a whole-of-government basis and reported in those financial statements pursuant to AASB 1049 *Whole of Government and General Government Sector Financial Reporting*. The amount of contributions for defined benefit plan obligations is based upon the rates determined on the advice of the State Actuary. Contributions are paid by the Authority at the specified rate following completion of the employee's service each pay period. The Authority's obligations are limited to those contributions paid.

Accounting policy – worker's compensation premiums

The Authority pays premiums to WorkCover Queensland in respect of its obligations for employee compensation. Workers' compensation insurance is a consequence of employing employees, but is not counted in an employee's total remuneration package. It is not employee benefits and is recognised separately as employee related expenses.

Key management personnel and remuneration disclosures are detailed in Note 6.1.

2.2.2 Supplies and services

	2018 \$'000	2017 \$'000
Travel	1,863	1,730
Contractors and consultancies	12,610	6,358
Information and communication technology	1,304	1,291
Freight and postage	1,469	1,446
Catering and venue hire	2,664	1,724
Printing, stationery and publications	1,776	1,588
Property, equipment and fleet costs	3,222	3,172
Other	76	83
Total	24,984	17,392

Accounting policy – operating lease rentals

Operating lease payments are representative of the pattern of benefits derived from the leased assets and are expensed in the periods in which they are incurred. Incentives received on entering into operating leases are recognised as liabilities. Lease payments are allocated between rental expense and reduction of the liability.

Disclosure – operating leases

Operating leases are entered into as a means of acquiring access to office accommodation. Lease terms extend over a period of 6 months to 10 years. The Authority has no option to purchase the leased item at the conclusion of the lease although the lease provides for a right of renewal at which time the lease terms are renegotiated.

Operating lease rental expenses comprises the minimum lease payments payable under operating lease contracts.

Lease payments are generally fixed, but with inflation escalation clauses upon which future year rentals are determined.

2.2.3 Depreciation and amortisation

	2018 \$'000	2017 \$'000
Depreciation (Note 3.3.1)	443	342
Amortisation (Note 3.4.1)	555	351
Total	998	693

2.2.4 Other expenses

	2018 \$'000	2017 \$'000
Insurance premiums - QGIF	41	42
Queensland Audit Office - external audit fees for the audit of the financial statements ⁽¹⁾	29	27
Internal audit fees ⁽²⁾	35	34
Bank fees and charges	16	3
Losses from disposal of assets	-	1
Total	121	107

External audit fees

1. Total audit fees quoted by the Queensland Audit Office relating to the 2017-18 financial statements are \$29,000 (2017 \$27,000)

Internal audit fees

2. The Authority engaged the services of Internal Audit from the Department of Education.

3 Notes about our financial position

3.1 Cash and cash equivalents

	2018 \$'000	2017 \$'000
Term Deposits	-	3,000
Deposits at Call	9,396	-
Cash at Bank	1,815	9,474
Total	11,211	12,474

Accounting policy – cash and cash equivalents

For the purposes of the Statement of Financial Position and the Statement of Cash Flows, cash assets include all cash and cheques receipted but not banked at 30 June as well as deposits at call with financial institutions. Cash equivalent assets include term deposits with a maturity date of 90 days or less.

3.1.1 Reconciliation of operating result to net cash provided by operating activities

	2018 \$'000	2017 \$'000
Operating Surplus	1,813	167
<i>Non-Cash items included in operating result:</i>		
Depreciation & amortisation expense	998	693
Loss on sale/disposal of non-current assets	-	1
<i>Change in assets and liabilities:</i>		
(Increase)/decrease in trade receivables	(19)	10
(Increase) in GST input tax credits receivable	(208)	(6)
(Increase)/decrease in LSL reimbursement receivable	(105)	63
(Increase) in Annual leave reimbursements	(87)	(180)
Decrease in other receivables	6	6
(Increase)/decrease in prepayments	129	(197)
Increase in accounts payable	831	402
Increase/(decrease) in accrued employee benefits	(537)	390
Increase/(decrease) in GST payable	(28)	6
Increase in other payables	24	65
Increase in provisions	1,178	-
Increase in unearned revenue	19	267
Net cash provided by operating activities	4,014	1,687

3.2 Receivables

	2018 \$'000	2017 \$'000
Trade debtors	100	81
GST receivable	724	516
GST payable	(9)	(37)
Interest receivable	23	29
Long Service leave reimbursements	186	81
Annual leave reimbursements	494	407
Total	1,518	1,077

Accounting policy – receivables

Receivables are measured at amortised cost which approximates their fair value at reporting date.

Trade debtors are recognised at the amounts due at the time of sale or service delivery i.e. the agreed purchase/contract price. Settlement of these amounts is required within 30 days from invoice date.

Disclosure – credit risk exposure of receivables

The maximum exposure to credit risk at balance date for receivables is the gross carrying amount of those assets inclusive of any provisions for impairment.

No collateral is held as security and no credit enhancements relate to receivables held by the Authority. Receivables fall into one of the following categories when assessing collectability:

- within terms and expected to be fully collectible
- within terms but impaired
- past due but not impaired
- past due and impaired

All receivables within terms and expected to be fully collectible are considered of good credit quality based on recent collection history. Credit risk management strategies are detailed in Note 4.1.

Disclosure – aging of past due but not impaired receivables

	2018 \$'000	2017 \$'000
Not overdue	75	73
Less than 30 days	7	6
30 to 60 days	18	-
61 to 90 days	-	1
Greater than 90 days	-	-
Total Overdue	25	7

3.3 Plant and equipment and depreciation expense

3.3.1 Closing balances and reconciliation of carrying amount

	Plant & Equipment	
	2018 \$'000	2017 \$'000
Gross	2,691	2,765
Less: Accumulated depreciation	(1,802)	(1,617)
Carrying amount at 30 June	889	1,148

Represented by movements in carrying amount

Carrying amount at 1 July	1,148	1,097
Acquisitions (<i>including upgrades</i>)	184	393
Depreciation expense	(443)	(342)
Carrying amount at 30 June	889	1,148

3.3.2 Recognition and acquisition

Accounting policy – recognition

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

Expenditure on plant and equipment is capitalised where it is probable that the expenditure will produce future service potential for the Authority. Subsequent expenditure is only added to an

asset's carrying amount if it increases the service potential or useful life of that asset. Maintenance expenditure that merely restores original service potential (lost through ordinary wear and tear) is expensed.

Accounting policy – cost of acquisition

Historical cost is used for the initial recording of all plant and equipment acquisitions. Historical cost is determined as the value given as consideration and costs incidental to the acquisition, plus all other costs incurred in getting the assets ready for use.

3.3.3 Measurement using historical cost

Accounting policy

Plant and equipment is measured at historical cost in accordance with Queensland Treasury's Non-Current Asset Policies for the Queensland Public Sector. The carrying amounts for such plant and equipment is not materially different from their fair value.

3.3.4 Depreciation expense

Accounting policy

Plant and equipment is depreciated on a straight-line basis so as to allocate the net cost or revalued amount of each asset, less any estimated residual value, progressively over its estimated useful life to the Authority.

Key Judgement: Straight line depreciation is used as that is consistent with the even consumption of service potential of these assets over their useful life to the Authority.

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 Authority.

The depreciable amount of improvements to or on leasehold land is allocated progressively over the estimated useful lives of the improvements or the unexpired period of the lease, whichever is the shorter. The unexpired period of a lease includes any option period where exercise of the option is probable.

For the Authority's depreciable assets, the estimated amount to be received on disposal at the end of their useful life (residual value) is determined to be zero.

Disclosure – depreciation rates

	Useful life
Computer equipment	5 to 9 years
Office equipment	5 to 13 years
Print equipment	2 to 6 years
Leasehold improvements	2 to 10 years

3.4 Intangibles and amortisation expense

3.4.1 Closing balances and reconciliation of carrying amount

	Total Software		Software: Internally Generated		Software: Work in Progress	
	2018 \$'000	2017 \$'000	2018 \$'000	2017 \$'000	2018 \$'000	2017 \$'000
Gross	21,402	16,310	13,331	12,170	8,071	4,140
Less: Accumulated amortisation	(10,589)	(10,035)	(10,589)	(10,035)	-	-
Carrying amount at 30 June	10,813	6,275	2,742	2,135	8,071	4,140

Represented by movements in carrying amount

Carrying amount at 1 July	6,275	3,529	2,135	1,656	4,140	1,873
Acquisitions through internal development	5,093	3,097	-	53	5,093	3,044
Transfers in	1,162	777	1,162	777	-	-
Transfers out	(1,162)	(777)	-	-	(1,162)	(777)
Amortisation	(555)	(351)	(555)	(351)	-	-
Carrying amount at 30 June	10,813	6,275	2,742	2,135	8,071	4,140

3.4.2 Recognition and measurement

Accounting policy

Intangible assets of the Authority comprise internally developed software. Intangible assets with a historical cost or other value equal to or greater than \$100,000 are recognised in the financial statements. Items with a lesser value are expensed. Any training costs are expensed as incurred.

There is no active market for any of the Authority's intangible assets. As such, the assets are recognised and carried at historical cost less accumulated amortisation and accumulated impairment losses.

Expenditure on research activities relating to internally-generated intangible assets is recognised as an expense in the period in which it is incurred.

Costs associated with the internal development of computer software are capitalised and amortised under the amortisation policy below.

No intangible assets have been classified as held for sale or form part of a disposal group held for sale.

3.4.3 Amortisation expense

Accounting policy

All intangible assets of the Authority have finite useful lives and are amortised on a straight line basis over their estimated useful life to the Authority. Straight line amortisation is used reflecting the expected consumption of economic benefits on a progressive basis over the intangible's useful life. The residual value of all the Authority intangible assets is zero.

Disclosure – amortisation rates

	Useful life
Internally generated software	5 to 13 years

3.4.4 Impairment

Accounting policy

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

Intangible assets are principally assessed for impairment by reference to the actual and expected continuing use of the asset by the Authority, including discontinuing the use of the software. Recoverable amount is determined as the higher of the asset's fair value less costs to sell and its value in use.

3.5 Payables

	2018 \$'000	2017 \$'000
Trade Creditors	5,801	4,970
Other	288	281
Total	6,089	5,251

Accounting policy – payables

Trade creditors are recognised upon receipt of the goods or services ordered and are measured at the nominal amount i.e. agreed purchase/contract price, gross of applicable trade and other discounts. Amounts owing are unsecured.

3.6 Accrued employee benefits

	2018 \$'000	2017 \$'000
Salaries payable	603	1,218
Annual leave levy payable	734	664
Long service leave levy payable	154	146
Total	1,491	2,028

Accounting policy – accrued employee benefits

No provision for annual leave or long service leave is recognised in the Authority's financial statements as the liability 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*.

3.7 Provisions

	2018 \$'000	2017 \$'000
Relief teacher reimbursement	1,178	-
Total	1,178	-
<i>Movement</i>		
Balance at 1 July	-	-
Additional provision made	1,178	-
Balance at 30 June	1,178	-

Accounting policy – provisions

Provisions are recorded when the Authority has a present obligation, either legal or constructive as a result of a past event. They are recognised at the amount expected at reporting date for which the obligation will be settled in a future period. Where the settlement of the obligation is expected after 12 or more months, the obligation is discounted to the present value using an appropriate discount rate.

Key estimates and judgements: provisions.

Between July 2017 and June 2018, the Authority delivered 671 face-to-face workshops for 21,267 Year 11 and 12 teachers who will be implementing new syllabuses from 2019. Each attendee's school is entitled to claim the cost of a relief teacher, which the Authority has an obligation to pay. As it is uncertain as to how many schools will claim, a percentage has been estimated based on past claim rate data. Claims are expected to be made within 12 months of the workshop date.

3.8 Other current liabilities

	2018 \$'000	2017 \$'000
Unearned revenue	588	569
Lease liability	70	53
Total	658	622

Accounting policy – unearned revenue

Unearned revenue is recognised upon receipt of payment prior to goods/services being delivered by the Authority. Revenue is recognised at the time of goods/service delivery.

4 Notes about risk and other accounting uncertainties

4.1 Financial risk disclosures

4.1.1 Financial instrument categories

Financial assets and financial liabilities are recognised in the Statement of Financial Position when the Authority becomes party to the contractual provisions of the financial instrument. The Authority has the following categories of financial assets and financial liabilities:

	Note	2018 \$'000	2017 \$'000
Financial assets			
Total cash and cash equivalents	3.1	11,211	12,474
Loans and receivables at amortised cost - comprising:			
Receivables	3.2	1,518	1,077
Total financial assets		12,729	13,551
Financial liabilities			
Financial liabilities at amortised cost - comprising:			
Payables	3.5	6,089	5,251
Lease liability	3.8	70	53
Total financial liabilities at amortised cost		6,159	5,304

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

4.1.2 Financial risk management

Risk exposure

Financial risk management is implemented pursuant to Government and Authority policy. These policies focus on the unpredictability of financial markets and seek to minimise potential adverse effects on the financial performance of the Authority. All financial risk is managed by the Finance and Procurement Unit under policies approved by the Authority. The Authority provides written principles for overall risk management, as well as policies covering specific areas.

The Authority's activities expose it to a variety of financial risks as set out in the following table:

Risk Exposure	Definition	Exposure
Credit Risk	Credit risk exposure refers to the situation where the Authority may incur financial loss as a result of another party to a financial instrument failing to discharge their obligation.	The Authority is exposed to credit risk in respect of its receivables (Note 3.2).
Liquidity Risk	Liquidity Risk refers to the situation where the Authority may encounter difficulty in meeting obligations	The Authority is exposed to liquidity risk in respect of its

	associated with financial liabilities that are settled by delivering cash or another financial asset.	payables (Note 3.5).
Market Risk	<p>The risk that the fair value or future cash flows of a financial instrument will fluctuate because of changes in market prices. Market risk comprises three types of risk: currency risk, interest rate risk and other price risk</p> <p><i>Interest rate risk</i> is the risk that the fair value or future cash flows of a financial instrument will fluctuate because of changes in market interest rates.</p>	<p>The Authority does not trade in foreign currency and is not materially exposed to commodity price changes or other market prices.</p> <p>The Authority is exposed to interest rate risk through cash deposited in interest bearing accounts (Note 3.1).</p>

Risk measurement and management strategies

The Authority measures risk exposure using a variety of methods as follows:

Risk Exposure	Measurement Method	Risk Management Strategies
Credit Risk	Ageing analysis, earnings at risk	The Authority manages credit risk through the use of a credit management strategy. This strategy aims to reduce the exposure to credit default by ensuring that the Authority invests in secure assets and monitors all funds owed on a timely basis. Exposure to credit risk is monitored on an ongoing basis.
Liquidity Risk	Sensitivity analysis	The Authority manages liquidity risk through the use of a liquidity management strategy. This strategy aims to reduce the exposure to liquidity risk by ensuring the Authority has sufficient funds available to meet employee and supplier obligations as they fall due.
Market Risk	Interest rate sensitivity analysis	The Authority does not undertake any hedging in relation to interest risk and manages its risk as per the Authority's liquidity risk management strategy articulated in the Authority's Financial Management Practice Manual.

4.1.3 Liquidity risk – contractual maturity of financial liabilities

The following tables sets out the liquidity risk of financial liabilities held by the Authority. They represent the contractual maturity of financial liabilities, calculated based on undiscounted cash flows relating to the liabilities at reporting date.

	Note	2018	Contract maturity payable in			2017	Contract maturity payable in		
		Total \$'000	< 1 Yr \$'000	1 - 5 Yrs \$'000	> 5 Yrs \$'000	Total \$'000	< 1 Yr \$'000	1 - 5 Yrs \$'000	> 5 Yrs \$'000
Financial liabilities									
Payables	3.5	6,089	6,089	-	-	5,251	5,251	-	-
Lease liability	3.8	70	70	-	-	53	53	-	-
Total		6,159	6,159	-	-	5,304	5,304	-	-

4.2 Contingencies

The Authority was not committed to any guarantees or undertakings at 30 June 2018. There are no other known contingent assets or liabilities at the date of this report.

4.3 Commitments

Non-cancellable operating lease commitments

Commitments under operating leases at reporting date (inclusive of non-recoverable GST input tax credits) are payable:

	2018 \$'000	2017 \$'000
Not later than 1 year	2,911	2,732
Later than 1 year but not later than 5 years	122	2,695
Total	3,033	5,427

Capital expenditure commitments

Commitments for capital expenditure at reporting date (inclusive of non-recoverable GST input tax credits) are payable:

	2018 \$'000	2017 \$'000
Not later than 1 year	590	174
Total	590	174

4.4 Events after the balance date

There have been no events after year end that have had a significant/material impact on the financial statements.

4.5 Future impact of accounting standards not yet effective

At the date of authorisation of the financial report, the expected impacts of new or amended Australian Accounting Standards issued but with future effective dates are set out below:

AASB 1058 Income of Not-for-Profit Entities and AASB 15 Revenue from Contracts with Customers

These standards will first apply to the Authority from its financial statements for 2019-20.

The Authority has commenced analysing the new revenue recognition requirements under these standards and is yet to form conclusions about significant impacts. Potential future impacts identifiable at the date of this report are as follows:

- under the new standards, grants presently recognised as revenue upfront may be eligible to be recognised as revenue progressively as the associated performance obligations are satisfied, but only if the associated performance obligations are enforceable and sufficiently specific. The Authority does not yet have any such grants but will monitor the impact of any new grant arrangements entered into before the new standard takes effect.
- grants that are not enforceable and/or not sufficiently specific will not qualify for deferral, and continue to be recognised as revenue as soon as they are controlled. The Authority receives several grants from the Department of Education for which there are no sufficiently specific performance obligations – the total of these grants in the 2017-18 year were \$65.482 million and are expected to continue to be recognised as revenue upfront assuming no change to the current grant arrangements.
- the Authority does not currently have any revenue contracts with a material impact for the period after 1 July 2018, and will monitor the impact of any such contracts subsequently entered into before the new standards take effect.
- a range of new disclosures will also be required by the new standards in respect of the Authority's revenue.

AASB 9 Financial Instruments and AASB 2014-7 Amendments to Australian Accounting Standards arising from AASB 9 (December 2014)

These standards will first apply to the Authority from its financial statements for 2018-19 with a 1 July 2018 date of transition. The main impacts of these standards on the Authority are that they will change the requirements for the classification, measurement, impairment and disclosures associated with the Authority's financial assets. AASB 9 will introduce different criteria for whether financial assets can be measured at amortised cost or fair value.

The Authority has reviewed the impact of AASB 9 on the classification and measurement of its financial assets. The following summarises the estimated impact of AASB 9 and how it will change the categorisation and valuation of the amounts reported in Note 4.1.1:

- there will be no change to either the classification or valuation of the cash and cash equivalent item.
- trade receivables will be classified and measured at amortised cost, similar to the current classification of loans and receivables. However, new impairment requirements will result in a provision being applied to all receivables rather than only on those receivables that are credit impaired. The Authority will be adopting the simplified approach under AASB 9 and measure lifetime expected credit losses on all trade receivables and contract assets using a provision matrix approach as a practical expedient to measure the impairment provision. At this stage, assuming no change in the low credit risk of trade receivables, no additional impairment provision will be raised for these amounts on transition.
- all financial liabilities listed in Note 4.1.1 will continue to be measured at amortised cost. The Authority does not expect a material change in the reported value of financial liabilities.

These changed amounts will form the opening balance of those items on the date AASB 9 is adopted. However, the Authority will not restate comparative figures for financial instruments on adopting AASB 9 as from 2018-19. Aside from a number of one-off disclosures in the 2018-19 financial statements to explain the impact of adopting AASB 9, a number of new or changed disclosure requirements will apply from that time. Assuming no change in the types of financial

instruments that the Authority enters into, the most likely ongoing disclosure impacts are expected to relate to the credit risk of financial assets subject to impairment.

AASB 16 Leases

This standard will first apply to the Authority from its financial statements for 2019-20. When applied, the standard supersedes AASB 117 *Leases*, AASB Interpretation 4 *Determining whether an Arrangement contains a Lease*, AASB Interpretation 115 *Operating Leases – Incentives* and AASB Interpretation 127 *Evaluating the Substance of Transactions Involving the Legal Form of a Lease*.

Unlike AASB 117 *Leases*, AASB 16 introduces a single lease accounting model for lessees. Lessees will be required to recognise a right-of-use asset (representing rights to use the underlying leased asset) and a liability (representing the obligation to make lease payments) for all leases with a term of more than 12 months, unless the underlying assets are of low value.

In effect, the majority of operating leases (as defined by the current AASB 117 and shown at Note 4.3) will be reported on the statement of financial position under AASB 16. There will be a significant increase in assets and liabilities for agencies that lease assets. The impact on the reported assets and liabilities would be largely in proportion to the scale of the agency's leasing activities.

The right-of-use asset will be initially recognised at cost, consisting of the initial amount of the associated lease liability, plus any lease payments made to the lessor at or before the effective date, less any lease incentive received, the initial estimate of restoration costs and any initial direct costs incurred by the lessee. The right-of-use asset will give rise to a depreciation expense.

The lease liability will be initially recognised at an amount equal to the present value of the lease payments during the lease term that are not yet paid. Current operating lease rental payments will no longer be expensed in the Statement of Comprehensive Income. They 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 will also be recognised as an expense.

AASB 16 allows a 'cumulative approach' rather than full retrospective application to recognising existing operating leases. In accordance with Queensland Treasury's policy, the Authority will apply the 'cumulative approach', and will not need to restate comparative information. Instead, the cumulative effect of applying the standard is recognised as an adjustment to the opening balance of accumulated surplus (or other component of equity, as appropriate) at the date of initial application.

The Authority has not yet quantified the impact on the Statement of Comprehensive Income or the Statement of Financial Position if these arrangements are to be accounted for on-balance sheet. This is because all current office accommodation lease agreements expire during the 2019-20 financial year. The exact impact will not be known until the year of transition.

All of the Authority's current operating lease commitments comprise arrangements with other Queensland Government agencies as lessor (i.e. internal-to-Government leases). These leases are primarily for office accommodation through either the Queensland Government Accommodation Office or the Department of Education.

At 30 June 2018, the Authority has operating lease commitments of \$3.033 million and annual lease payments of \$2.750 million per year for office accommodation.

Considering their operation and impact across the whole-of-Government, the Queensland Curriculum and Assessment Authority is currently awaiting formal guidance from Queensland Treasury as to whether these arrangements should be accounted for on-balance sheet under AASB 16.

The Authority also has a number of cancellable motor vehicle leases with QFleet that are not presently included as part of the operating lease commitments note as they do not constitute a lease under AASB 117 and Accounting Interpretation 4. The Authority is also awaiting confirmation from Queensland Treasury that QFleet arrangements will continue to fall outside the requirements of AASB 16 for on-balance sheet accounting.

5 Notes on our performance compared to budget

5.1 Budgetary reporting disclosures

This section contains explanations of major variances between the Authority's actual 2017-18 financial results and the original budget presented to Parliament.

5.1.1 Explanation of major variances – statement of comprehensive income

User charges and fees:	User charges are higher than budgeted for a number of reasons. A higher than planned number of fee-paying workshops were provided during 2017-18 (\$564 thousand). Syllabus licensing fees are also higher by \$206 thousand and Visa student fees higher by \$167 thousand due to increased numbers of international students.
Grants and other contributions:	The lower grant revenue is largely due to the deferral of funding for the implementation of the new senior assessment and tertiary entrance system into 2018-19 (\$5.5 million). This reduction is partially offset by additional funding for the development of software applications for the new senior assessment and tertiary entrance system commencing in 2019 (\$3.0 million).
Employee expenses:	The majority of the variance is from fewer casual assessment item writers being engaged for the development of practice external assessments for 2019 Year 11 students.
Supplies and services	The variance is mainly due to lower than anticipated reimbursement claims from schools for teachers attending professional development workshops on new 2019 senior syllabuses.
Depreciation and amortisation	The variance is largely due to a software application moving from development to production earlier than originally budgeted.

5.1.2 Explanation of major variances – statement of financial position

Cash and cash equivalents:	The majority of the variance for Cash is attributable to a higher actual opening balance, compared to what was estimated in the budget, because of the difference
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between estimated and actual cash flows for the prior financial year (\$2.036 million). The remainder of the variance is largely due to the factors outlined in the explanations of major variances for the Statement of Cash Flows.

Receivables	The variance is mainly due to a higher annual leave receivable balance (\$186 thousand).
Plant and equipment:	The plant and equipment variance is largely due to a higher actual opening balance, compared to what was estimated in the budget. This is because of the difference between estimated and actual acquisitions and depreciation for the prior financial year (\$244 thousand).
Accrued employee benefits:	The variance is due to an underestimation in the budget of both salaries payable (\$189 thousand) and annual leave levy payable (\$106 thousand).
Provisions	The variance is due to a provision for relief teacher claims from schools for teachers attending professional development workshops on new 2019 senior syllabuses not being included in the budget.
Other current liabilities	The variance is from unearned revenue being higher in line with increased user charges and fees revenue.

5.1.3 Explanation of major variances – statement of cash flows

User charges and fees:	User charges are higher than budgeted for a number of reasons. A higher than planned number of fee-paying workshops were provided during 2017-18 (\$564 thousand). Syllabus licensing fees are also higher by \$206 thousand and Visa student fees higher by \$167 thousand due to increased numbers of international students.
Grants and other contributions:	The reduced cash inflows for grants are largely due to the deferral of funding for the implementation of the new senior assessment and tertiary entrance system into 2018-19 (\$5.5 million). This reduction is partially offset by additional funding for the development of software applications for the new senior assessment and tertiary entrance system commencing in 2019 (\$3.0 million).
Employee expenses:	The lower cash outflows are predominately resulting from fewer casual assessment item writers being engaged to develop practice external assessments for 2019 Year 11 students.
Supplies and services	Cash outflows for supplies and services are lower than budgeted due mainly due to lower than anticipated reimbursement claims from schools for teachers attending professional development workshops on new 2019 senior syllabuses.
GST paid to suppliers	Higher cash outflows of GST paid to suppliers is due to an overestimation in the budget.
Payments for plant and equipment	The increased cash outflows for plant and equipment is due to increased capital expenditure on ICT equipment.

Payments for intangibles

The variance in cash outflows for intangibles due to higher than anticipated capital expenditure on development of software applications to support the new senior assessment and tertiary entrance system commencing in 2019.

6 Other information

6.1 Key management personnel (KMP) disclosures

6.1.1 Details of key management personnel

The Authority's responsible Minister is identified as part of the Authority's KMP, consistent with additional guidance included in the revised version of AASB 124 *Related Party Disclosures*. That Minister is the Minister for Education and Minister for Industrial Relations.

The following details for non-ministerial KMP include those positions that had authority and responsibility for planning, directing and controlling the activities of the Authority during 2017-18 and 2016-17. Further information about these positions can be found in the body of the Annual Report under the section relating to Executive Management.

Position	Position responsibility
Board Member	The QCAA is governed by a seven-member board that includes nominees from each of the State, Catholic and Independent school sectors and four Ministerial nominees selected on the basis of expertise relevant to the functions of the Authority.
Chief Executive Officer	The Chief Executive Officer is responsible for providing advice to the Minister on strategic educational issues and manages the staff, functions and resources of the Office of the QCAA in accordance with relevant legislation.
Director, Curriculum Services Division	The Director, Curriculum Services leads the development, implementation and promotion of QCAA's policy approach to curriculum, learning, assessment and reporting. Within this context, the position leads multiple projects to support the introduction of new Senior Assessment and Tertiary Entrance processes for students entering Year 11 in 2019.
Director, Assessment and Reporting Division	The Director, Assessment and Reporting is responsible for the development and implementation of strategies to support QCAA's assessment capability and to manage the quality assurance processes for QCAA's testing, certification and assessment functions. The position is also responsible for the release of accurate student achievement data, and the development, implementation and evaluation of QCAA's information technology systems. Within this context, the position leads multiple projects to support the introduction of new Senior Assessment and Tertiary Entrance processes for students entering Year 11 in 2019.

Position	Position responsibility
Director, Corporate Services Division	The Director, Corporate Services is accountable for the delivery of strategic corporate outcomes and the development, implementation and evaluation of QCAA's corporate governance arrangements.
Assistant Director, Policy Coordination Branch	The Assistant Director, Policy Coordination provides high-level advice on government relationship management and coordinates policy development and communication of QCAA policy and information to stakeholders.

6.1.2 KMP remuneration policies

Ministerial remuneration entitlements are outlined in the Legislative Assembly of Queensland's Members' Remuneration Handbook. The Authority does not bear any cost of remuneration of Ministers. The majority of Ministerial entitlements are paid by the Legislative Assembly, with the remaining entitlements being provided by Ministerial Services Branch within the Department of the Premier and Cabinet. As all Ministers are reported as KMP of the Queensland Government, aggregate remuneration expenses for all Ministers is disclosed in the Queensland General Government and Whole of Government Consolidated Financial Statements, which are published as part of Queensland Treasury's Report on State Finances.

Board members and the Chief Executive Officer are paid the remuneration and allowances decided by the Governor in Council under sections 26(1) and 34(1) of the *Education (Queensland Curriculum and Assessment Authority) Act 2014*.

Remuneration policy for the Authority's other KMP is set by the Queensland Public Service Commission as provided for under the *Public Service Act 2008*. Individual remuneration and other terms of employment (including motor vehicle entitlements if applicable) are specified in employment contracts.

Remuneration expenses for those KMP comprise the following components:

- Short term employee expenses include salaries, allowance and leave entitlements earned and expensed for the entire year, or for that part of the year during which the employee occupied a KMP position.
- Long term employee expenses include amounts expensed in respect of long service leave entitlements earned.
- Post-employment expenses include amounts expensed in respect of employer superannuation obligations.
- Termination benefits include payments in lieu of notice on termination and other lump sum separation entitlements (excluding annual and long service leave entitlements) payable on termination of employment or acceptance of an offer of termination of employment.

6.1.3 KMP remuneration expenses

The following disclosures focus on the expenses incurred by the Authority attributable to non-Ministerial KMP during the respective reporting periods. The amounts disclosed are determined on the same basis as expenses recognised in the Statement of Comprehensive Income.

2017-18

	Short-term employee expenses \$'000	Long-term employee expenses \$'000	Post- employment expenses \$'000	Termination Benefits \$'000	Total expenses \$'000
Board members ⁽¹⁾					
Nominee of the Minister having the qualifications, experience or standing the Minister considers relevant to the functions of the Authority (Chair). Appointed under section 22(b)(iv) of the Act.	15	-	1	-	16
The executive director, or nominee, of Independent Schools Queensland. Appointed under section 22(b)(i) of the Act.	8	-	-	-	8
The executive director, or nominee, of the Queensland Catholic Education Commission. Appointed under section 22(b)(ii) of the Act	8	-	1	-	9
One nominee of the Minister having relevant corporate, governance or financial qualifications or experience. Appointed under section 22(b)(iii) of the Act.	8	-	-	-	8
Nominee of the Minister having the qualifications, experience or standing the Minister considers relevant to the functions of the Authority. Appointed under section 22(b)(iv) of the Act.	8	-	-	-	8
Authority Employees					
Chief Executive Officer	222	5	-	-	253
Director, Curriculum Services Division	200	4	21	-	225
Director, Assessment and Reporting Division	197	4	21	-	222
Director, Corporate Services Division	186	4	18	-	208
Assistant Director, Policy Coordination Branch	146	3	18	-	167

1. Two Board members are not remunerated as they are public sector employees.

2016-17

	Short-term employee expenses \$'000	Long-term employee expenses \$'000	Post-employment expenses \$'000	Termination Benefits \$'000	Total expenses \$'000
Board members ⁽¹⁾					
Nominee of the Minister having the qualifications, experience or standing the Minister considers relevant to the functions of the Authority (Chair). Appointed under section 22(b)(iv) of the Act.	11	-	1	-	12
The executive director, or nominee, of Independent Schools Queensland. Appointed under section 22(b)(i) of the Act.	7	-	-	-	7
The executive director, or nominee, of the Queensland Catholic Education Commission. Appointed under section 22(b)(ii) of the Act	7	-	1	-	8
One nominee of the Minister having relevant corporate, governance or financial qualifications or experience. Appointed under section 22(b)(iii) of the Act from 13 April 2017.	2	-	-	-	2
Nominee of the Minister having the qualifications, experience or standing the Minister considers relevant to the functions of the Authority. Appointed under section 22(b)(iv) of the Act to 31 December 2016.	3	-	-	-	3
Nominee of the Minister having the qualifications, experience or standing the Minister considers relevant to the functions of the Authority. Appointed under section 22(b)(iv) of the Act from 13 April 2017.	2	-	-	-	2
Authority Employees					
Chief Executive Officer	250	5	-	-	281
Director, Curriculum Services Division	200	4	20	-	224
Director, Assessment and Reporting Division	200	4	20	-	224
Director, Corporate Services Division (Acting) from 12 April 2017.	37	1	3	-	41
Director, Corporate Services Division (Acting) 4 October 2016 to 11 April 2017.	92	2	8	-	102
Director, Corporate Services Division to 3 October 2016.	77	1	7	-	85
Assistant Director, Policy Coordination Branch	150	3	17	-	170

1. Two Board members are not remunerated as they are public sector employees.

6.1.4 Performance payments

No KMP remuneration packages provide for performance or bonus payments.

6.2 Related party transactions

6.2.1 Transactions with people/entities related to KMP

There were no material transactions with people/entities related to KMP.

6.2.2 Transactions with other Queensland Government-controlled entities

The Authority's primary ongoing source of funding from Government for its services is grant revenue (Note 2.1.2), which is provided in cash via the Department of Education. The Authority makes payments to Queensland Government controlled entities for general operating expenditure. Examples of this expenditure include payroll tax, workers compensation premiums, payments for payroll services provided, and occupancy costs. These payments are made based on agreed terms and are consistent with the terms provided to other government entities.

6.3 First year application of new accounting standards or changes in accounting policy

6.3.1 Changes in accounting policy

The Authority did not voluntarily change any of its accounting policies during 2017-18.

6.3.2 Accounting standards early adopted

No Australian Accounting Standards have been early adopted for 2017-18.

6.4 Taxation

The Authority is a State body as defined under the *Income Tax Assessment Act 1936* and is exempt from Commonwealth taxation with the exception of Fringe Benefits Tax (FBT) and Goods and Services Tax (GST). GST credits receivable from, and GST payable to the ATO, are recognised (refer Note 3.2.)

Management certificate of the Queensland Curriculum and Assessment Authority

These general purpose financial statements have been prepared pursuant to section 62(1) of the *Financial Accountability Act 2009* (the Act), section 43 of the *Financial and Performance Management Standard 2009* and other prescribed requirements. In accordance with section 62(1)(b) of the Act we certify that in our opinion:

- a. the prescribed requirements for establishing and keeping the accounts have been complied with in all material respects; and
- b. the financial statements have been drawn up to present a true and fair view, in accordance with prescribed accounting standards, of the transactions of the Queensland Curriculum and Assessment Authority for the financial year ended 30 June 2018 and of the financial position of the Authority at the end of that year; and
- c. these assertions are based on an appropriate system of internal controls and risk management processes being effective, in all material respects, with respect to financial reporting throughout the reporting period.

Chris Rider

Brian Short

Chief Executive Officer

Chair



27 August 2018

27 August 2018

INDEPENDENT AUDITOR'S REPORT

To the Board of Queensland Curriculum and Assessment Authority.

Report on the audit of the financial report

Opinion

I have audited the accompanying financial report of Queensland Curriculum and Assessment Authority.

In my opinion, the financial report:

- a) gives a true and fair view of the entity's financial position as at 30 June 2018, 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 2009 and Australian Accounting Standards.

The financial report comprises the statement of financial position as at 30 June 2018, 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 of Queensland 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 of Queensland Auditing Standards*.

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

Other information

Other information comprises the information included in the entity's annual report for the year ended 30 June 2018, but does not include the financial report and my auditor's report thereon.

Those charged with governance are responsible for the other information.

My opinion on the financial report does not cover the other information and accordingly I do not express any form of assurance conclusion thereon.

In connection with my audit of the financial report, my responsibility is to read the other information and, in doing so, consider whether the other information is materially inconsistent with the financial report or my knowledge obtained in the audit or otherwise appears to be materially misstated.

I have nothing to report in this regard

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 2009 and Australian Accounting Standards, 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, but not for expressing an opinion on the effectiveness of the entity's internal control.
- 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.

In accordance with s.40 of the *Auditor-General Act 2009*, for the year ended 30 June 2018:

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



29 August 2018

Bhavik Deoji
as delegate of the Auditor-General

Queensland Audit Office
Brisbane

Appendixes

1 Fees paid to board members

The QCAA is governed by a seven-member board that includes nominees from each of the State, Catholic and Independent school sectors and four Ministerial nominees selected based on expertise relevant to the functions of the Authority. It provides strategic advice and oversight of QCAA’s curriculum, assessment and reporting functions.

The Chief Executive Officer is subject to the direction of the QCAA Board and is responsible for the effective and efficient administration and operation of the Authority. Board membership is established under Section 22 of the QCAA Act and appointments are for four-year terms.

In 2017–18, the Board contributed to the QCAA’s successful redevelopment of the *Queensland kindergarten learning guideline*, administration of NAPLAN Online and development of the new QCE system.

Position	Name	Meeting/session attendance	Approved annual, sessional or daily fee	Approved sub-committee fees if applicable	Actual fees received
Chair	Brian Short	7	\$15,000	N/A	\$15,000
Deputy Chair	Carol Nicoll	5	\$8000	N/A	\$8000
Member	Leanne Nixon	5	\$0	N/A	\$0
Member	David Robertson	6	\$8000	N/A	\$8000
Member	Leesa Jeffcoat	5	\$8000	N/A	\$8000
Member	Doune Macdonald	6	\$8000	N/A	\$7818
Member	Tracy Corsbie	4	\$0	N/A	\$0
No. scheduled meetings/sessions	7				
Total out-of-pocket expenses	\$4,653				

2 Consultancies and overseas travel

Information about the hiring of consultants and overseas travel undertaken for work purposes by QCAA staff can be found through the Queensland Government’s open data website: <https://data.qld.gov.au>.

3 Early retirement, redundancy and retrenchment

During 2017–18, no QCAA employee received an early retirement, redundancy or retrenchment package.

4 QCAA district offices

Brisbane Central

Email: BrisbaneCentral@qcaa.qld.edu.au
Address: Suite G1, 449 Gympie Rd, Kedron 4031
Post: Suite G1, 449 Gympie Rd, Kedron QLD 4031
Phone: (07) 3359 6131

Brisbane North

Email: BrisbaneNorth@qcaa.qld.edu.au
Address: Suite G1, 449 Gympie Rd, Kedron 4031
Post: Suite G1, 449 Gympie Rd, Kedron QLD 4031
Phone: (07) 3859 6132

Brisbane East

Email: BrisbaneEast@qcaa.qld.edu.au
Address: Suite 6.01, 433 Logan Rd, Stones Corner 4120
Post: PO Box 686 Stones Corner QLD 4120
Phone: (07) 3324 1072

Brisbane South

Email: BrisbaneSouth@qcaa.qld.edu.au
Address: Suite 6.01, 433 Logan Rd, Stones Corner 4120
Post: PO Box 686 Stones Corner QLD 4120
Phone: (07) 3397 3955

Brisbane-Ipswich

Email: BrisbaneIpswich@qcaa.qld.edu.au
Address: Unit 2/56 Cascade St, Raceview 4305
Post: PO Box 860 Booval QLD 4304
Phone: (07) 3202 3325

Gold Coast

Email: GoldCoast@qcaa.qld.edu.au
Address: 1/8 Short St, Southport 4215
Post: PO Box 2005 Southport QLD 4215
Phone: (07) 5591 4255

Mackay

Email: Mackay@qcaa.qld.edu.au
Address: Mercury House, 38 Wellington St, Mackay 4740
Post: PO Box 8163 Mt Pleasant QLD 4740
Phone: (07) 4953 0977

Rockhampton

Email: Rockhampton@qcaa.qld.edu.au
Address: Room 8 (Conference on North),
Cnr North & West Sts, Rockhampton 4700
Post: PO Box 919 Rockhampton QLD 4700
Phone: (07) 4927 7279

Sunshine Coast

Email: SunshineCoast@qcaa.qld.edu.au
Address: Shop 3A, 710 Nicklin Way (Cnr Erang St),
Currimundi 4571
Post: PO Box 6044 Meridan Plains QLD 4575
Phone: (07) 5493 9452

Toowoomba

Email: Toowoomba@qcaa.qld.edu.au
Address: D Block, Toowoomba State High School,
via Peter St, Toowoomba 4350
Post: PO Box 572 Toowoomba QLD 4350
Phone: (07) 4638 3699

Townsville/Cairns

Email: Townsville@qcaa.qld.edu.au
Address: State Government Building
Level 1, 187–209 Stanley St,
Townsville Qld 4810
Post: PO Box 207 Aitkenvale QLD 4814
Phone: (07) 4771 6732

Wide Bay

Email: WideBay@qcaa.qld.edu.au
Address: Maryborough State High School, Block Z,
Rooms 8.14–8.17, Sussex St, Maryborough 4650
Post: PO Box 452 Maryborough QLD 4650
Phone: (07) 4123 1612

Glossary

AM	Member of the Order of Australia
ASQA	Australian Skills Quality Authority
DoE	Department of Education
FP	Field Position
ICT	information and communications technology
ISQ	Independent Schools Queensland
NAPLAN	National Assessment Program – Literacy and Numeracy
OP	Overall Position
P, Prep	Preparatory Year
PSM	Public Service Medal (Australia)
QCAA	Queensland Curriculum and Assessment Authority
QCAA Act	<i>Education (Queensland Curriculum and Assessment Authority) Act 2014</i>
QCE	Queensland Certificate of Education
QCEC	Queensland Catholic Education Commission
QCIA	Queensland Certificate of Individual Achievement
QCS	Queensland Core Skills (Test)
<i>QKLG</i>	<i>Queensland kindergarten learning guideline</i>
RTO	registered training organisation
TAFE	Technical and Further Education
VET	vocational education and training
VHA	Very High Achievement

