

2018–2019 ANNUAL REPORT



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Letter of compliance

31 August 2019

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 2018–19 and financial statements for the Queensland Curriculum and Assessment Authority (QCAA).

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/about/publications/annual-report.

Yours sincerely

A handwritten signature in black ink, appearing to read 'B. R. Short', with a stylized, cursive script.

Brian Short

Chair

Queensland Curriculum and Assessment Authority

Accessibility objectives

Public availability

This report is available:

- on the QCAA website at www.qcaa.qld.edu.au/about/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

The QCAA continually strives to meet best practice reporting standards and values the views of our readers. The QCAA invites your comments via the whole-of-government feedback survey available at www.qld.gov.au/annualreportfeedback.

Highlights of 2018–19

Issued Senior Education Profiles to 51 868 Year 12 students

Developed two sample external assessments for each General senior syllabus

Implemented the new Queensland Certificate of Education system

Advised schools on assessment for over 9750 submissions at 488 moderation meetings

Developed new ICT applications to support data management

Awarded Queensland Certificates of Education to 95.1% of Year 12 school leavers

Administered 2018 and developed 2019 QCS Test

Redeveloped the *Queensland kindergarten learning guideline*

Administered 2019 NAPLAN and NAPLAN Online

Developed resources for Australian Curriculum learning areas

Chair's introduction

I am pleased to present the fifth Annual Report of the Queensland Curriculum and Assessment Authority (QCAA).

Supporting schools and educators to prepare students for the challenges of the 21st century, including employment, vocational and higher education, is the key purpose of the QCAA's work. QCAA leadership in curriculum and assessment provides school and kindergarten communities with the advice and policy foundation needed to achieve quality learning outcomes for students.

The 2018–19 year was a time of great change and rejuvenation across all levels of curriculum and assessment in Queensland. From the implementation of the revised *Queensland kindergarten learning guideline (QKLG)* to the first Year 11 students beginning their journey in the new Queensland Certificate of Education (QCE) system.

Throughout 2018–19, curriculum and assessment resources and professional development for teachers and curriculum leaders ensured they were supported and equipped to provide the best possible opportunities for student success. Face-to-face consultation with school communities led by our Chief Executive Officer (CEO) and senior staff continues, and the release of a comprehensive *QCE and QCIA policy and procedures handbook* provided a structure and reference for teachers, school leaders, students and their families.

The QCAA continued to assist with the implementation of the new curriculum and assessment system by:

- supporting schools to implement the redeveloped syllabuses
- introducing new processes for ensuring the quality and comparability of school-based assessment
- producing sample external assessments
- developing ICT infrastructure that supports the new senior curriculum and assessment processes and transforms the way schools and teachers interact with the QCAA.

The QCAA values its partnerships with school communities. This focus on engagement means the new QCE system accounts for the needs of our stakeholders, and the positive feedback from schools is testament to that.

In the past year, the QCAA also continued to support existing processes. This included:

- quality assuring assessment standards in Year 12
- developing the Queensland Core Skills (QCS) Test
- calculating Overall Positions (OPs) and Field Positions (FPs) for tertiary entrance
- coordinating the National Assessment Program – Literacy and Numeracy (NAPLAN) in Queensland
- advising schools on delivering vocational education and training (VET) qualifications.

As the period of transition moves into the 2019–20 year, I am confident that the QCAA will continue to fulfil its key purpose, as well as supporting the Queensland Government's objectives for children and the economy.

I wish to acknowledge the contribution of my colleagues on the QCAA Board during this year. The value of the breadth of knowledge and experience which informs the advice they bring to decision-making is immeasurable. Finally, I want to acknowledge and thank CEO, Mr Chris Rider and the staff of the Authority for their committed efforts.



Brian Short

Chair, Queensland Curriculum and Assessment Authority

Role and main functions

Relevant legislation

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

Role

The role of the QCAA is to:

- develop and revise senior syllabuses and the *QKLG*
- support implementation of Australian Curriculum subject areas
- administer NAPLAN in Queensland
- develop and administer procedures for student certification, including the 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

To support Queensland's world-class education system through excellence in curriculum and assessment.

Purpose

To provide curriculum and assessment leadership that enables schools to achieve quality learning outcomes for their students, and to maintain public confidence in the integrity of senior certification.

Values

The QCAA's work and relationships with stakeholders are guided by:

- service
- innovation
- partnership
- trust.

Objectives

The QCAA:

- provides curriculum, assessment and certification leadership
- supports the education community to achieve quality learning outcomes
- builds an effective, responsible organisation with a high-performing workforce.

Immediate strategic priorities

The QCAA will:

- deliver the new QCE system
- support schools to implement the P-10 Australian Curriculum and revised *QKLG*
- provide resources to support schools to improve student outcomes that focus on literacy and numeracy
- improve the delivery of services and client engagement by renewing information systems and communication channels
- cultivate a high-performing and innovative workforce.

Locations

The QCAA's central office is located at 154 Melbourne Street, South Brisbane. The QCAA has 12 districts with services provided through ten district offices.

For the full list of offices and addresses, see Appendix 4.

Operating environment

Nature and range of QCAA operations

The QCAA 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 QCAA delivers syllabuses and guidelines, and assessment, testing, reporting, certification and tertiary entrance services to Queensland schools.

Strategic risks

The QCAA manages risks in:

- the changing education environment – by contributing and responding to state and national reforms and international trends in education to ensure Queensland students are prepared for the future
- information security – by implementing security programs to protect QCAA data and information systems from unauthorised access, use or disclosure
- organisational change – by empowering and appropriately resourcing new and existing staff to ensure continued high-quality support for the education community.

Opportunities

The QCAA:

- develops new curriculum and assessment resources that support schools to design teaching and learning programs that address the needs of young people in the 21st century
- strengthens stakeholder relationships and public confidence through improved consultation, information-sharing and engagement
- enhances the effectiveness of systems and processes by ensuring they are integrated and innovative
- equips staff with the skills they need to contribute to QCAA work now and into the future.

Challenges

The education sector is heavily influenced by state and national reforms and advances in technology. The QCAA will meet new challenges by investing in staff and innovative digital solutions, and collaborating with stakeholders to ensure its products and services are current and responsive to learner needs.

Non-financial performance

Government objectives for the community

The QCAA contributes to the following Queensland Government objectives for the community outlined in *Our Future State: Advancing Queensland's Priorities*:

- giving all our children a great start
- creating jobs in a strong economy
- being a responsive government.

This is through its roles of:

- providing contemporary, high-quality curriculum and assessment programs that support educators and learners from kindergarten to Year 12
- providing the education community with the resources and training needed to develop teaching and learning programs that ensure Queensland students are equipped for lifelong learning and active and informed citizenship
- working in partnership with teachers, principals, school sectors, parents, students and other stakeholders to ensure our services support teaching practice and student learning.

Whole-of-government plans and specific initiatives

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

Agency objectives and performance indicators

Planning and objectives

The QCAA's *Strategic Plan 2018–22* articulates the role of the QCAA 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 supporting Queensland's world-class education system through excellence in curriculum and assessment by:

- providing curriculum, assessment and certification leadership
- supporting the education community to achieve quality learning outcomes
- building an effective, responsible organisation with a high-performing workforce.

Performance against objectives

The QCAA seeks regular performance feedback 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 report:

- satisfactory implementation of the new QCE system throughout 2019–20
- client satisfaction with QCAA products and services
- the number of online interactions with curriculum, assessment and reporting tools
- participation in and satisfaction with QCAA professional learning programs
- timely distribution of testing and assessment material, and result information
- accuracy of certification, tertiary entrance and outcomes data
- projects delivered on time and within budget
- satisfactory outcomes of external audits of systems and financial management
- employee satisfaction.

Agency service areas and service standards

The QCAA service delivery objective is to deliver high-quality curriculum and assessment that meets the needs of all Queensland schools. Table 1 shows QCAA performance in meeting targets specified in the Department of Education *2018–19 Service Delivery Statement*.

Table 1: QCAA performance against service standards

Key effectiveness and efficiency measures	2018–19 target/estimate	2018–19 actual
Percentage of stakeholders surveyed who consider the syllabuses and support materials developed by QCAA to be satisfactory ¹	93%	85%
Quality of certification processes: the percentage of Year 12 students whose QCE eligibility status changed as a result of internal review ²	0.1%	0.01%
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 ²	0.02%	0.01%
Average cost per student of developing and issuing SEPs ³	\$271	\$261
Average cost per student of developing and issuing the NAPLAN student report ⁴	\$40	\$42
Average cost per student of tertiary entrance and pathways information programs ⁵	\$9	\$12

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 certificate issued because of an error reported by their learning provider.
3. The average cost is calculated by allocating relevant direct costs plus overheads divided by the number of students receiving SEPs.
4. 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 and school sectors contribute to the overall costs.
5. The average cost is calculated by allocating relevant direct costs plus overheads divided by the number of students in Years 11 and 12.

Governance — management and structure

Executive management

- Mr Chris Rider, Chief Executive Officer (CEO)
- Mr Claude Jones, Director, Assessment, Reporting and ICT Systems Division
- Ms Alison Smith, Director, Strategy, Planning and Corporate Support Division
- Ms Jacqueline Wilton, Director, Curriculum Services Division.

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

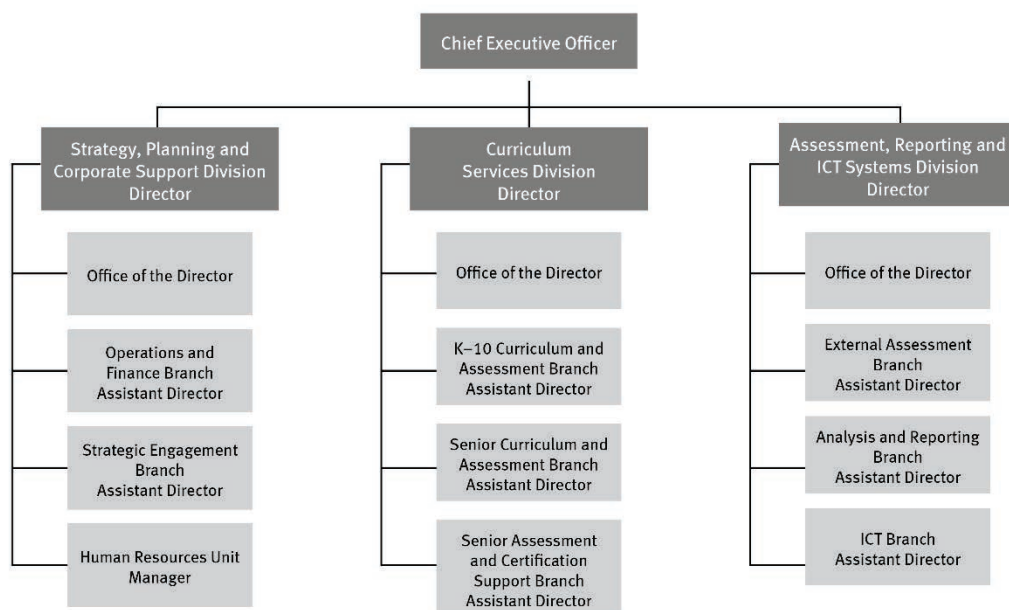
Organisational structure

The QCAA is organised into three divisions:

- **Curriculum Services** — responsible for curriculum policy, review and development, moderation and VET
- **Assessment, Reporting and ICT Systems** — manages testing, assessment, reporting and tertiary entrance, and ICT systems and services
- **Strategy, Planning and Corporate Support** — provides corporate and support functions across the QCAA and manages the QCAA's communications and professional development activities.

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 2019, 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 30 June 2019



QCAA Board

The QCAA is governed by a board that includes seven members with representation 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.

Eight board meetings were held during the 2018–19 reporting period.

Board membership

Board membership is established under Section 22 of the QCAA Act and appointments are for four-year terms. The terms of appointment for the current board members end on 30 June 2022.

2018–19 QCAA Board members

The 2018–19 QCAA Board membership comprised:

- **Mr Brian Short (Chair)**
- **Ms Leanne Nixon**
Assistant Director General, State Schools – Performance, Department of Education and Training (to 11 January 2019)
- **Mr Tony Cook PSM**
Director-General, Department of Education (from 11 January 2019)
- **Mr David Robertson**
Executive Director, Independent Schools Queensland
- **Dr Lee-Anne Perry AM**
Executive Director, Queensland Catholic Education Commission
- **Professor Doune MacDonald**
Pro-Vice-Chancellor (Teaching and Learning), University of Queensland
- **Professor Carol Nicoll PSM**
Executive Dean (Faculty of Education), Queensland University of Technology
- **Ms Samantha Pidgeon**
Vice-President, Queensland Teachers' Union (to 12 December 2018).

At 30 June 2019, one position was vacant.

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, a member of the Australian Institute of Company Directors, and Australian Council of Educational Leaders.

Mr Tony Cook, PSM

The chief executive of the Department of Education



Tony Cook PSM is the Director-General of the Department of Education. Before joining the department in April 2018, Tony worked for six years in the Australian public service as the Associate Secretary for Schools and Youth within the Department of Education and Training.

Tony has held several senior executive positions in the Victorian public service, including Deputy Secretary, Government and Corporate with the Department of Premier and Cabinet; Deputy Secretary, Office for Children and Portfolio Coordination; and Deputy Secretary, Office for Planning, Strategy and Coordination within the Department of Education and Early Childhood Development. He began his career with Education Queensland.

Tony is a registered primary school teacher with a major in early childhood education. He has been a deputy principal and has taught in schools and preschools in Queensland and the United Kingdom. He holds a Bachelor of Education from the Queensland University of Technology.

In October 2013 Tony was made an Honorary Fellow of the Australian Council for Educational Leaders, and in January 2014, he was awarded a Public Service Medal for outstanding public service, especially in driving schools policy and funding reform in Australia.

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 and an extensive knowledge of government regulatory requirements for independent schools.

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



Professor Doune Macdonald

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

Doune is Pro-Vice-Chancellor (Teaching and 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. This led to her role as lead writer for the Australian Curriculum: Health and Physical Education.



Dr Lee-Anne Perry, AM

Nominee of the Queensland Catholic Education Commission (QCEC)

Lee-Anne is Executive Director of the Queensland Catholic Education Commission. Prior to commencing in this role in July 2015, Lee-Anne was Principal of All Hallows' School, Brisbane, a position she had held since 1999. She has had a longstanding involvement in Catholic education in many teaching and leadership roles. Lee-Anne is a member of various state and national associations and committees concerned with education, including the National Catholic Education Commission and the Queensland University of Technology Council.

Lee-Anne holds a Doctor of Education, Master of Education, Bachelor of Education (First Class Honours) and a Diploma of Christian Leadership. Lee-Anne is a Fellow of the Australian Council for Educational Leaders, a Fellow of the Australian College of Educators, a Graduate of the Australian Institute of Company Directors and a Justice of the Peace. She is also an Honorary Professor of the Australian Catholic University.

Lee-Anne was awarded a Member of the Order of Australia on Australia Day 2004 for significant service to secondary education as a principal, to curriculum development and to professional education associations. In 2017, she was a panellist for the Review to Achieve Educational Excellence in Australian Schools led by David Gonski AC.



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 consultation framework and ensure the development of quality services that meet the needs of school communities.

Audit and Risk 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
 - *Professor Carol Nicoll PSM*, Executive Dean, Faculty of Education, Queensland University of Technology
- two independent members – Authority members
 - *Mr David Robertson*, Executive Director, Independent Schools Queensland
 - *Dr Lee-Anne Perry AM*, Executive Director, Queensland Catholic Education Commission
- an officer of the QCAA who has financial expertise
 - *Ms Alison Smith*, Director, Strategy, Planning and Corporate Support Division
- an officer of the QCAA with agency expertise
 - *Mr Claude Jones*, Director, Assessment, Reporting and ICT Systems Division.

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

Audit and Risk Committee members are not remunerated.

The Audit and Risk Committee held four meetings in 2018–19. 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 security assessments of the QCAA's ICT systems.

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

K–10 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)
- 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)
- DoE, QCEC and ISQ secondary principals – principals' associations nominees (3)
- Tertiary educators (2)
- Queensland Teachers' Union (QTU) nominee
- Independent Education Union of Australia (IEUA) – Queensland and Northern Territory Branch nominee
- Early childhood representative
- Joint parent nominee
- Aboriginal and Torres Strait Islander education representative

- Diversity and inclusive education representative – Queensland Association of Special Education Leaders nominee
- Senior QCAA officer – Director, Curriculum Services Division, QCAA
- Senior QCAA officer – Director, Assessment, Reporting and ICT Systems Division, QCAA
- Executive Officer – Assistant Director, K–10 Curriculum and Assessment Branch, QCAA.

Senior Secondary 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
- 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 guidelines, resources, advice and professional development programs to support teachers to implement senior curriculum and assessment programs, and moderation and certification procedures
- 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)
- 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 educators (2)
- Training (industry) representative
- Queensland Teachers' Union nominee
- Independent Education Union of Australia – Queensland and Northern Territory Branch nominee
- Joint parent association nominee
- Aboriginal and Torres Strait Islander education representative

- Diversity and inclusive education representative – Queensland Association of Special Education Leaders nominee
- Senior QCAA officer – Director, Curriculum Services Division, QCAA
- Senior QCAA officer – Director, Assessment, Reporting and ICT Systems Division, QCAA
- Executive Officer – Assistant Director, Senior Assessment and Certification Support Branch, 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 which 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 nominee
- Queensland Catholic Education Commission nominee
- Independent Schools Queensland nominee
- Director, Assessment, Reporting and ICT Systems Division, QCAA
- Assistant Director, Analysis and Reporting Branch, QCAA
- Assistant Director, Measurement Project Branch
- Manager, Performance Analytics Unit, QCAA
- Executive Officer – Manager, Performance Information and Monitoring Unit, QCAA.

Steering committee/s

Senior Review Steering Committee

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

Current membership comprises:

- Authority member (Chair)
- Principal, Department of Education (DoE) representative
- Principal, Department of Education (DoE) nominee
- Principal, Queensland Catholic Education Commission (QCEC) representative
- Principal, Queensland Catholic Education Commission (QCEC) nominee
- Principal, Independent Schools Queensland (ISQ) representative
- Principal, Independent Schools Queensland (ISQ) nominee
- Principal, Queensland Teachers' Union nominee
- Principal, Independent Education Union of Australia – Queensland and Northern Territory Branch nominee
- CEO, Queensland Tertiary Admissions Centre (QTAC)
- CEO, QCAA
- Director, Curriculum Services Division, QCAA
- Director, Assessment, Reporting and ICT Systems Division, QCAA

Strategic Directions Group

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

- oversee the advice provided to the Board on strategic and relevant operational matters
- monitor the implementation of Board decisions
- assist the 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 2018–19, SDG met 28 times. Membership comprised:

- Mr Chris Rider, CEO
- Mr Claude Jones, Director, Assessment, Reporting and ICT Systems Division
- Mr John McGuire, Assistant Director, Strategic Engagement Branch
- Ms Alison Smith, Director, Strategy, Planning and Corporate Support Division
- Ms Jacqueline Wilton, Director, Curriculum Services Division.

Public Sector Ethics Act 1994

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. Additionally, staff complete an online Code of Conduct training module each year.

Queensland public service values

Queensland public service values underpin QCAA values, as reflected in the strategic plan.

Queensland public service values	QCAA values
Customers first <ul style="list-style-type: none">• Know your customers• Deliver what matters• Make decisions with empathy	Service <ul style="list-style-type: none">• We provide clear and definitive policies, as well as resources and training to enable schools to develop curriculum, teaching, learning and assessment programs that provide the best opportunities for Queensland students.• We foster a culture of collaboration where the contributions of our people are valued, and our successes are shared.
Ideas into action <ul style="list-style-type: none">• Challenge the norm and suggest solutions• Encourage and embrace new ideas• Work across boundaries	Innovation <ul style="list-style-type: none">• We develop innovative products and systems to enable schools to achieve quality learning outcomes for their students.• We value and encourage innovation, creativity and agility in our people.
Unleash potential <ul style="list-style-type: none">• Expect greatness• Lead and set clear expectations• Seek, provide and act on feedback	Partnership <ul style="list-style-type: none">• We consult with and respond to the needs of our partners to ensure the delivery of quality curriculum, assessment and certification products and services.• We continue to innovate, renew and strengthen our approaches to engaging with the education and wider community.
Be courageous <ul style="list-style-type: none">• Own your actions, successes and mistakes• Take calculated risks• Act with transparency	Trust <ul style="list-style-type: none">• We maintain the trust of our stakeholders by leading with integrity, transparency and accountability.• We value the skills and abilities of our people and empower them to make decisions.
Empower people <ul style="list-style-type: none">• Lead, empower and trust• Play to everyone's strengths• Develop yourself and those around you	

Program review

Preparing and implementing the new Queensland Certificate of Education system

In January 2019, the new QCE system began with students entering Year 11. The new system includes:

- a model that uses school-based assessment and common external assessment
- processes that strengthen the quality and comparability of school-based assessment.

Additionally, the Overall Position (OP) rank will be replaced with an Australian Tertiary Admission Rank (ATAR) from 2020.

Throughout 2018–19, the QCAA continued to develop the new QCE system by:

- supporting schools to implement the redeveloped syllabuses
- introducing new processes for ensuring the quality and comparability of school-based assessment
- developing sample external assessments
- providing curriculum and assessment resources and professional development for teachers, and curriculum leaders.

Redeveloped syllabuses

The entire suite of senior syllabus documents has now been redeveloped and teachers are using them in the classroom. The suite includes:

- 46 General syllabuses (19 subjects also have alternative sequence documents to support composite classroom arrangements)
- 25 Applied syllabuses, including Essential Mathematics and Essential English
- Four Short Course senior syllabuses
- 22 Senior External Examination syllabuses (10 language and 12 non-language).

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

Strengthening quality assurance for school-based assessment in General subjects

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

Schools develop three summative 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 thousands of assessors.

Endorsement

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

The QCAA trained 1090 teachers to review school-developed assessments at the first Endorsement event held on 24 and 25 August 2019. The key dates for endorsement in 2019 and 2020 have been finalised and provided to schools.

Confirmation

QCAA-trained assessors review and confirm the grades that schools have assigned to students. The key dates for confirmation in 2020 have been finalised and provided to schools.

Preparing schools for external assessment

Two sample external assessment packages for each General subject were developed during the 2018–19 year and were provided to schools on 12 July 2019 to help them to prepare for external assessments in 2020. Each package included an assessment instrument, an external assessment marking guide (EAMG) and an annotated response (where applicable).

Additional resources were released on 21 June 2019 to help schools to begin the process of planning how they will use the sample assessments to prepare for summative external assessments in 2020. Sample common internal assessments were also developed for Essential English and Essential Mathematics and provided to schools.

Assessor training

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

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

Teachers wishing to become assessors also complete Stage 2 role-specific modules on endorsement, confirmation, and/or external assessment development. These were released progressively during 2018–19 with an external assessment marking module to be released during the 2019–20 year.

By June 2019, more than 21 600 teachers had started the program and more than 18 400 had passed at least one module. This strategy supports the QCAA focus on ensuring valid and reliable curriculum and assessment. Participation data for each course (as at 30 June 2019) is shown in Table 2.

Table 2: QCAA assessor training participation

Course	Completions	Assessment passes
1: Attributes of quality assessment	21 631	18 497
2: Assessment item and instrument construction	14 740	12 452
3: Understanding and using marking guides	10 756	10 055
4: Endorsement	5 679	5 034
5: Confirmation	3 691	3 608
6: External assessment writing	3 770	3 440

Policies and procedures handbook

The *QCE and QCIA policy and procedures handbook* provides the policies and procedures relating to senior schooling from 2019 and is available in the QCAA Portal and on the QCAA website.

Academic integrity course for students

The academic integrity course for students was released in the QCAA Portal in December 2018 for teachers to review and provide feedback before use by students.

The four-module student-focused course is now available for students and parents in *myQCE* on the QCAA website. At 30 June the four parts of the course had recorded more than 72 600 views.

Academic integrity course for teachers

The academic integrity course for teachers was released in the QCAA Portal in January 2019. Nearly 7900 teachers had accessed the course by 30 June.

Resources to support schools with the use of these courses are available in the QCAA Portal.

Professional development and resources to support syllabus implementation

During the 2018–19 year, the QCAA continued to provide additional professional development activities to support teachers and schools to implement the redeveloped senior syllabuses and new assessment arrangements.

These included additional syllabus implementation workshops, curriculum leader workshops, webinars focusing on the accreditation program and flexible curriculum delivery, briefing sessions for the school and tertiary sectors and various customised workshops.

An additional 18 subject area workshops were delivered in Semester 2, 2018 for teachers who were unable to attend the initial workshop program. The 430 teachers who attended these workshops reported a 98% satisfaction rating.

In Term 3, 2018 the QCAA conducted a series of networking forums for heads of department in all learning areas across the state. The forums provided an opportunity to discuss approaches to syllabus implementation, share ideas about best practice, and develop and sustain collegial relationships and professional networks. Table 3 shows the networking forums conducted and the number of participants.

Table 3: QCAA networking forums attendance

	Number of forums	Participants
Arts	14	198
English	6	95
English and Languages	8	137
Humanities and Social Sciences	14	207
Health and Physical Education and Technology	9	167
Health and Physical Education	5	54
Languages	4	50
Mathematics and Science	18	419
Technology	5	70

To explain the amendments made to strengthen and clarify assessment requirements in the *Accounting General Senior Syllabus 2019* and the associated resources, the QCAA held 13 twilight workshops and a webinar during July and August 2018. These events were free of charge. The twilight workshops were attended by 230 teachers and 48 teachers participated in the webinar.

The QCAA also conducted eight webinars with 657 participants to provide teachers with information about the new QCE requirements for Year 12 students.

Access Arrangements and Reasonable Adjustments (AARA) (formerly known as special provisions)

The QCAA recognises that some students may have disability impairment and/or medical conditions, or experience other circumstances that may be a barrier to their performance in assessment. AARA processes are designed to assist these students.

Schools must submit QCAA-approved AARA applications and/or notify principal-reported AARA for students undertaking summative internal and external assessment in Units 3 and 4 of General and Applied subjects, and for assessment in General (Senior External Examination) subjects and Short Courses.

Communication and engagement strategy for the new QCE system

The QCAA strategic communications and engagement strategy for the new QCE system kept school sectors, principals, teachers, students and parents/carers informed about the changes. Activities in the strategy are designed to assist schools to successfully implement the new QCE system.

The *myQCE* website and a social media account were launched this year to help students in the new system plan their pathway to a QCE and explore post-school options.

A comprehensive range of widely accessed collateral has been developed, including:

- webpages
- factsheets, brochures and FAQs
- videos
- timelines and schedules
- online learning modules
- newsletters and email updates
- consultation documents.

In 2018–19 these resources have been complemented by webinars and statewide face-to-face activities including:

- briefings for individual schools and school clusters
- briefings for other education stakeholders, including teacher unions, parent/carers associations and principals' associations
- forums for principals, school leaders and heads of department, including CEO and senior staff-led engagement.

CEO and senior staff-led engagement

The CEO ensures the education community is consulted and kept informed about the new QCE system through regular meetings with representatives of the key education stakeholder groups and twice-yearly statewide forums with secondary school principals and other members of the education community.

In October and November 2018, the QCAA hosted 14 information sessions across Queensland to inform over 430 principals, school leaders and education sector stakeholders about the transition to the new system. The sessions were held in Brisbane, Cairns, Townsville, Mackay, Bundaberg, Rockhampton, Gold Coast, Sunshine Coast and Toowoomba.

In March 2019, the QCAA hosted a series of 12 forums across Queensland to inform 1560 school leaders, sector leaders and tertiary stakeholders about implementing the new QCE system.

The CEO and other senior QCAA staff regularly visit individual school communities to discuss the new QCE system.

ICT redevelopment

The ICT redevelopment program provides a centralised web-based portal for schools to access data and information, and the applications associated with the new QCE system.

Key components and activities of the ICT development program in 2018–19 included the release of the:

- Endorsement application
- AARA application
- Assessor Jobs application.

The Confirmation application is also under development.

Enhancements were made to the Online Learning application which hosts professional development courses for educators.

VET management processes were also streamlined with the enhancement of the VET application.

Endorsement application

The Endorsement application was released on 2 May 2019 and allows schools to submit assessment instruments for endorsement.

AARA application

Schools submit applications on students' behalf, via the AARA application in QCAA Portal. The AARA application was launched in April 2019.

Assessor jobs application

The Assessor jobs application was launched in November 2018. Teachers use it to apply for roles as QCAA assessors in the new QCE system.

Confirmation application

The development of the Confirmation application is continuing. The requirements and process mapping are being completed, using feedback from the monitoring trial in 2018. The first release is proposed for the start of Term 1, 2020.

Supporting teaching and learning in K–10

Queensland kindergarten learning guideline (QKLG)

During 2018–19, the QCAA Board approved the redeveloped QKLG and *Continua of learning and development*.

Approved providers began implementing the revised QKLG from January 2019.

Implementation of the P–10 Australian Curriculum

Queensland schools are working towards full implementation of the Australian Curriculum by 2020.

The QCAA has developed advice, guidelines and resources, and provided professional development opportunities to assist and support schools in implementing the P–10 Australian Curriculum.

The QCAA has recently revised its suite of resources to support implementation of the Australian Curriculum learning areas. These resources were published on the QCAA website in August to support schools in planning their curriculum and assessment programs in 2020.

During 2018–19, the QCAA provided more than 200 professional learning opportunities (workshops and webinars) to support schools to implement the Australian Curriculum and assessment. The topics included:

- designing quality assessment
- cognitive verbs
- Technologies learning area
- literacy and numeracy.

Professional development activities also included school-requested and context-specific professional learning; presenting at professional association conferences; and 84 workshops to support schools to lift student achievement in aspects of literacy and numeracy.

Aboriginal and Torres Strait Islander perspectives

Guidance and values in the *QCAA 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 and Torres Strait Islander perspectives in senior subjects.

Testing and assessment

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

Work with students, principals, teachers and parents/carers built greater understanding of test results and their use in improving student performance.

Prep–Year 10

National Assessment Program – Literacy and Numeracy (NAPLAN)

The 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 2019 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 255 000 students in Queensland within the agreed timeframes.

In 2019, 481 Queensland schools participated in online assessment. Approximately 28% (74 245) of Queensland students were registered for the online tests. The remaining 1250 Queensland schools administered the tests in paper mode during 14–17 May.

NAPLAN Online implementation

Most states and territories experienced connectivity issues with the online platform on the first day of the tests. As a result, schools that experienced technical disruptions were offered the opportunity to resit the tests on 28 May via either the online or paper mode.

Approximately 1800 students at 82 Queensland schools registered to resit the tests. Of these, 1666 students sat the tests.

Due to the difficulties experienced in 2019, full implementation of NAPLAN Online has been delayed until 2021.

Years 11–12

Queensland Core Skills (QCS) Test

The 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.

Table 4 shows the distribution of grades awarded.

Table 4: 2018 QCS Test grades by number and percentage

Grade	Number	%
A	4097	15.58
B	7361	27.98
C	9181	34.90
D	5489	20.87
E	176	0.67
Total #	26 304*	100.00

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

Results were provided to students electronically in November 2018 and at certification in December.

Senior External Examination (SEE)

The QCAA administered the 2018 Senior External Examinations 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 subject examinations were administered. The examination papers for 14 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 (CCAFL).

By the end of the examination period, 669 candidates had sat 854 subject examinations.

Externally moderated school-based assessment

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

Support for schools

The QCAA's actions to support and assist schools to implement syllabuses and assess students included:

- developing study plan requirements, checklists and samples for Applied syllabuses
- approving 87% of the 2561 Study Plans submitted by schools

- conducting 26 meetings with school administrators (principal delegates) across the state
- advising schools on assessment for 9751 submissions at 488 moderation meetings
- externally reviewing the implementation of Authority-registered subjects and Short Courses for 144 schools
- providing 51 face-to-face moderation meetings for Authority-registered subjects
- providing advice to schools about the Queensland Certificate of Individual Achievement (QCIA), including reviewing approximately 1054 curriculum plans and peer-reviewing 904 certificate statements and evidence from 223 schools
- meeting with representatives from schools offering Year 11 for the first time and providing support through resources and presentations
- providing face-to-face and web-based professional development and training to teachers and school leaders at Queensland-recognised schools in China and the Republic of Nauru
- providing advice and feedback to teachers to improve assessment practices at Queensland-recognised schools in China, Nauru, Taiwan and the United Arab Emirates
- supporting the Department of Education International to enhance offshore schools' access to senior secondary curriculum and assessment resources.

Innovation

The QCAA's 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:

- redeveloping Study Plan Builder to provide schools with an online tool to submit study plans for all Applied syllabuses
- trialling online moderation reports with two districts for Subject Area Syllabus (SAS) moderation
- providing professional development and ongoing support (face-to-face and web-based) to a new Queensland-recognised school in New Taipei City, Taiwan, as it delivers the QCE to its students for the first time
- investigating options for the implementation of the new QCE system in offshore schools
- liaising with other Australian curriculum and assessment authorities to advance shared understandings of senior secondary offshore schooling.

Certification and tertiary entrance

Senior Education Profile (SEP)

Students in Queensland are issued with a SEP upon completion of Year 12. Included in this profile could be:

- Senior Statement
- Queensland Certificate of Education (QCE)
- Tertiary Entrance Statement
- Queensland Certificate of Individual Achievement (QCIA).

In 2018, the QCAA issued SEPs and Senior Statements to 51 868 students who completed Year 12 (of which 1254 were for visa students).

QCEs were awarded to 49 310 students (including 1183 for visa students) or 95.1%, consistent with 2017.

Tertiary Entrance Statements were received by 25 768 students (833 visa students) – a decrease of 1096 students from 2017.

QCIAAs were awarded to 904 students – down from 964 in 2017.

Certification was achieved within the agreed government timeframes. The average cost of developing and issuing 2018 SEPs was \$261 per student – \$6 less than in 2017.

The average cost of providing tertiary entrance and pathways information programs (which included 2018 QCS Test results, calculation of Subject Achievement Indicators and career advice) was \$12 per student – \$3 more than in 2017.

The above information indicates QCAA met its performance measures of:

- delivering valid and reliable curriculum and assessment
- accurate distribution of test materials, result information, and outcomes data
- projects delivered on time and on budget.

Senior Statement

A transcript of the learning account for all students completing Year 12 at a Queensland school, the Senior Statement shows all studies and the results achieved that may contribute to the award of a QCE or Tertiary Entrance Statement.

Queensland Certificate of Education (QCE)

The 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 (QCIA)

The 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 the 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 2018–19, the QCAA issued 110 statements for qualifications from 30 countries.

Equivalency assessments are provided for employment and recruitment purposes.

Data and information sharing

The QCAA shares data and other information for research and reporting purposes so that it may support policy development and sound decision-making. This includes annual provision of data for the *Next Step post-school destination survey*, the *Growing Up in Australia – The Longitudinal Study of Australian Children* (LSAC) and *The Longitudinal Study of Australian Youth* (LSAY), Early School Leavers survey and the national reporting of VET in Schools. In 2018–19, data was also provided for a number of research projects and reports, e.g. School to VET Transitions project, Twin Study, Closing the Gap report.

The QCAA also publishes a range of statistical information on its website relating to subject participation and enrolment, and assessment and

certification outcomes, including the annual Year 12 outcomes report.

Student Connect (for senior students in the current system)

The Student Connect website gives current Year 12 students access to their learning account and results, and resources for exploring post-school education, training and career pathways.

Vocational education and training (VET)

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 VET for school students.

The QCAA registered schools as registered training organisations (RTOs) to Australian Qualifications Framework Certificate IV level (except any declared as an apprenticeship in Queensland). 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 RTOs 2015. These included:

- management resources, policies and procedures
- email updates.

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

The QCAA also conducted 13 workshops across Queensland on maintaining compliance as an RTO to schools currently registered as RTOs with the QCAA. These were attended by approximately 400 school-based RTO managers and those with delegated authority to manage and operationalise the RTO and maintain compliance with the Standards for RTOs 2015.

Registration activity

The QCAA processed 981 registration activities for the 298 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 55 site audits and 27 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 2018, 84 393 school students were enrolled in 159 918 VET programs.

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.

National VET regulator

The QCAA had two formal meetings with ASQA to discuss QCAA continuous improvement practices and demonstrate the new QCAA online registration and auditing procedures.

Corporate support and communication

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

Careers market

The QCAA provided advice for students, parents/carers, 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 2018 release of SEPs, staff assisted with more than 1100 phone and email queries.

Consultation mechanisms

The QCAA is committed to meaningful consultation and collaboration with key stakeholders. The Authority 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:

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

For information about consultation and engagement on the new QCE system, see Communication and engagement strategy for the new QCE system on page 18.

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 5th annual QCE Achievement Awards were for students who graduated from Year 12 with a QCE at a Queensland school in 2018. The QCAA hosted the Awards ceremony at the State Library of Queensland in February 2019.

Award categories

The QCAA awarded prizes in six categories to 34 students from 23 State, Catholic and Independent schools:

- 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 1073 graduates for Very High Achievements (VHAs) in the equivalent of at least six Authority subjects, i.e. at least 24 semesters at VHA level.

International engagement

During 2018–19, QCAA welcomed visiting delegations from China, Japan and Germany. These visits focused on providing information on Queensland curriculum and assessment from kindergarten to the senior years, as well as sharing ideas and experiences with international educators.

Publications

Regular QCAA news publications include:

- *QCAA news for schools*, a regular email newsletter updating over 13 000 subscribers about QCAA initiatives, professional development activities and events
- *New QCE system update*, a regular email for 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
- *Student Connect update*, a regular online newsletter for current Year 12 students with information and reminders for key activities
- *myQCE update*, launched in June 2019, featuring information and support for students in the new QCE system
- online memos, timely advice to schools about curriculum, assessment, testing and certification issues.

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

These publications and platforms demonstrate the QCAA's focus on strategic communication by building partnerships with the education sectors, principals, curriculum leaders, teachers and senior students.

Advice and compliance

The annual internal audit was performed by the Department of Education's Internal Audit Branch (IAB). IAB found the QCAA to have very good internal controls in place for the areas covered by the scope of the audit. This included QCAA administration of NAPLAN, financial management, human resources, and information technology.

An external audit was performed by the Queensland Audit Office. There were no significant issues arising from either the internal or external audits.

This shows QCAA meeting the performance measure of achieving satisfactory outcomes in external audits of systems and financial management.

Audit and risk management

The QCAA *Audit Committee Charter* was consistent with the *Queensland Treasury Audit Committee Guidelines*. Audit and Risk Committee membership, duties and responsibilities are listed on page 12.

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.

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. Additionally, staff complete an online Code of Conduct training module each year.

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 2018–19, the QCAA received one application under the *Information Privacy Act 2009*. It received no applications under the *Right to Information Act 2009*.

ICT systems

Efficient ICT systems are essential in ensuring delivery of the QCAA strategic initiatives, including the delivery of accurate and timely data to schools, teachers, students and other stakeholders, particularly for testing and senior certification programs.

QCAA Portal

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

Currently the QCAA 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 (SAS) 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 studying in the new QCE system.
- an Endorsement application
- an AARA application
- an Assessor Jobs application

For further information about the development of QCAA Portal applications specific to the new QCE system, see ICT redevelopment on page 19.

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 2018–19 operating and capital budgets to support strategic priorities and accountabilities
- ensuring requirements of the *Queensland Procurement Policy* were met for significant procurement activities

- 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 branch operational plans and performance accountabilities for managers and branch budgets.

Strategic workforce planning, attraction and performance

At 30 June 2019, the QCAA was staffed by 307 full-time equivalent staff. The permanent retention rate was 92.8% and the permanent separation rate was 7.2%.

During 2018–19, the QCAA continued an organisational review to inform development and roll-out 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 Engaged workplaces program
- widely advertising vacancies to attract quality applicant pools
- implementing the QCAA Flexible workplaces policy to promote work–life balance.

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

Table 5: QCAA employees

	2018 –19	2017 –18	2016 –17	2015 –16	2014 –15
Employees at 30 June 2019 (full-time equivalent)	307	306	307	261	206

Summary of financial performance 2018–19

In 2018–19, the QCAA received \$62 543 million in grant revenue from the Department of Education and earned \$2.6 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 QCAA activities follows the summary below.

Table 6: Summary of QCAA finances

	2018–19 \$'000	2017–18 \$'000	2016–17 \$'000	2015–16 \$'000	2014–15 \$'000
Revenue					
Grant revenue	62,543	65,482	56,002	46,827	38,297
Other revenue	2,871	2,870	2,532	2,762	2,466
Expenses					
Employee expenses	41,040	40,436	40,175	31,794	26,909
Other expenses	17,656	26,103	18,192	16,684	13,823
Operating surplus/(deficit)	6,718	1,813	167	1,111	31
Capital outlays					
Plant and equipment	592	889	1,148	1,097	158
Software	16,230	10,813	6,275	3,529	590
Total assets	30,322	24,902	21,574	20,282	17,275
Total liabilities	8,118	9,416	7,901	6,776	4,880
Net assets/(liabilities)	22,204	15,486	13,673	13,506	12,395

STATEMENT OF COMPREHENSIVE INCOME

for the year ended 30 June 2019

		2019 Actual \$'000	2019 Original Budget \$'000	Budget Variance* \$'000	2018 Actual \$'000
OPERATING RESULT	Notes				
Income from continuing operations					
User charges and fees	2.1.1	2,599	2,225	374	2,500
Grants	2.1.2	62,543	68,032	(5,489)	65,482
Interest		260	276	(16)	285
Other revenue		12	2	10	85
Total income from continuing operations		65,414	70,535	(5,121)	68,352
Expenses from continuing operations					
Employee expenses	2.2.1	41,040	43,185	2,145	40,436
Supplies and services	2.2.2	16,468	20,459	3,991	24,984
Depreciation and amortisation	2.2.3	1,066	1,324	258	998
Other expenses	2.2.4	122	139	17	121
Total expenses from continuing operations		58,696	65,107	6,411	66,539
Operating result from continuing operations		6,718	5,428	1,290	1,813
Other comprehensive income		-	-	-	-
Total comprehensive income		6,718	5,428	1,290	1,813

*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 2019

		2019 Actual \$'000	2019 Original Budget \$'000	Budget Variance* \$'000	2018 Actual \$'000
	Notes				
Current assets					
Cash and cash equivalents	3.1	10,271	10,719	(448)	11,211
Receivables	3.2	1,405	1,093	312	1,518
Prepayments	3.3	684	317	367	471
Total current assets		12,360	12,129	231	13,200
Non-current assets					
Plant and equipment	3.4	592	942	(350)	889
Intangible assets	3.5	16,230	15,275	955	10,813
Prepayments	3.3	1,140	-	1,140	-
Total non-current assets		17,962	16,217	1,745	11,702
Total assets		30,322	28,346	1,976	24,902
Current liabilities					
Payables	3.6	5,023	5,234	(211)	6,089
Accrued employee benefits	3.7	2,347	1,389	958	1,491
Provisions	3.8	179	-	179	1,178
Other current liabilities	3.9	569	487	82	658
Total current liabilities		8,118	7,110	1,008	9,416
Total liabilities		8,118	7,110	1,008	9,416
Net assets		22,204	21,236	968	15,486
Equity					
Contributed equity		12,364	12,364	-	12,364
Accumulated surplus		9,840	8,872	968	3,122
Total equity		22,204	21,236	968	15,486

*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 2019

	Contributed Equity \$'000	Accumulated Surplus \$'000	Total \$'000
Balance as at 1 July 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
<i>Operating result</i>			
Operating result from continuing operations	-	6,718	6,718
Balance at 30 June 2019	12,364	9,840	22,204

THE ACCOMPANYING NOTES FORM PART OF THESE FINANCIAL STATEMENTS.

STATEMENT OF CASH FLOWS

for the year ended 30 June 2019

		2019 Actual \$'000	2019 Original Budget \$'000	Budget Variance* \$'000	2018 Actual \$'000
	Notes				
Cash flows from operating activities					
Inflows:					
User charges and fees		2,410	2,222	188	2,500
Grants and other contributions		62,543	68,032	(5,489)	65,482
Interest receipts		266	276	(10)	291
GST input tax credits from ATO		2,480	1,951	529	2,589
GST collected from customers		201	171	30	188
Other		12	2	10	85
Outflows:					
Employee expenses		(40,071)	(43,162)	3,091	(41,150)
Supplies and services		(19,931)	(20,940)	1,009	(22,823)
GST remitted to Australian Taxation Office		(189)	(171)	(18)	(216)
GST paid to suppliers		(2,352)	(1,951)	(401)	(2,797)
Other		(123)	(141)	18	(135)
Net cash provided by operating activities	3.1.1	5,246	6,289	(1,043)	4,014
Cash flows from investing activities					
Outflows:					
Payments for plant and equipment		(91)	(485)	394	(184)
Payments for intangibles		(6,095)	(5,428)	(667)	(5,093)
Net cash used in investing activities		(6,186)	(5,913)	(273)	(5,277)
Net decrease in cash and cash equivalents		(940)	376	(1,316)	(1,263)
Cash and cash equivalents - opening balance		11,211	10,343	868	12,474
Cash and cash equivalents - closing balance	3.1	10,271	10,719	(448)	11,211

*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 2018.

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 Flows which is prepared on a cash basis) in accordance with Australian Accounting Standards and Interpretations applicable to not-for-profit entities.

New accounting standards early adopted and/or applied for the first time in these financial statements are outlined in Note 6.3.

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 2017-18 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 plays a critical role in the design and delivery of education in Queensland in collaboration with a range of stakeholders and partner agencies. The Authority delivers syllabuses and guidelines, and assessment, testing, reporting, certification and tertiary entrance services to the Queensland education community.

The Authority's vision to support Queensland's world-class education system through excellence in curriculum and assessment is reflected in its objectives:

- provide curriculum, assessment and certification leadership
- support the education community to achieve quality learning outcomes
- build an effective, responsible organisation with a high performing workforce.

2 Notes about our financial performance

2.1 Revenue

2.1.1 User charges and fees

	2019 \$'000	2018 \$'000
Visa student fees	793	711
Publications	111	294
Workshops/conferences	991	777
Licensing and copyright fees	477	481
Certificates	78	72
Examinations	57	57
Other	92	108
Total	2,599	2,500

Accounting policy – user charges and fees

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

	2019 \$'000	2018 \$'000
Administered	34,003	33,516
New QCE system implementation	20,893	24,940
NAPLAN	7,421	7,026
Other	226	-
Total	62,543	65,482

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

	2019 \$'000	2018 \$'000
Employee benefits		
Salaries	25,593	24,703
Casuals		
- Markers	4,030	4,000
- Panellists	1,390	2,088

	2019 \$'000	2018 \$'000
- Syllabus writers	9	44
- Assessors	7	-
- Other	356	267
Annual leave levy/expense	2,792	2,748
Employer superannuation contributions	4,058	3,896
Long service leave levy/expense	631	605
Employee related expenses		
Workers compensation premium	84	58
Payroll tax	1,836	1,862
Other employee related expenses	254	165
Total	41,040	40,436

	2019 No.	2018 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

	2019 \$'000	2018 \$'000
Travel	1,462	1,863
Contractors and consultancies	5,229	12,610
Information and communication technology	1,299	1,304
Freight and postage	1,386	1,469
Catering and venue hire	1,857	2,664
Printing, stationery and publications	1,572	1,776
Property, equipment and fleet costs	3,585	3,222
Other	78	76
Total	16,468	24,984

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 4 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

Depreciation (Note 3.4.1)
Amortisation (Note 3.5.1)
Total

2019 \$'000	2018 \$'000
388	443
678	555
1,066	998

2.2.4 Other expenses

Insurance premiums - QGIF
Queensland Audit Office - external audit fees for the audit of the financial statements ⁽¹⁾
Internal audit fees ⁽²⁾
Bank fees and charges
Total

2019 \$'000	2018 \$'000
37	41
30	29
36	35
19	16
122	121

External audit fees

1. Total audit fees quoted by the Queensland Audit Office relating to the 2018-19 financial statements are \$29,500 (2018 \$29,000)

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

Deposits at Call
Cash at Bank
Total

2019 \$'000	2018 \$'000
7,346	9,396
2,925	1,815
10,271	11,211

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.

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

	2019 \$'000	2018 \$'000
Operating Surplus	6,718	1,813
<i>Non-Cash items included in operating result:</i>		
Depreciation & amortisation expense	1,066	998
<i>Change in assets and liabilities:</i>		
(Increase) in trade receivables	(152)	(19)
(Increase)/decrease in GST input tax credits receivable	128	(208)
(Increase)/decrease in LSL reimbursement receivable	136	(105)
(Increase) in Annual leave reimbursements	(16)	(87)
Decrease in other receivables	5	6
(Increase)/decrease in prepayments	(1,353)	129
Increase/(decrease) in accounts payable	(1,056)	831
Increase/(decrease) in accrued employee benefits	856	(537)
Increase/(decrease) in GST payable	12	(28)
Increase/(decrease) in other payables	(62)	24
Increase/(decrease) in provisions	(999)	1,178
Increase/(decrease) in unearned revenue	(37)	19
Net cash provided by operating activities	5,246	4,014

3.2 Receivables

	2019 \$'000	2018 \$'000
Trade debtors	252	100
GST receivable	596	724
GST payable	(21)	(9)
Interest receivable	18	23
Long Service leave reimbursements	50	186
Annual leave reimbursements	510	494
Total	1,405	1,518

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.

Accounting policy – impairment of receivables

A loss allowance for trade and other debtors reflects lifetime expected credit losses and incorporates reasonable and supportable forward-looking information, including forecast economic changes expected to impact the Authority's debtors, along with relevant industry and statistical data where applicable.

Refer to Note 4.1.2 for the Authority's credit risk management policies.

Where the Authority has no reasonable expectation of recovering an amount owed by a debtor, the debt is written-off by directly reducing the receivable against the loss allowance. This occurs when the debt is over 180 days past due and the Authority has ceased enforcement activity. If the amount of debt written off exceeds the loss allowance, the excess is recognised as an impairment loss.

All receivables are expected to be fully collectible and are considered of good credit quality based on recent collection history. Therefore, no loss allowance is recorded for receivables on this basis.

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.

No collateral is held as security and there are no other credit enhancements relating to the Authority's receivables.

Set out below is the credit risk exposure on the Authority's trade debtors broken down by aging band. The comparative disclosure for 2018 is made under AASB 139 impairment rules, where receivables are assessed individually for impairment.

	2019			2018		
	Gross receivables \$'000	Loss rate %	Expected credit losses \$'000	Gross receivables \$'000	Loss rate %	Expected credit losses \$'000
Aging						
Current	217	0%	-	75	0%	-
1 to 30 days overdue	17	0%	-	7	0%	-
31 to 60 days overdue	18	0%	-	18	0%	-
Total	252		-	100		-

3.3 Prepayments

	2019 \$'000	2018 \$'000
Current		
Hardware and software maintenance agreements	465	372
Deposits for hire of venues	105	31
Other prepaid expenditure	114	68
Total	684	471
Non-current		
Deposits for hire of venues	1,140	-
Total	1,140	-

3.4 Plant and equipment and depreciation expense

3.4.1 Closing balances and reconciliation of carrying amount

	2019 \$'000	2018 \$'000
Gross	2,698	2,691
Less: Accumulated depreciation	(2,106)	(1,802)
Carrying amount at 30 June	592	889
<i>Represented by movements in carrying amount</i>		
Carrying amount at 1 July	889	1,148
Acquisitions (including upgrades)	91	184
Depreciation expense	(388)	(443)
Carrying amount at 30 June	592	889

3.4.2 Recognition and acquisition

Accounting policy – recognition

Items of plant and equipment with a historical 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.

3.4.3 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 are not materially different from their fair value.

3.4.4 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	3 to 6 years
Leasehold improvements	4 to 10 years

3.5 Intangibles and amortisation expense

3.5.1 Closing balances and reconciliation of carrying amount

	Total Software		Software: Internally Generated		Software: Work in Progress	
	2019 \$'000	2018 \$'000	2019 \$'000	2018 \$'000	2019 \$'000	2018 \$'000
Gross	27,497	21,402	17,426	13,331	10,071	8,071
Less: Accumulated amortisation	(11,267)	(10,589)	(11,267)	(10,589)	-	-
Carrying amount at 30 June	16,230	10,813	6,159	2,742	10,071	8,071

Represented by movements in carrying amount

Carrying amount at 1 July	10,813	6,275	2,742	2,135	8,071	4,140
Acquisitions through internal development	6,095	5,093	-	-	6,095	5,093
Transfers in	4,095	1,162	4,095	1,162	-	-
Transfers out	(4,095)	(1,162)	-	-	(4,095)	(1,162)
Amortisation	(678)	(555)	(678)	(555)	-	-
Carrying amount at 30 June	16,230	10,813	6,159	2,742	10,071	8,071

3.5.2 Recognition and measurement

Accounting policy

Intangible assets of the Authority are comprised of 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.

3.5.3 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 15 years

3.5.4 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.

3.6 Payables

	2019 \$'000	2018 \$'000
Trade Creditors	4,745	5,801
Other	278	288
Total	5,023	6,089

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.

3.7 Accrued employee benefits

	2019 \$'000	2018 \$'000
Salaries payable	1,423	603
Annual leave levy payable	763	734
Long service leave levy payable	161	154
Total	2,347	1,491

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*.

3.8 Provisions

	2019 \$'000	2018 \$'000
Relief teacher reimbursement	179	1,178
Total	179	1,178
<i>Movement</i>		
Balance at 1 July	1,178	-
Additional provision made	1,090	1,178
Provision utilised through payments	(1,902)	-
Unused amounts reversed	(187)	
Balance at 30 June	179	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

At certain times during the year, the Authority requested schools to release teachers to undertake duties for the Authority as assessors and subject matter experts. Schools are 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. All claims are expected to be made within 12 months.

3.9 Other current liabilities

	2019 \$'000	2018 \$'000
Unearned revenue	551	588
Lease liability	18	70
Total	569	658

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	2019 \$'000	2018 \$'000
Financial assets			
Cash and cash equivalents	3.1	10,271	11,211
Financial assets at amortised cost:			
<i>Receivables</i>	3.2	1,405	1,518
Total financial assets		11,676	12,729
Financial liabilities			
Financial liabilities at amortised cost - comprising:			
<i>Payables</i>	3.6	5,023	6,089
<i>Lease liability</i>	3.9	18	70
Total financial liabilities at amortised cost		5,041	6,159

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

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	The risk that 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	The risk that the Authority may encounter difficulty in meeting obligations associated with financial liabilities that are settled by delivering cash or another financial asset.	The Authority is exposed to liquidity risk in respect of its payables (Note 3.6).
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	<p>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.</p> <p>This is achieved by ensuring that minimum levels of cash are held within the various bank accounts so as to match the expected duration of the various employee and supplier liabilities.</p>

Risk Exposure	Measurement Method	Risk Management Strategies
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	2019	Contract maturity payable in			2018	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	3.6	5,023	5,023	-	-	6,089	6,089	-	-
Lease liability	3.9	18	12	6	-	70	70	-	-
Total		5,041	5,035	6	-	6,159	6,159	-	-

4.2 Contingencies

The Authority was not committed to any guarantees or undertakings at 30 June 2019. 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:

	2019 \$'000	2018 \$'000
Not later than 1 year	664	2,911
Later than 1 year but not later than 5 years	1,055	122
Total	1,719	3,033

Capital expenditure commitments

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

	2019 \$'000	2018 \$'000
Not later than 1 year	1,701	590
Total	1,701	590

4.4 Events after the balance date

There have been no events after year end that have had either a significant or 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

The transition date for both AASB 15 and AASB 1058 is 1 July 2019. Consequently, these standards will first apply to the Authority when preparing the financial statements for 2019-20. The Authority has reviewed the impact of AASB 15 and AASB 1058 and identified the following impacts (or estimated impact where indicated) upon adoption of the new standards:

Operational grant funding

Grants for operational activities received by the Authority from the Department of Education will continue to be recognised on receipt. There is no impact on unearned revenue or revenue recognition for these amounts.

Special purpose capital grants

Under AASB 1058, special purpose grants received to construct non-financial assets controlled by the Authority will be recognised as a liability, and subsequently recognised progressively as revenue as the department satisfies its performance obligations under the grant.

The Authority has received one such grant on 17 June 2019 directly from the Department of Education for development of an online universal kindergarten transition statement software application. At 30 June 2019, the full amount of \$108,000 was recognised as revenue in accordance with AASB 1004. At the 1 July 2019 transition date, the unspent amount of this grant will be reclassified to unearned revenue. This will increase unearned revenue liability by \$23,766 with a corresponding reduction to accumulated surplus of \$23,766 at the date of transition.

Visa student fees

Under s165 of the *Education (Queensland Curriculum and Assessment Authority) Regulation 2014*, the Authority may charge a fee to non-Australian citizens and non-permanent residents undertaking senior secondary education in Queensland schools. The fee is in consideration of the Authority performing its syllabus development, testing and certification functions for those persons.

The Authority currently recognises the fee progressively over time under AASB 118, however, the performance obligations do not meet the criteria for deferral of revenue under AASB 15 as they are not sufficiently specific. At the 1 July 2019 transition date, the amount of \$371,457 in unearned revenue will be derecognised and adjusted via accumulated surpluses.

Licence revenue

The Authority is party to a Memorandum of Understanding (MOU) with Education Queensland International (EQI) for the both the licencing of syllabuses and the provision of quality assurance,

testing and certification services to overseas schools. EQI provides the Authority with quarterly progress reports under the MOU.

Under AASB 118, the Authority currently recognises the syllabus licence and quality assurance revenue progressively over time, with the testing and certification fees recognised as revenue upon receipt of the relevant quarterly progress report.

Under AASB 15, all revenue under the MOU will be recognised upon receipt of the relevant quarterly progress report from EQI. The quarterly progress reports are considered an output method of measuring progress towards completion of a performance obligation under AASB 15.

At the 1 July 2019 transition date, the amount of \$113,186 in unearned revenue will be derecognised and adjusted via accumulated surpluses.

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*.

Impact for lessees

Under AASB 16, 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 as right-of-use assets and lease liabilities.

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.

Outcome of review as lessee

The Authority has completed its review of the impact of adoption of AASB 16 on the Statement of Financial Position and Statement of Comprehensive Income and has identified the following major impacts which are outlined below.

During the 2018-19 financial year, the Authority held operating leases under AASB 117 from the Department of Housing and Public Works (DHPW) for non-specialised, commercial office accommodation through the Queensland Government Accommodation Office (QGAO). Lease payments under these arrangements totalled \$3,213,147 p.a. The Authority has been advised by Queensland Treasury and DHPW that, effective 1 July 2019, amendments to the framework agreements that govern QGAO will result in the above arrangements being exempt from lease

accounting under AASB 16. This is due to DHPW having substantive substitution rights over the non-specialised, commercial office accommodation assets used within these arrangements. From 2019-20 onwards, costs for these services will continue to be expensed as supplies and services expense when incurred.

The Authority has also been advised by Queensland Treasury and DHPW that, effective 1 July 2019, motor vehicles provided under DHPW's QFleet program will be exempt from lease accounting under AASB 16. This is due to DHPW holding substantive substitution rights for vehicles provided under the scheme. From 2019-20 onward, costs for these services will continue to be expensed as supplies and services expense when incurred. Existing QFleet leases were not previously included as part of non-cancellable operating lease commitments.

The Authority also holds operating leases for a small number of District Offices with Education Queensland schools. These leases will be exempt from lease accounting under AASB 16 as they are short-term leases i.e. have a lease term of less than 12 months. From 2019-20 onwards, costs for these services will continue to be expensed as supplies and services expense when incurred.

There will be no transitional impact on the Statement of Financial Position and Statement of Comprehensive Income from the introduction of AASB 16.

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

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 2018-19 financial results and the original budget presented to Parliament.

5.1.1 Explanation of major variances – statement of comprehensive income

User charges and fees:	The majority of this variance is attributable to a higher than planned number of fee-paying workshops being provided during 2018-19.
Grants and other contributions:	The lower grant revenue is largely due to the deferral of funding for the implementation of the new QCE system into 2019-20.
Employee expenses:	The majority of the variance is from fewer casual external assessment subject matter experts being engaged for the development of both practice external assessments and actual external assessments for 2020 Year 12 students.
Supplies and services	The variance is mainly due to deferral of funding into 2019-20 to match the timing of logistical costs of endorsing and confirming internal assessment instruments for 2020 Year 12 students.

Depreciation and amortisation	The variance is largely due to software applications remaining in work in progress longer than budgeted.
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5.1.2 Explanation of major variances – statement of financial position

Receivables	Receivables exceeded budget largely from a higher than anticipated trade debtors balance at 30 June 2019 and also from an underestimation of the closing balances for GST receivable and long service leave receivable.
Prepayments (current)	Prepaid expenditure is higher than budgeted due to a higher cost of ICT software licensing and hardware maintenance agreements and also due to venue hire deposits for endorsement and confirmation of internal assessments in 2019 and 2020.
Plant and equipment:	The plant and equipment balance is lower than budgeted largely due to lower capital expenditure as a result of the deferral of replacement of ICT hardware into 2019-20.
Prepayments (non-current)	The variance is due to venue hire deposits for marking of external assessments in late 2020.
Accrued employee benefits	The variance is mainly as a result of accrued wages for NAPLAN markers.
Other current liabilities	The variance is substantially due to a higher unearned revenue balance for Visa student fees and syllabus licencing.

5.1.3 Explanation of major variances – statement of cash flows

Grants and other contributions:	The reduced cash inflows for grants are largely due to the deferral of funding for the implementation of the new QCE system into 2019-20.
GST input tax credits from ATO	Higher cash inflows of GST input tax credits are due to an underestimation in the budget.
Employee expenses:	Cash outflows for employee expenses are lower than the budgeted figure due to the same factors outlined in the major variances for the statement of comprehensive income.
Supplies and services	Cash outflows for supplies and services are lower than the budgeted figure due to the same factors outlined in the major variances for the statement of comprehensive income.
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 lower cash outflows for plant and equipment are largely due to the deferral of replacement of ICT hardware into 2019-20.
Payments for intangibles	The variance in cash outflows for intangibles is due to higher than anticipated capital expenditure on development of software applications to support the new QCE system.

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 2018-19 and 2017-18. 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 the new QCE system.
Director, Assessment, Reporting and ICT Systems Division	The Director, Assessment, Reporting and ICT Systems 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 the new QCE system.
Director, Strategy, Planning and Corporate Support Division	The Director, Strategy, Planning and Corporate Support is accountable for the delivery of strategic corporate outcomes and the development, implementation and evaluation of QCAA's corporate governance arrangements.
Assistant Director, Strategic Engagement Branch	The Assistant Director, Strategic Engagement 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 the Minister. 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 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.

	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	-	2	-	17
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
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.	4	-	-	-	4
Authority Employees					
Chief Executive Officer	268	6	27	-	301
Director, Curriculum Services Division	202	4	22	-	228
Director, Assessment, Reporting and ICT Systems Division	196	4	22	-	222
Director, Strategy, Planning and Corporate Support Division	178	4	18	-	200
Assistant Director, Policy Coordination Branch	144	3	18	-	165

1. One Board member is not remunerated as they are a public sector employee.

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	26	-	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 were 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 policies – AASB 9 *Financial Instruments*

The Authority applied AASB 9 *Financial Instruments* for the first time in 2018-19. Comparative information for 2017-18 has not been restated and continues to be reported under AASB 139 *Financial Instruments: Recognition and Measurement*. The nature and effect of the changes as a result of adoption of this new accounting standard are described below.

Classification and measurement

Under AASB 9, debt instruments are categorised into one of three measurement bases – amortised cost, fair value through other comprehensive income (FVOCI) or fair value through profit or loss (FVTPL). The classification is based on two criteria:

- whether the financial asset's contractual cash flows represent 'solely payments of principal and interest', and
- the Authority's business model for managing the assets.

The Authority's debt instruments comprise receivables disclosed in Note 3.2. They were classified as Loans and Receivables as at 30 June 2018 (under AASB 139) and were measured at amortised cost. These receivables are held for collection of contractual cash flows that are solely payments of principal and interest. As such, they continue to be measured at amortised cost beginning 1 July 2018.

Impairment

AASB 9 requires the loss allowance to be measured using a forward-looking expected credit loss approach, replacing AASB 139's incurred loss approach. AASB 9 also requires a loss allowance to be recognised for all debt instruments other than those held at fair value through profit or loss.

On adoption of AASB 9's new impairment model, the Authority did not recognise any impairment losses as there are no expected credit losses i.e. there is no difference between the contractual cash flows due to the Authority and the cash flows that the Authority expects to receive.

6.3.2 Accounting standards early adopted

No Australian Accounting Standards have been early adopted for 2018-19.

6.3.3 Accounting standards applied for the first time

Other than AASB 9 *Financial Instruments*, which is detailed above, no accounting standards that apply to the Authority for the first time in 2018-19 have any material impact on the financial statements.

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:

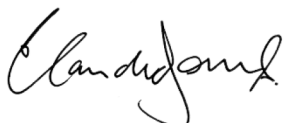
- a. the prescribed requirements for establishing and keeping the accounts have been complied with in all material respects; and
- b. the financial statements have been drawn up to present a true and fair view, in accordance with prescribed accounting standards, of the transactions of the Queensland Curriculum and Assessment Authority for the financial year ended 30 June 2019 and of the financial position of the Authority at the end of that year; and
- c. we acknowledge responsibility under section 8 and section 15 of the *Financial and Performance Management Standard 2009* for the establishment and maintenance, in all material respects, of an appropriate and effective system of internal controls and risk management processes with respect to financial reporting throughout the reporting period.

Claude Jones

Brian Short

Acting Chief Executive Officer

Chair



27 August 2019

27 August 2019

INDEPENDENT AUDITOR'S REPORT

To the Board of the Queensland Curriculum and Assessment Authority

Report on the audit of the financial report

Opinion

I have audited the accompanying financial report of the 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 2019, 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 2019, 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 2019, 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.

Report on other legal and regulatory requirements

In accordance with s.40 of the *Auditor-General Act 2009*, for the year ended 30 June 2019:

- 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.



Bhavik Deoji
as delegate of the Auditor-General

29 August 2019
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 2018–19 the Board contributed to QCAA's successful redevelopment and implementation of the *Queensland kindergarten learning guideline*, administration of NAPLAN Online, and the development and implementation 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	8	\$8,000	N/A	\$8,000
Member	Tony Cook	2	N/A	N/A	N/A
Member	David Robertson	6	\$8,000	N/A	\$8,000
Member	Lee-Anne Perry	6	\$8,000	N/A	\$8,000
Member	Doune Macdonald	6	\$8,000	N/A	\$8,000
Member	Leanne Nixon	2	N/A	N/A	N/A
Member	Samantha Pidgeon	4	\$8,000	N/A	\$4,000
No. scheduled meetings/sessions	8				
Total out of pocket expenses	\$2,907				

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 2018–19, 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
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Townsville/Cairns

Email: Townsville@qcaa.qld.edu.au
Address: State Government Building
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Townsville Qld 4810
Post: PO Box 207 Aitkenvale QLD 4814
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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

AARA	Access arrangements and reasonable adjustments (formerly known as special provisions)
AASB	Australian Accounting Standards Board
ACARA	Australian Curriculum, Assessment and Reporting Authority
ACER	Australian Council for Educational Research
AM	Member of the Order of Australia
ASQA	Australian Skills Quality Authority
ATAR	Australian Tertiary Admission Rank
ATO	Australian Taxation Office
DoE	Department of Education
FBT	Fringe Benefits Tax
FP	Field Position
GST	Goods and Services Tax
ICT	Information and communications technology
ISQ	Independent Schools Queensland
MOU	Memorandum of Understanding
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)
QKLG	<i>Queensland kindergarten learning guideline</i>
QTAC	Queensland Tertiary Admissions Centre
RTO	Registered training organisation
SEP	Senior Education Profile
TAFE	Technical and Further Education
VET	Vocational education and training
VHA	Very High Achievement

