

# Annual Report 2008–09

Queensland Studies Authority



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# Annual Report of the Queensland Studies Authority for the year ended 30 June 2009

The Honourable Geoff Wilson MP  
Minister for Education and Training  
Parliament House  
BRISBANE QLD 4000

Dear Minister

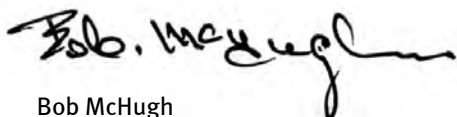
I am pleased to present the Annual Report 2008–09 for the Queensland Studies Authority.

I certify that this annual report complies with:

- the prescribed requirements of the *Financial Accountability and Audit Act 1977* and the *Financial Management Standard 1997*
- the detailed requirements set out in the *Annual Reporting Guidelines for Queensland Government Agencies*.

A checklist outlining the annual reporting requirements can be accessed at  
<[www.premiers.qld.gov.au/publications/annual-report-guidelines.aspx](http://www.premiers.qld.gov.au/publications/annual-report-guidelines.aspx)>.

Yours sincerely



Bob McHugh  
Chair  
Queensland Studies Authority

# Communication objectives

The Queensland Studies Authority (QSA) was established in 2002 to be responsible for a range of functions including developing and accrediting Preparatory Year (Prep) to Year 12 syllabuses and guidelines, testing, assessment, moderation, certification, vocational education and training, and tertiary entrance. These roles are of significant interest to the community, as education is valued in contemporary society.

In addition to fulfilling the statutory obligations of the *Financial Administration and Audit Act 1977*, this annual report provides the community with information on the ways in which the QSA is fulfilling its role as prescribed by the *Education (Queensland Studies Authority) Act 2002*. The report is aimed, in particular, at the following client groups who have a direct stake in the QSA's activities:

- school staff
- students
- parents
- tertiary institutions
- unions
- employers
- Queensland Government.

## Report access

Access to this report is provided through the QSA's website or by contacting the QSA.

### *Interpreter service*

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

# Highlights of 2008–09

Inaugural awarding of the Queensland Certificate of Education	Inaugural awarding of the Queensland Certificate of Individual Achievement	2009 Senior Schooling conference: Productive pathways, successful futures
P–10 Educators Conference: Building success — Rethinking access and engagement	Public release of Year 12 school outcomes data	Implementation of 2009 National Assessment Program — Literacy and Numeracy (NAPLAN)
2009 Principals Forums: Transition to an Australian curriculum	Publication of <i>Learning P–12</i>	Publication of <i>Year 10 Guidelines</i>
Publication of <i>Learning P–3</i>		

# Chair's introduction

The past year has been one of innovation, achievement and change for the QSA. We have launched major new products and services to fully align curriculum, assessment, reporting and certification from the Prep Year to Year 12, and build a solid foundation for the introduction of the Australian curriculum in Queensland schools from 2011.

QSA is leading Queensland's transition to the Australian curriculum through the teaching, learning and assessment advice in *Learning P–12*.

*Learning P–12* describes the relationships between the various syllabuses and guidelines produced by the QSA. These syllabuses and guidelines were developed in partnership with school sectors, parents and the community to achieve educational excellence and equity for students and improve public trust in schools and the education system.

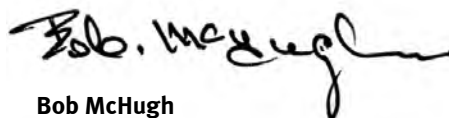
History was made in December 2008 when the Queensland Certificate of Education (QCE) was awarded for the first time to more than 30 000 Year 12 students. The QCE has replaced the Senior Certificate, which was introduced in 1911. The QCE is an achievement-based qualification that recognises a broad range of learning, including vocational education and training, workplace and community learning and university subjects undertaken at school. This certificate, which was developed by the QSA, is the first of its kind in Australia. It is a guarantee to employers and educational institutions that students have worked consistently and to a high standard during Years 11 and 12. Most importantly, the QCE prepares senior students for their preferred work, further education and training pathway.

The QSA continues to work with a range of providers to increase the types of learning programs that can count towards the QCE. This will mean more opportunities for young people to be engaged in learning that matches their abilities, interests and aspirations. It also sets the conditions that will help Queensland to achieve its target for three out of four Queenslanders to hold trade, training or tertiary qualifications by 2020, leading to innovation and growth in our economy.

In addition to these highlights, the QSA has continued to fulfil its core business functions with distinction. For the second year we successfully managed the implementation of the National Assessment Program — Literacy and Numeracy as well as our work in the areas of moderation, testing and syllabus development. These achievements are only possible with the assistance of principals and teachers and the positive relationships we have with them in schools and on our consultative committees.

Finally, on behalf of the QSA Governing Body and schools throughout Queensland, I offer sincere thanks to Leesa Jeffcoat for performing the role of Acting Chair with distinction for the past year. Leesa's passion for education and its benefits for all young people are longstanding attributes of her career. I look forward to embracing my time as Chair with similar commitment in what is an exciting and challenging moment for education in Queensland and Australia.

By preparing students for learning in the early years, strengthening learning in the middle years, building Year 10 as the transition to the senior years, and providing learning options and flexibility for young people in the senior years, the QSA is helping to deliver world-class education and training for Queenslanders. I believe we are well prepared for the challenges ahead.



**Bob McHugh**  
Chair  
Queensland Studies Authority



# Financial snapshot 2008–09

In 2008–09, the QSA received \$37.4 million in grant revenue from the Department of Education and Training and raised \$3.7 million from its curriculum and professional development products and services. The QSA delivered its education products and services to Queensland teachers and students through more than 1700 state and non-state schools.

**Table 1: Summary of QSA finances 2008–09**

	2008–09	2007–08	2006–07	2005–06	2004–05
	\$(000)	\$(000)	\$(000)	\$(000)	\$(000)
<b>Revenue</b>					
Grant revenue	37 425	40 184	33 849	28 607	24 555
Other revenue	3 707	3 745	3 084	2 257	2 540
<b>Expenses</b>					
Employee expenses	24 786	22 724	20 207	20 120	17 358
Other expenses	15 003	18 622	13 345	11 487	10 086
Operating surplus/(deficit)	1 343	2 583	3 381	(743)	(349)
<b>Capital outlays</b>					
Plant and equipment	445	473	272	599	2 157
Software	2 227	4 023	1 462	1 195	1 037
Total assets	18 215	18 788	13 100	11 981	7 850
Total liabilities	5 790	7 706	4 593	8 537	3 484
Net assets/(liabilities)	12 425	11 082	8 507	3 444	4 366

**Table 2: QSA employees 2008–09**

	2008–09	2007–08	2006–07	2005–06	2004–05
<b>Number of employees at 30 June (full-time equivalent)</b>	235.5	231.9	230.1	204.9	193.0

A comprehensive set of financial statements covering all aspects of the QSA's activities starts at page 31 of this report.

# Constitution, functions & powers

The QSA is a statutory body established by an Act of Parliament under the provisions of the *Education (Queensland Studies Authority) Act 2002*, which was assented to on 28 February 2002. The legislated functions and powers of the Authority, as prescribed in Sections 7 to 17 of the Act, are described in this section, using direct quotations from the Act.

## Development and purchase functions

- (1) The authority has the following functions—
  - (a) to develop and revise 1–12 syllabuses and preparatory guidelines;
  - (b) to purchase and revise 1–12 syllabuses and preparatory guidelines developed by entities other than the authority;
  - (b) to approve 1–12 syllabuses and preparatory guidelines, developed or revised by the authority, for implementation at schools;
  - (c) to develop and revise documents to support the implementation at schools of approved syllabuses or approved preparatory guidelines;
  - (d) to develop resources and services for the professional development of teachers, in support of the implementation at schools of approved syllabuses or approved preparatory guidelines.
- (2) In performing its function to revise 1–12 syllabuses or preparatory guidelines, the authority must exercise its powers subject to the terms on which the syllabuses or guidelines were purchased.
- (3) *purchase* a 1–12 syllabus or preparatory guideline includes enter into an agreement allowing the authority to approve the syllabus or guideline for implementation at schools.

## Accreditation function

The authority has the function to accredit 1–12 syllabuses and preparatory guidelines, developed by entities other than the authority, for implementation at schools.

## Testing functions

The authority has, for a test required under a regulation, the following functions—

- (a) to develop, revise and mark the test;
- (b) to develop procedures for the administration of the test by schools or the authority;
- (c) to analyse systemic information about the performance of persons who undertook the test and to report the results of the analysis to the Minister, the chief executive, AISQ and QCEC;
- (d) to give the principal of a school individual results of the school's students who undertook the test;
- (e) to give a person who undertook the test the person's results in the test.

## Testing functions for common national tests

The authority has, for implementing common national tests, the following functions—

- (a) to participate in the development or revision of the tests;
- (b) to implement procedures for administering the tests by schools or the authority;
- (c) to mark the tests;
- (d) to analyse systemic information about the performance of persons who undertake the tests and report the results of the analysis to the Minister, the chief executive, AISQ and QCEC;
- (e) to give the principal of a school individual results of the school's students who undertake the tests;
- (f) to give a person who undertakes the tests the person's results in the tests.

## Assessment functions

- (1) The authority has the function to decide on procedures, and to carry out arrangements, for the assessment of persons in school subjects that are certification studies.
- (2) Also, the authority has, for an assessment prescribed under a regulation, the following functions—
  - (a) to develop and revise documents for the assessment;
  - (b) to develop procedures for the administration of the assessment.
- (3) In addition, the authority has the following functions—
  - (a) to collect, and analyse, assessment data;
  - (b) to report the results of the analysis to the Minister, the chief executive, AISQ and QCEC.

## Moderation function

The authority has the function to decide on procedures, and to make arrangements, for moderation.

## Certification functions

- (1) The authority has the following functions—
  - (a) to issue—
    - (i) the QCE and other certificates of achievement of the types provided for under a regulation; and
    - (ii) statements of results of the types provided for under a regulation;

- (b) to review, and make recommendations to the Minister about, the requirements for issuing the certificates and statements;
  - (c) to inform the public about—
    - (i) the certificates and statements mentioned in paragraph (a); and
    - (ii) the requirements for issuing the certificates and statements.
  - (2) Also, the authority has the function to approve work programs, for use by the schools that developed the work programs, for school subjects that are certification studies.
  - (3) In addition, the authority has the function to recognise the results of a person in certification studies, other than school subjects for which—
    - (a) there is an approved syllabus; or
    - (b) a work program has been approved.
- (f) to confer and collaborate about tertiary entrance with the following, and other, entities having an interest in tertiary education—
    - (i) universities;
    - (ii) TAFE institute councils of TAFE institutes established under the *Vocational Education, Training and Employment Act 2000*;
    - (iii) Queensland Tertiary Admissions Centre Ltd ACN 050 542 633;
    - (iv) the department in which the *Education (General Provisions) Act 1989* is administered;
    - (v) AISQ and QCEC;
    - (vi) the principals of schools;
    - (vii) the vocational education and training department;
    - (viii) group training organisations recognised under the *Vocational Education, Training and Employment Act 2000*;
    - (ix) boards of statutory TAFE institutes established under the VETE Act.
  - (g) to review, and to make recommendations to the Minister about, tertiary entrance.

## Vocational education and training functions

The authority has the following functions—

- (a) to exercise powers delegated to the authority, by the Training and Employment Recognition Council, under the *Vocational Education, Training and Employment Act 2000*, section 186;
- (b) to inform the public about—
  - (i) vocational education and training courses accredited under the delegation; and
  - (ii) vocational placement schemes recognised under the delegation; and
  - (iii) training organisations registered under the delegation;
- (c) to advise the Minister administering the vocational education and training department about vocational education and training matters relevant to the authority's functions.

## Student account functions

The authority has the following functions—

- (a) to keep student accounts for—
  - (i) young persons in the student account phase; and
  - (ii) other persons for whom student accounts are opened;
- (b) to deal with information recorded in the accounts in the way permitted or required in the Act.

## Tertiary entrance functions

The authority has the following functions—

- (a) after consulting with the Minister, to decide the authority's tertiary entrance procedures and requirements;
- (b) to rank persons as a basis for tertiary entrance as provided for under the authority's tertiary entrance procedures and requirements;
- (c) to issue tertiary entrance statements;
- (d) to monitor, review, and recommend to the Minister, changes to the tertiary entrance requirements of tertiary institutions established in the State;
- (e) to inform the public about tertiary entrance procedures and requirements;

## Research function

The authority has the function to undertake research about matters relevant to its functions.

## Other functions

The authority also has the following functions—

- (a) to decide the equivalent level of school education, or school qualification, in the State of a level of education reached, or qualification obtained, by a person at an educational institution established outside the State;
- (b) to give a person, on request, a copy of any of the following that was issued to the person—
  - (i) a certificate, about the completion of the person's studies, under the *Education Act 1964* or the *Education (Senior Secondary School Studies) Act 1988*;
  - (ii) a certificate of achievement;
  - (iii) a statement of results of a type prescribed under a regulation;
- (c) to advise the Minister, and inform the public, about matters relevant to the authority's functions;
- (d) to give information, obtained by the authority in the performance of its functions, to the Commonwealth, a State or an entity of the Commonwealth or a State;
- (e) to perform other functions conferred on the authority under this, or another, Act.

## Abbreviations used in the legislation

<b>AISQ</b>	Association of Independent Schools of Queensland Inc., now known as Independent Schools Queensland
<b>QCEC</b>	Queensland Catholic Education Commission
<b>TAFE</b>	Technical and Further Education

# Corporate profile

## Authority members

The constitution of the Authority is specified in Section 25 of the *Education (Queensland Studies Authority) Act 2002*. The Authority comprises representatives of education across the primary, secondary, special and tertiary sectors (including practising teachers), vocational education, parents, unions and industry.

Leesa Jeffcoat was appointed Acting Chair from 1 January 2008 to 29 July 2009.

Bob McHugh was appointed Chair from 30 July 2009 to 30 June 2010.

The Authority held eight meetings during 2008–09; seven meetings at the Brisbane office of the QSA and one in Cairns.

**The membership of the Authority for 2008–09 is outlined below.**

- One nominee of the Minister for Education and Training (Chair):  
**Vacant, Bob McHugh** appointed Chair July 2009
- The chief executive (Director-General) of the education department, whose nominee is:  
**Jenny Cranston** to May 2009, **Yvana Jones** appointed May 2009

- The chief executive (Director-General) of the vocational education and training department, whose nominee is:  
**Jenny Du Moulin**
- One nominee of Independent Schools Queensland (ISQ):  
**Dr Barry Arnison**
- One nominee of the Queensland Catholic Education Commission (QCEC):  
**Leesa Jeffcoat**
- Two nominees of the Higher Education Forum (at least one of whom must have expertise relating to tertiary entrance):  
**Professor Tania Aspland**  
**Douglas Porter** to December 2008, **Vacant**
- Two persons who, at the time of appointment, are parents or guardians of students enrolled at a school, of whom:
  - one is to be nominated jointly by the Federation of Parents and Friends Associations of Catholic Schools, Queensland, and the Queensland Independent Schools Parents Council; and
  - one is to be nominated by the Queensland Council of Parents' and Citizens' Associations Incorporated**Trish Nash**  
**Kim Cumming**



- One primary school principal and one secondary school principal, of whom:
  - one is to be nominated by the chief executive
  - one is to be nominated jointly by ISQ and QCEC

**Lynne Walsh** to December 2008, **Patricia Neate** appointed July 2009

**Pastor Craig Murison** to January 2009, **Vacant**

- One teacher of primary education and one teacher of secondary education, neither of whom is a school principal, of whom:
  - one is to be nominated by the chief executive
  - one is to be nominated jointly by ISQ and QCEC

**Vacant, Terry Niebling**

- One nominee of the Queensland Teachers' Union (QTU):

**Steve Ryan**

- One nominee of the Queensland Independent Education Union (QIEU):

**Ray Cloonan**

- One nominee of the Minister administering the vocational education and training department:

**Vacant**

- Three nominees of the Minister for Education and Training, of whom:
  - one is to have expertise in the provision of special education
  - one is to have expertise in the education of Aboriginal peoples or Torres Strait Islander peoples
  - one is to be a representative of industry

**Jenny Wilson**

**Kathleen Wenban**

**Vacant**

- One other person who may be nominated by the Minister for Education and Training:

**Dr Thelma Perso** to March 2009, **Professor Claire Wyatt-Smith** appointed July 2009.

## Executive committee

In accordance with Section 45 of the *Education (Queensland Studies Authority) Act 2002*, an executive committee meets before each Authority meeting to set the agenda for the meeting. The executive committee comprises:

- the Chair
- the nominee of the chief executive (Director-General) of education
- the nominee of the chief executive (Director-General) of vocational education and training

- the nominee of the Queensland Catholic Education Commission
- the nominee of Independent Schools Queensland.

The Director of the QSA (the Authority) also participates in executive committee meetings as outlined in Section 46 of the Act, but has no voting rights.

The executive committee also performs any other functions conferred on it by the Authority and reports to the Authority as required.

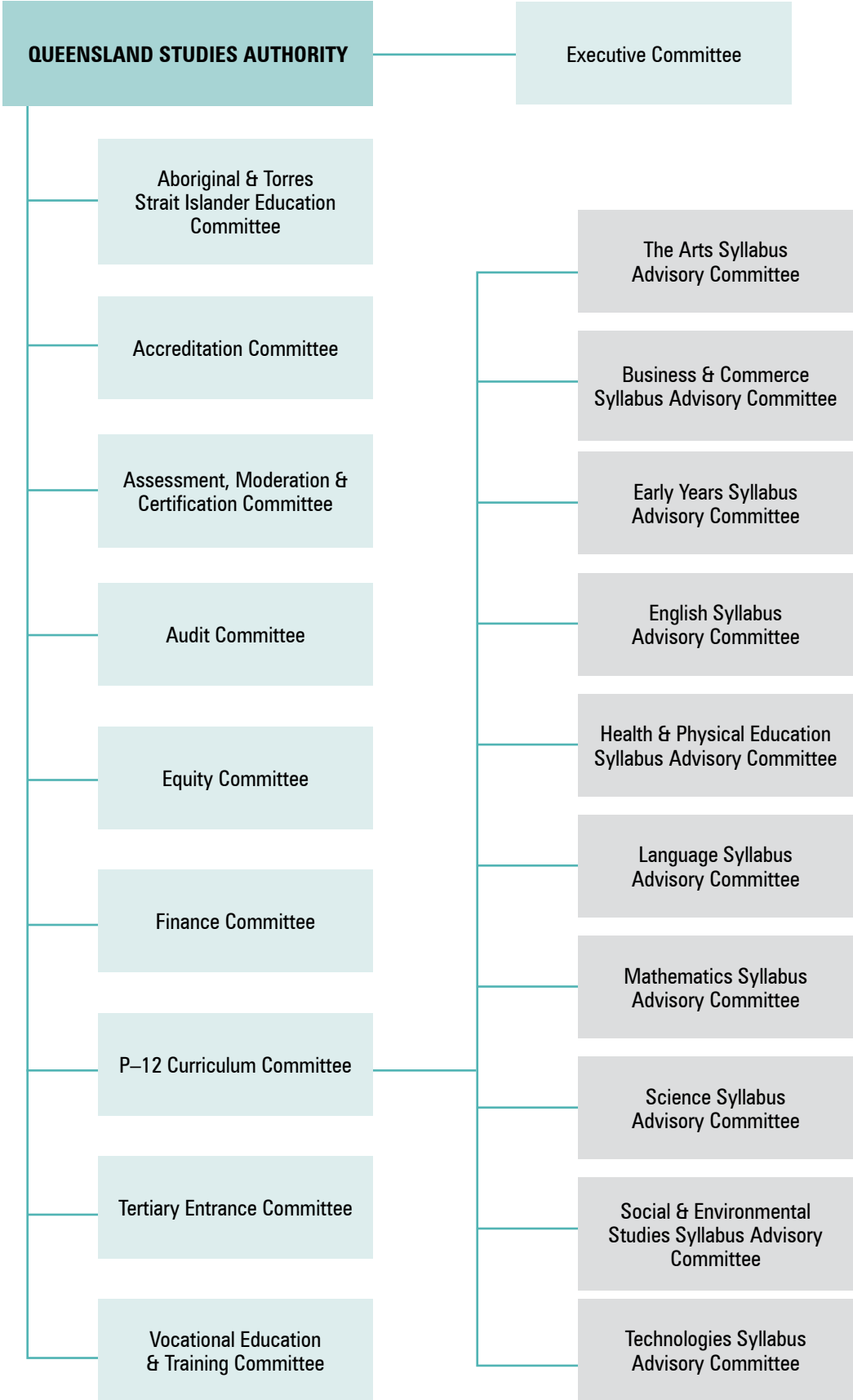
## Committees of the Authority

A number of committees of the Authority have been established, as set out in Section 47 of the *Education (Queensland Studies Authority) Act 2002*, to:

- develop policy proposals (for referral to the Authority)
- identify issues that require policy development by the committee
- provide advice to the Authority on matters referred to the committee by the Authority
- provide advice to the Authority on matters identified by the committee as warranting such advice
- keep the Authority informed about current and expected issues requiring its attention
- consider and approve plans and procedures that provide mechanisms for the implementation and endorsement of Authority policy
- establish (or recommend establishment of) subcommittees and task groups to provide specialist advice and develop policy proposals
- consider specialist advice and policy proposals from subcommittees and task groups
- advise and assist the Office of the Authority in policy implementation
- consider advice from the Office of the Authority on relevant issues
- maintain and strengthen communication links between the Authority and its stakeholders.

Details of the functions and membership of each committee are given in Appendix 5.

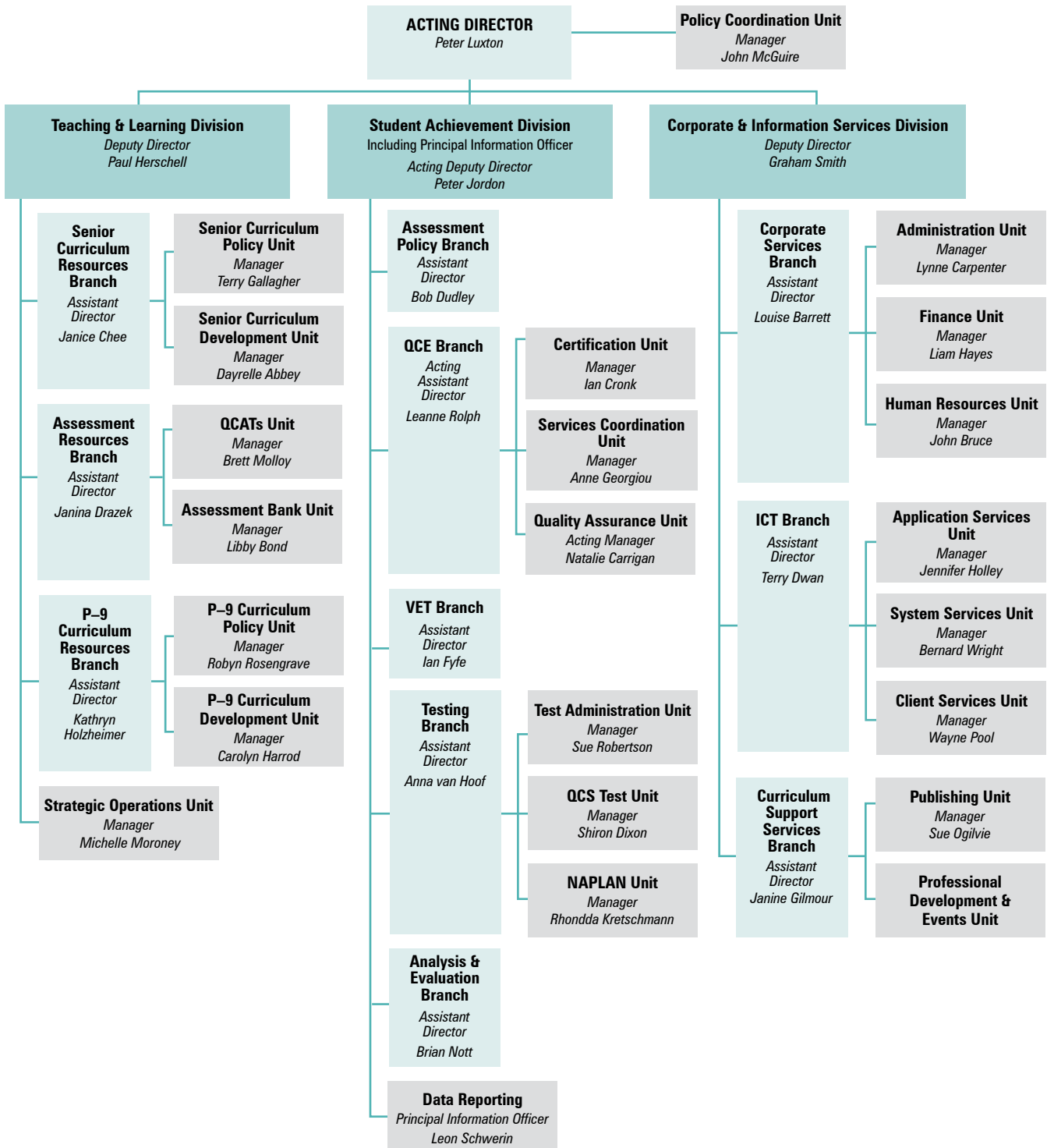
# Authority committees



# Organisational structure

The organisational structure of the Office of the QSA is shown below (as at May 2009). Senior staff and key corporate governance committees of the QSA are listed in Appendix 7.

The Authority offices are located in Brisbane city, at 295 Ann Street. The Office of the QSA has 235.5 full-time equivalent staff, mostly based at the QSA's Brisbane premises. The remainder work in 13 QSA district centres across Queensland (district office contact details are listed in Appendix 8). Positions are filled through a mix of permanent and temporary appointments and secondments, and staff are employed directly by the Authority as part of the Education and Training portfolio.



# Strategic Plan 2008–12

## Plan development

The *Strategic Plan 2008–12* was approved by the QSA Governing Body on 10 September 2008. It refined the objectives and strategies of the previous QSA *Strategic Plan 2007–10*, taking into account recent government initiatives, changes in government requirements and progress achieved against the current strategies.

The plan outlined a QSA vision of “providing quality, innovative and future-focused products and services to assist all Queensland educational communities”.

Four strategic objectives were outlined in the plan:

1. **Informed leadership** through the implementation of evidence-based reforms and initiatives.
2. **Strong partnerships** with stakeholders through collaboration, communication and consultation.
3. **Expert capability** through workforce planning, professional development and a supportive work environment.
4. **Effective governance** through refinement and improvement of processes.

## Performance against objectives

A summary of achievements against each of the four priority areas in the plan follows.

### 1. Informed leadership

- Developed *Learning P–12*, an integrated P–12 approach to teaching, learning and assessment that describes the relationships between the various syllabuses and guidelines produced by the QSA.
- Developed *Learning P–3* to assist teachers with curriculum planning in the early years of learning.
- Developed the *Year 10 Guidelines* to provide advice on planning and delivering challenging and engaging courses in a range of school settings and for different groups of students.
- Commenced implementing Phase 2 of the Queensland Curriculum, Assessment and Reporting (QCAR) Framework.
- Implemented the 2008 and 2009 Queensland Comparable Assessment Tasks (QCATs).

- Issued the first Queensland Certificates of Education (QCE) to eligible Year 12 students in December 2008.
- Held major conferences focusing on P–10 and senior schooling issues.
- Supported the release of the Year 12 school outcomes data.
- Provided teachers with information and professional development on how best to prepare students for the National Assessment Program — Literacy and Numeracy (NAPLAN) and how to discuss the test with parents and the community
- Coordinated the administration, marking and reporting of the NAPLAN assessments for Queensland.
- Reported student data from the Senior Learning Information Management System (SLIMS) to the Department of Education and Training (DET)<sup>1</sup> for planning and re-engagement purposes.
- Collaborated with DET in the *Next Step* student destination survey.

### 2. Strong partnerships

- Worked with our education partners to represent Queensland’s interests in the development phase of the new Australian curriculum.
- Conducted extensive consultation with teachers, schools and school sectors before finalising the *Year 10 Guidelines*.
- Formalised processes for incorporating Indigenous perspectives into all QSA products and services.
- Conducted workshops and information sessions across the state to assist schools with the introduction of the QCE.
- Continued to monitor grassroots educational issues through Principals Reference Groups.
- Continued involvement of QSA committees, syllabus advisory committees, teachers and parents in developing QSA products and services.
- Held Principals Forums at 18 locations across the state to provide information on the transition to the Australian curriculum; school leadership, transparency and accountability; and the QCE.
- Supported schools which are Registered Training Organisations (RTOs) to use the quality indicators in vocational education and training.
- Developed a new corporate identity for the QSA and ensured all newly-issued QSA products were appropriately branded.

<sup>1</sup> Following the 2009 Queensland state general election, Department of Education, Training and the Arts (DETA) was reorganised to become Department of Education and Training (DET).

### 3. Expert capability

- Continued implementation of Future Connect change management initiatives to develop organisational capacity and capability. Future Connect is aimed at enabling the QSA to effectively manage change across its products and services.
- Continued staff development programs and recruitment activities to focus on developing and attracting staff with QSA's required core competencies.
- Worked with Australian Institute of Commercialisation and DET International to market QSA products.

### 4. Effective governance

- Assisted the Governing Body with its responsibilities in the areas of risk management, internal control, reporting and governance processes.
- Engaged the consultancy firm KPMG to review the QSA's expenditure. Overall QSA performed well against the benchmarks developed by the consultants. Recommendations for business improvements are being implemented.
- Commenced a review of QSA committees in anticipation of changes to the *Education (Queensland Studies Authority) Act 2002*.

- rejuvenating QSA products and services to encourage improvements in rates of participation and achievement for Indigenous students
- working within the context of Right to Information legislation to become a transparent organisation promoting positive changes to the educational environment through our reporting function
- delivering a high-quality, integrated P–12 conference for our clients and stakeholders.

## Driving organisational change

The Strategic Plan will drive organisational synergies and provide a process for strategic change management.

Operational plans and performance development and accountability processes will be based on the four strategic priorities and will provide a framework for building managerial and staff capacity.

## Challenges during implementation of the plan

While significant progress was made against the priorities and milestones in the *Strategic Plan 2008–12*, there are specific areas that will require attention in the *Strategic Plan 2009–13*. These areas are:

- continuing to work closely with our education partners to ensure the transition to the Australian curriculum is as seamless as possible
- aligning QSA's core activities in the areas of certification, assessment and syllabus development to respond to the development of the Australian curriculum
- aligning our products and services to meet the higher education participation and attainment targets identified in the *Review of Australian Higher Education* (Bradley Review)<sup>2</sup>
- effectively communicating with tertiary providers and employer groups to realise the full potential of the QCE, and working with schools to promote practices in line with the new qualification

<sup>2</sup> Dept. of Education, Employment and Workplace Relations 2008, *Review of Australian Higher Education: Final report*, DEEWR, Canberra.

# Program review

## Teaching & Learning Division

The Teaching and Learning Division is responsible for curriculum policy, review and development.

### Transition to the Australian curriculum

Australia is moving towards a national framework for schooling with the aim of raising education standards and achieving nationally consistent curriculum, assessment and reporting.

The QSA is working with our education partners to ensure a smooth transition to the Australian curriculum from 2011, and to promote the best interests of Queensland schools.

This has included coordinating feedback on the consultation papers developed by the Australian Curriculum, Assessment and Reporting Authority (ACARA) and facilitating consultation meetings for ACARA with the full range of Queensland stakeholders.

A further way that QSA is leading Queensland's transition to the Australian curriculum is through the teaching, learning and assessment advice in *Learning P–12*. QSA has sent copies of *Learning P–12* to all Queensland schools. It is also available on our website.

### Learning P–12

*Learning P–12* promotes continuity and alignment of teaching and learning, assessment and reporting from Prep to Year 12.

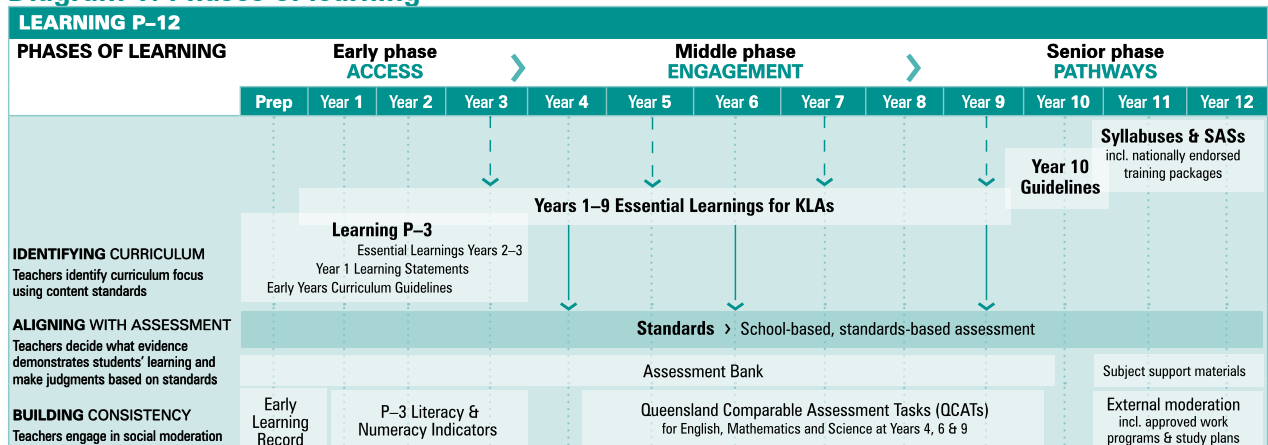
The key components of the P–12 approach are:

- **syllabus design principles and elements** that create the conditions for teachers to shape a curriculum that meets the needs of their students
- **phases of learning** with a specific developmental focus
- **syllabus content** that focuses on the expected learning and sets the parameters for the intended curriculum
- **assessment, standards and consistency** that show how standards-based, school-based assessment is integral to the teaching and learning process.

Teachers use the following QSA documents to build a school's curriculum and develop teaching strategies that meet the needs and interests of students:

- **Learning P–3** establishes a solid preparation for learning in the early years
- **Years 1–9 Essential Learnings and Standards** strengthen learning in the middle years
- **Year 10 Guidelines** build Year 10 as the transition to the senior phase of learning
- **Years 11 and 12 syllabuses and study area specifications**, incorporating nationally endorsed VET packages, provide flexible options for achieving a QCE or the QCIA.

Diagram 1: Phases of learning



## Learning P–3

*Learning P–3* provides information about the focus of teaching and learning in the early years (Prep to Year 3) and describes how the early years contribute to the P–12 approach. The overview outlines the suite of linked curriculum resources that schools may use in the early years and the set of common principles that underpin practice. These include:

- *Early Years Curriculum Guidelines*
- Year 1 Learning Statements
- Essential Learnings by the end of Year 3 and Standards
- P–3 Literacy and Numeracy Indicators.

The QSA has introduced teachers to *Learning P–3* and associated resources through professional development workshops.

## Queensland Comparable Assessment Tasks (QCATs)

The Queensland Comparable Assessment Tasks (QCATs) are designed to provide evidence of what students know, understand and can do in relation to a selection of Essential Learnings for English, Mathematics and Science in Years 4, 6 and 9.

Two QCAT models, centrally-devised and school-devised, were trialled in Semester 2, 2008.

- Centrally-devised QCATs: Assessment tasks developed by the QSA that have common requirements and parameters and are marked according to a common guide for making judgments.
- School-devised QCATs: Assessment tasks developed by schools in accordance with a design brief and assessment plan.

The *Queensland Comparable Assessment Tasks 2008 Extended Trial – Report to teachers* and the technical report can be viewed on the QSA website.

The 2009 QCATs for Years 4 and 6 were administered between 16 March and 18 May 2009. The Year 9 QCATs will be administered between 24 August and 2 November 2009.

In response to recommendations in the report of the Queensland Education Performance Review,<sup>3</sup> the QSA is working to further enhance QCATs to provide a rigorous common assessment for Queensland students and build a strong assessment culture among teachers.

## Assessment Bank

The QSA supports teachers to develop the best possible assessment practices. The Assessment Bank is an online collection of assessments and resources that are linked to the Essential Learnings and Standards and used to support teaching, learning and school-based assessment. Nearly 20 000 educators are registered users.

The Assessment Bank was launched in July 2008 with 560 assessment and resource items covering all Year 1–9 key learning areas (KLAs). A further 180 items have been added since then. The development of these items has been across all KLAs and gaps have been filled in the areas of languages, the early years and Indigenous perspectives. Items were provided by the QSA, as well as by schools, teachers and other partners such as the Department of Natural Resources and KITE Arts Education Program, an initiative of the Department of Education and Training (DET) in partnership with the Queensland Performing Arts Centre (QPAC).

## Queensland Curriculum, Assessment and Reporting (QCAR) Framework

From 2005 to 2008, the QSA developed the Queensland Curriculum, Assessment and Reporting (QCAR) Framework in partnership with the Department of Education, Training and the Arts, Education Queensland, the Queensland Catholic Education Commission and Independent Schools Queensland. The framework supports teachers and teaching practices that are tailored to meet the unique needs of students from Years 1 to 9. It has five elements that work together:

- Essential Learnings
- Standards
- Queensland Comparable Assessment Tasks
- Assessment Bank
- *Guidelines for Reporting*.

Following general implementation of the framework, QSA has revised the *Guidelines for Reporting* to better assist schooling sectors and schools to provide parents with meaningful reports about their children's progress and achievement. We have also developed new resources to support schools to implement the Essential Learnings. These include:

- templates and planning advice for units of work and curriculum programs
- scope and sequences for Mathematics and English.

<sup>3</sup> Masters, G 2009, *A Shared Challenge: Improving literacy, numeracy and science learning in Queensland primary schools*, Camberwell, Vic., Australian Council for Educational Research.

## OUTLOOK FOR 2009–10: P–9

The QSA will:

- finalise the *Draft for Consultation – Years 4–9 Literacy and Numeracy Indicators* and publish this on the QSA website
- conduct consultation on the draft indicators until the end of September 2009
- finalise resources to support the use of the literacy and numeracy indicators including:
  - assessments that embed the literacy and numeracy indicators for inclusion in the online Assessment Bank
  - annotated work samples to support teachers in building their understanding of the *P–3 Literacy and Numeracy Indicators*
  - an information statement to support the use of the literacy and numeracy indicators
- finalise and publish the 2010 QCAT design brief on the QSA website
- finalise the 2010 QCATs ready for implementation in schools
- conduct 2009 QCAT random sample activities and publish a 2009 QCAT report to teachers and a technical report
- continue to develop Assessment Bank items, with a focus on:
  - specifically targeted assessments for use in special schools
  - resources that provide information to teachers about how to make adjustments for students with learning needs
  - additional science assessment packages, including sample tests that schools and teachers can access to prepare students for national and international tests, and tasks that support science teaching and improve student performance in science in response to recommendation 4 of the Queensland Education Performance Review
  - embedding the literacy and numeracy indicators into currently published and newly developed assessment packages.

## Aboriginal & Torres Strait Islander perspectives

The QSA continues to embed Indigenous perspectives into our organisational environment, products and services.

The development of a P–12 Australian Indigenous languages syllabus is an important initiative in this regard. The Queensland University of Technology has been engaged to develop a design brief and conceptual framework for the syllabus, and a discussion paper has been prepared on implications for syllabus development in each phase of schooling.

The QSA has also developed a workshop series for teachers, which aims to build professional knowledge in embedding Aboriginal and Torres Strait Islander perspectives in curriculum and assessment. These workshops have been organised in partnership with the Queensland Indigenous Education Consultative Committee, Dare to Lead, and Queensland’s schooling sectors.

## OUTLOOK FOR 2009–10: Aboriginal & Torres Strait Islander perspectives

The QSA will:

- co-present another eight Aboriginal and Torres Strait Islander workshops
- consider the development of a P–12 approach to Aboriginal and Torres Strait Islander languages.

## Senior curriculum resources

Syllabus development and accreditation is undertaken by the QSA in accordance with Sections 8, 9, 14, 20 and 87 of the *Education (Queensland Studies Authority) Act 2002* and Part 1A and Sections 13 to 15, and 18 to 20 of the *Education (Queensland Studies Authority) Amendment Regulation (No. 1) 2002*.

The QSA has continued to develop its innovative and future-focused P–12 education framework during 2008–09.

Of education stakeholders surveyed, 82% said they were satisfied with the syllabuses and support materials we had developed. This is a 2% increase on the figure for 2007–08 and for 2006–07.

We also successfully achieved our performance measure of making syllabuses and support materials for P–12 available to schools within the agreed government timeframes.

### *Developing, maintaining and revising senior syllabuses*

We have undertaken extensive research and consultation with school sectors, parents and the community about our syllabuses and their design so that they:

- ensure the best preparation for post-school destinations
- include the right blend of knowledge and skills to promote powerful, relevant and deep learning and improved general education attainment levels
- reflect the changing needs and priorities within society and the economy.

The report *Developing, Maintaining and Revising Senior Syllabuses: Criteria for decision-making* was completed in 2008 and describes decision-making criteria for:

- the maintenance and revision of the current suite of QSA senior school syllabuses
- the development of new syllabuses.

The criteria are:

- a broad and general education
- literacy and numeracy options
- equity of pathways
- currency and relevance
- sustainability.

Targeted consultation is being undertaken and a final report with recommendations about specific syllabuses will be available in September 2009. When the extent and degree of differentiation in the Australian curriculum is known, further analysis of the suite will be required.

### *Periodic revision of senior syllabuses*

The revision of twelve QSA senior syllabuses started in 2008. Eight revisions are in progress for implementation in 2011. These syllabuses are Accounting, Dance, Economics, Engineering Technology, Health Education, Home Economics, Information Processing & Technology and Physical Education.

The periodic revisions for Biology, Earth Science, Ancient History and Modern History have been suspended as syllabuses for these courses are being developed by ACARA for release in mid-2010. The QSA is continuing to develop the assessment requirements for these courses.

Revisions of six syllabuses were completed in 2009 and professional development workshops were conducted to support them. These were Aboriginal and Torres Strait Islander Studies, Business Communication & Technologies, Hospitality Studies and Language Extension (French, German and Indonesian).

The periodic revision of the English senior syllabus was approved for open trial in 2009 and 2010. Nearly 60% of senior schools will take part.

### *Senior syllabuses under development*

Work on four syllabuses for new or revised Authority subjects continued in 2008–09. Nearly 200 schools across Queensland are involved in their implementation and evaluation. Table 3 shows the status of the syllabuses under development during the year.

**Table 3: Status of syllabuses developed in 2008–09**

Syllabus	2008	2009	No. of schools
English for ESL Learners	Trial	Trial	33
Aerospace Studies	Revised	Pilot	25
Tourism	Revised	Pilot	18
Science21	Pilot	Pilot	66

### *Study area specifications (SASs)*

Syllabuses for Authority-registered subjects take the form of study area specifications (SASs). Schools may offer industry certificates and/or strands covering a range of practical approaches within the study area.

The Science SAS was piloted by 66 schools in 2008–09.

## Revision of Senior External Examination syllabuses

In 2009, revision of two syllabuses for the Senior External Examination commenced. They are Chemistry and Physics. The first examinations based on the revised syllabuses will be held in 2011.

## Year 10 Guidelines

Year 10 is a vital education year for young people. It is the final year of compulsory attendance at school. In this year, students will start planning their senior phase of learning.

The QSA has developed the *Year 10 Guidelines* to provide schools with practical information and advice to support students' transition from Year 9 to senior schooling.

The guidelines consist of:

- specific information for 10 learning areas that link Years 1–9 to Years 11–12:
  - a rationale
  - learning statements
  - standards
  - assessment techniques and instruments
  - course planning advice
- general information including advice about:
  - the Senior Education and Training (SET) Plan or equivalent
  - career development and work education
  - commencing VET
  - achieving a QCE or QCIA
  - the Queensland Core Skills (QCS) Test.

The information is based on research, comprehensive mapping of prior learning and future learning demands, and feedback from teachers across Queensland.

For teachers, the guidelines provide a practical planning resource from which to develop curriculum that matches the learning needs of their students and focuses on important aspects of the learning areas.

For schools, the guidelines provide the flexibility to organise learning for Year 10 in different ways.

## OUTLOOK FOR 2009–10: Senior curriculum resources

The QSA will:

- continue to undertake work to inform and support the development of the Australian curriculum, and ensure clear communications to schools throughout the development period
- plan the development, maintenance and revision of senior syllabuses using the recommendations from the report *Developing, Maintaining and Revising Senior Syllabuses: Criteria for decision-making* and include these processes in internal quality plans, the *Senior Syllabus Revision Handbook* and the internal documents used by QSA officers such as the *Syllabus Advisory Committee Handbook*
- develop resources to support the implementation of the *Year 10 Guidelines*
- develop, in collaboration with Queensland Mines and Energy Academy, a vocational mathematics and science course of study for students interested in a career in Queensland's resource sector that will be a recognised study for the QCE
- align the Australian Core Skills Framework performance levels to report literacy and numeracy performance in study area specifications and the short courses in literacy and in numeracy to ensure a nationally consistent approach to literacy and numeracy
- develop a differentiated curriculum in languages education in Years 11 and 12
- implement the open trial of the 2008 English senior syllabus
- implement the pilots of the senior syllabuses in Aerospace Studies, Tourism and Science21
- implement the trial of the senior English for ESL Learners syllabus
- implement the open trial of the Science study area specification
- revise the Science21 and English for ESL Learners syllabuses
- complete the periodic revisions of the following syllabuses:
  - Accounting
  - Dance
  - Economics
  - Engineering Technology
  - Health Education
  - Home Economics
  - Information Processing & Technology
  - Physical Education.

# Student Achievement Division

The Student Achievement Division manages moderation, testing, assessment, vocational education and training (VET), and tertiary entrance.

## Queensland Certificate of Education (QCE)

The QCE is Queensland's new senior schooling certificate. It is awarded to eligible students when they complete the senior phase of learning, usually at the end of Year 12. It was developed by the QSA through extensive community consultation and collaboration with state and non-state schooling authorities.

QCE pathways provide clear benefits to senior students, recognising a broad range of learning options and offering flexibility in what is learnt, as well as where and when that learning occurs.

Students who completed Year 12 in 2008 were the first to receive a QCE.

On 19 December 2008, the QSA issued Senior Education Profiles and Senior Statements to 42 381 students; 31 347 students were awarded a QCE, and 25 709 received a Tertiary Entrance Statement. This was achieved within the agreed government timeframes, as has been the case each year since the QSA assumed responsibility for certification in Queensland in 2002.

### Guidelines for the QCE

Legislative guidelines developed by the QSA, and approved by the Minister for Education and Training, to complement the Education (Queensland Studies Authority) Regulation 2002 have been revised owing to policy changes in October 2008.

### Learning accounts

The QSA continues to work with learning providers to promote the Student Learning Account as a useful tool for students to personally monitor their progress towards the QCE, Vocational Certificate III or Queensland Certificate of Individual Achievement.

The learning account records what, where and when a student learns, and the results achieved.

Students can access their learning account through the Career Information Service on the QSA website.

## Career Information Service (CIS)

The Career Information Service (CIS) was developed by the QSA for the introduction of the QCE and as part of the Education and Training Reforms for the Future<sup>4</sup>. In 2008, the CIS website was enhanced with new features to assist students planning their course of study towards a QCE.

### New areas of learning for young people

The QCE recognises a broader range of learning options than its predecessor, the Senior Certificate. These options include approved secondary education programs, vocational education and training, structured workplace learning and university subjects.

The QSA has revised its quality assurance processes for areas of learning that may contribute towards the QCE provided a set standard is achieved. These include:

- Authority-registered subjects
- non-QSA courses of study
- workplace, community and self-directed learning projects
- tailored training programs.

### Learning projects

As part of their QCE, students can design and undertake an independent and unique short program of learning that is separate from any established school, training or other educational program. These learning projects allow learners to develop employability or lifelong learning skills in one of three contexts: workplace, community or self-directed. The QSA approves students' proposed courses and confirms the allocation of credit towards a QCE.

### Development of literacy and numeracy short courses

To be awarded a QCE, students need to achieve set standards in literacy and numeracy. A sound achievement in a single semester of English or Mathematics meets these requirements.

However, as an alternative, the QSA has developed two short courses solely for confirming literacy and numeracy standards.

<sup>4</sup> Queensland Government 2002, *Queensland the Smart State: Education and Training Reforms for the Future*, Brisbane.

## **Moderation**

Queensland follows a system of externally moderated school-based assessment. Senior students are taught and assessed by their teachers in accordance with the requirements of Years 11–12 syllabuses. The QSA works in partnership with schools to maintain and improve this system. Our achievements in 2008–09 include:

- revising policies on special provisions and late and non-submission of student responses in senior secondary subjects
- hosting the annual moderation conference for 700 state review panels and district review panel chairs
- training review panels
- conducting random sampling of student exit folios
- moderating 81 000 student assessment folios
- presenting a series of workshops on quality assurance for Authority-registered subjects
- coordinating moderation meetings throughout Queensland.

## **Queensland Certificate of Individual Achievement (QCIA)**

With the introduction of the QCE, the Certificate of Post-Compulsory School Education (CPSCE) certificate was renamed as the Queensland Certificate of Individual Achievement (QCIA). This change recognises that the focus is on the individual achievement rather than on the post-compulsory phase of learning.

The QCIA recognises and reports the individualised learning achievements of students with special needs who have completed at least 12 years of schooling. The QCIA adds to the suite of certificates that the QSA issues and ensures that the educational achievement of all students can be recorded.

In 2008, the first QCIA's were issued to 594 students from 165 schools.

## **OUTLOOK FOR 2009–10: QCE**

The QSA will:

- forge closer links with schools to maximise the opportunities afforded to students by the QCE legislation and ensure a deeper understanding and appreciation of the QCE
- forge closer links with employers and small business to raise awareness and value of the QCE and Senior Education Profile
- develop direct links with students to promote the QCE and use of the CIS website to monitor their accounts and learning
- continue to develop a comprehensive and highly sophisticated Career Information Service
- continue to develop and promote statewide standards of learning and assessment across the senior phase of schooling
- provide strategic direction on standards-based assessment and external moderation of school-based assessment
- provide ongoing support for the implementation of the QCE and the QCIA
- maintain high-quality moderation processes relating to current senior Authority subjects
- develop and maintain quality-assurance procedures for Authority-registered subjects
- facilitate initiatives to improve the quality of advice for schools on standards of learning and standards of assessment.

## Testing & analysis

Testing and analysis is undertaken by the QSA in accordance with Parts 10, 10A, 11, 13, 15, 16, 17, 19 and 19A of the *Education (Queensland Studies Authority) Act 2002* and Parts 2, 3, 4, 5, 6 and 8 of the Education (Queensland Studies Authority) Regulation 2002.

### Queensland Core Skills (QCS) Test

Each year, the QSA conducts a common statewide test designed for Year 12 students. The test is also available to other eligible candidates.

The QCS Test assesses candidates in the common elements of the Queensland senior curriculum and contributes information for the calculation of Overall Positions (OPs) and Field Positions (FPs) for tertiary entrance.

There were 27 947 candidates in the 2008 test. No private-entry candidates nominated. There were also an additional 68 candidates who sat the test but were not certified, and therefore are not included in the data.

**Table 4: Candidates who sat for the 2008 QCS Test**

<b>Total</b>	<b>27 947</b>
OP-eligible	24 465
OP-ineligible	2 797
Equivalent eligible	655
Equivalent ineligible	30

Table 5 shows the distribution of grades awarded for females, males and overall.

**Table 5: Percentage distributions of QCS Test grades 2008**

Grade	Overall	Females	Males
A	15.1	13.4	17.2
B	28.2	26.9	29.8
C	35.1	36.4	33.4
D	21.1	22.9	18.7
E	0.5	0.4	0.8
<b>Total #</b>	<b>27 947</b>	<b>15 874</b>	<b>12 073</b>
<b>Total %</b>	<b>100</b>	<b>56.8</b>	<b>43.2</b>

### Special consideration for the QCS Test

Special consideration is given to a candidate with a recognised long-term condition, or a short-term condition occurring just before or on the days of the test that would seriously affect the candidate's result under the standard conditions. For the 2008 test, the QSA received 401 applications for variations to test conditions and 620 applications for exemptions from the requirement to sit for the test. Of the applications for exemption, 78 requests were processed before the test. The other 542 were applications from people absent on the day.

### Senior External Examination

The QSA conducts a series of senior subject examinations at locations across Queensland in October and November each year. These examinations are for people who are not senior students in Queensland secondary schools, or for senior students unable to access particular subjects at their school.

Fifteen subjects were offered at the 2008 Senior External Examination, with 622 candidates sitting examinations. The review and assessment of quality control and quality assurance on examination papers continued, focusing particularly on the development of the internal scrutiny process that supplements the work of the external examining teams.

### Tertiary Entrance Statement

A Tertiary Entrance Statement is issued to OP-eligible students. It reports overall achievement on a ranking from OP 1 (highest) to OP 25 (lowest), as well as achievements in a maximum of five fields ranked from FP 1 (highest) to FP 10 (lowest). Students are OP-eligible if they complete at least 20 semester units of Authority subjects (including at least three Authority subjects for all four semesters) and sit the QCS Test.

In 2008, Tertiary Entrance Statements were issued to 25 709 students, including those for foreign students holding eligible Australian visas. The quality of QSA's certification processes is evident from the fact that no OPs were required to be changed following official appeals by students. This 100% accuracy rate has been maintained over several years.

During 2008, a new software tool, BonSAI, was made available to all senior schools in Queensland to help teachers make good assessment decisions when assigning Subject Achievement Indicators (SAIs) to students. The software has been well received by schools and a series of information sessions has been conducted statewide. Enhancements to the BonSAI package are planned in 2009. This will reduce the amount of time it takes teachers to assign SAIs and check the reasonableness of their decisions.

## **National Assessment Program — Literacy and Numeracy (NAPLAN)**

The NAPLAN tests are designed to assess the skills of Australian students in literacy and numeracy. The specific purposes are:

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

The 2009 NAPLAN tests were held in May for all students in Australia in Years 3, 5, 7 and 9.

The QSA successfully coordinated the administration, marking and reporting of NAPLAN for more than 230 000 students in Queensland within the timeframes agreed with stakeholders.

## **Equivalency of non-Queensland qualifications**

The QSA provides 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 the submitted qualifications.

During 2008–09, the QSA received and processed 193 equivalency applications. Equivalency assessments are provided for employment and recruitment purposes. Most applicants during the period were being recruited to the Australian Defence Forces, the Queensland Ambulance Service or the Queensland Fire and Rescue Service. A small number were seeking employment with other Queensland-based organisations.

## **2008 Year 12 school outcomes**

On behalf of the Queensland Government, the QSA publicly released a range of Year 12 student outcomes data. For each school, the report includes information on the number of students awarded certificates and qualifications, the proportion of OP-eligible students with OP 1 to 15 and the proportion of Queensland Tertiary Admissions Centre (QTAC) applicants receiving a tertiary offer.

These reports were published in metropolitan and regional newspapers. The QSA worked closely with schools to ensure the accuracy of the data being published, and to communicate the implications of the data to school communities.

Reports are available from the QSA website <[www.qsa.qld.edu.au](http://www.qsa.qld.edu.au)>.

## **OUTLOOK FOR 2009–10: Testing & analysis**

The QSA will:

- work with DET to provide feedback to the national testing authority about potential test items, test protocols and test administration issues
- administer the NAPLAN tests to all Queensland students in Years 3, 5, 7 and 9 on 11, 12 and 13 May 2010
- provide an in-depth analysis of the test items to assist teachers to interpret data from the NAPLAN tests
- allocate Subject Achievement Indicators in Authority subjects in Year 12
- evaluate all processes involved in the NAPLAN tests, the QCS Test and the Tertiary Entrance Statement
- conduct external reviews to determine schools' compliance with requirements for the quality assurance of student achievement.

## **Vocational education and training (VET)**

The QSA registers schools as Registered Training Organisations (RTOs), accredits courses and recognises vocational placement programs in Queensland schools to Australian Qualifications Framework (AQF) Certificate II (Certificate III in Information Technology) level under delegation from the Training and Employment Recognition Council (TERC) under the *Education (Queensland Studies Authority) Act 2002*, Section 14(a), (b) and (c).

It also provides advice to schools on becoming an RTO and implementing selected qualifications from National Training Packages. This advice is provided through a range of modes, including workshops, memoranda to schools and telephone calls.

## **Registration activity**

QSA staff processed 1420 registration activities for the 370 schools registered with the QSA as RTOs in the past year.

## **Audits of schools**

Schools registered as RTOs are required to comply with the Australian Quality Training Framework (AQTF) Standards for Registered Training Organisations for vocational education and training. As part of the registration process, schools are audited for compliance with the AQTF.

In the past year, the QSA has conducted 69 AQTf site audits, 88 AQTf desk audits and one combined audit of schools.

### External audit

The QSA is audited annually to ensure compliance with the AQTf Standards for State and Territory Registering Bodies. The QSA was again compliant at audit in 2008–09 and has successfully achieved these standards each year since it was established in 2002.

### Workshops

In the past year, QSA has conducted statewide workshops for:

- Hospitality
- Engineering (Manufacturing)
- Tourism
- Sport and Recreation
- Creative Industries.

### VET and the QCE

QSA worked with DET to publicise the arrangements for banking VET achievements into student learning accounts for the QCE. QSA also worked with the State Training Agency Clearinghouse to ensure accurate banking of VET achievements from non-school RTOs. QSA also banked student VET achievements gained at interstate schools.

### National collaboration

QSA is a member of Australasian Curriculum, Assessment and Certification Authorities (ACACA) — the national body for the Chief Executives of the statutory bodies in the Australian States and Territories and in New Zealand responsible for the certification of senior secondary education.

The QSA is working with other ACACA members on a range of common issues relating to VET in Schools data. Recently the ACACA VET Group has produced a directions paper, *Towards Greater Comparability in the Recognition and Reporting of Vocational Education and Training in Senior Secondary Certificates of Education*, to inform a range of stakeholders.

Each year the ACACA VET Group produces the *ACACA VET Report* <<http://acaca.bos.nsw.edu.au/go/acaca-documents>>, which shows the contribution by boards of studies to the reporting of VET in senior secondary certificates of education.

## OUTLOOK FOR 2009–10: VET

The QSA will:

- work with the Training and Employment Recognition Council (TERC) to develop and implement a new delegation of powers and functions from TERC to the QSA
- continue to guide schools that are RTOs in complying with AQTf Essential Standards for Registration
- register schools in accordance with the AQTf Essential Standards for Registration
- maintain compliance with the AQTf Standards for State and Territory Registering Bodies
- work with other states and territories through ACACA on issues of common interest.

# Corporate & Information Services Division

The Corporate and Information Services Division provides corporate and support functions across the QSA, and manages the QSA's professional development activities.

Corporate and Information Services has a key role in developing the governance framework of the QSA and leading the development and implementation of effective resource management and capability development strategies.

## Information & communications technology (ICT)

Efficient ICT systems are essential to ensure the delivery of the QSA's strategic initiatives and to support the delivery of accurate and timely data to Queensland school students and other stakeholders, particularly relating to the testing and senior certification programs.

### Senior Learning Information Management System (SLIMS)

Development work continued during the year on the SLIMS application, which registers young people working towards the Queensland Certificate of Education (QCE) and records information about their enrolments and results. The first QCEs were delivered to the 2008 cohort in December 2008. A mid-year certification process was completed in July 2009 to award QCE certificates to learners who had accumulated the necessary credits since December 2008.

Development and enhancement of SLIMS will continue over the next 12 months.

### SmartOP

SmartOP provides Queensland Year 12 students with access to their Overall Position (OP) and Field Positions (FPs) via the internet and by SMS up to two days before results arrive in the mail. OPs and FPs were accessible from 20 December 2008 until 12 January 2009. More than 9700 students registered for the service.

### ICT governance

The QSA's *ICT Strategic Plan* guides development, investment and maintenance decisions relating to our ICT systems.

### Assessment Bank and QCATs

Following implementation in August 2008 of the web-based Assessment Bank, work has continued on enhancing key features. Search and access functions have been improved and NAPLAN and QCATs data have been published on the bank. Additionally, the QCATs

application was fully implemented during the year and work has continued on improving data validation and outcome reporting.

### Website

ICT has continued to support the QSA website during 2008–09. Highlights include:

- assisting in the reorganisation of the learning resources and support material into the phases of learning to reflect the new P–12 approach
- continuing to enhance the website to make access more intuitive and relevant to the user community.

### Data warehouse

QSA is currently developing an organisation-wide data warehouse. It is initially planned to produce key outcomes reports from the warehouse, with the eventual aim to have all statutory and regulatory reporting emanating from this source. Major components of the warehouse are planned to be completed by June 2010.

## OUTLOOK FOR 2009–10: ICT

The QSA will:

- ensure that the technology requirements of the Education and Training Reforms for the Future projects are met
- ensure that technology requirements for the QCAR Framework Phase 2 are met
- develop and implement a staff training and development plan and a risk management strategy
- continue to support and advise schools regarding student enrolment rules and regulations for senior certification
- continue the work commenced during 2007–08 to develop an organisational data model
- continue to support the development and maintenance of the QSA website.

## Workforce planning, attraction and retention

In 2008–09, the QSA was staffed by 235.5 full-time equivalent staff. The permanent retention rate during this period was 92.7%. The permanent separation rate was 7.3%. There were no retrenchments.

## Governance achievements

During the 2008–09 financial year, the QSA undertook a range of initiatives aimed at ensuring the QSA's sustainability and compliance with legislative requirements. These included:

- continuing to develop and promote the Corporate Governance Framework to support the effectiveness of QSA's corporate governance activities
- engaging DET to provide internal audit services (financial compliance and performance audits)
- revising the QSA Audit Committee's terms of reference to reflect Queensland Treasury's Audit Committee Guidelines — Improving accountability and performance
- continuing to review the strategic risk assessment and ensure risk minimisation or mitigation actions were in place
- developing the 2009–10 operating and capital budgets to support strategic priorities and accountabilities
- continuing to improve internal reporting systems
- developing a Corporate Procurement Plan in accordance with State Procurement Policy requirements to strengthen purchasing in the QSA
- reviewing and enhancing the Financial Management Improvement Framework to articulate explicit links between improvement initiatives and operational activities
- conducting systems appraisals of financial systems and processes to identify and implement improvements
- continuing to develop and improve records management procedures and processes to ensure the QSA's compliance with the *Public Records Act (2002)*
- conducting business process review exercises to ensure the currency, accuracy and relevance of procedures and to identify opportunities for process improvement.

## Capability development achievements

During the 2008–09 financial year, the QSA developed strategies to build the capability of its workforce. These strategies included:

- continuing to progress initiatives from Future Connect — an organisation-wide initiative aimed at developing the QSA's capability to meet the challenges posed by the current reform agenda
- implementing the *Engaged Workplaces* initiative to foster staff engagement and a productive workplace (this included providing opportunities for all staff to undertake training on giving and receiving feedback)
- implementing the Staff Development Program and consulting with staff to identify learning and development priorities (courses were conducted by internal and external facilitators on a range of topics including mentoring, leadership, technology, business process improvement, project management, managing relationships, and business and operational planning)
- establishing an innovation working party to identify and implement initiatives to create an innovation culture
- establishing a performance and development working party to identify and implement initiatives to create a performance and development culture
- continuing with the Change Leadership Group as a forum representative of employees from all QSA business units at all classification levels (a key initiative of the group is to organise information sessions, conducted by staff for staff, to promote knowledge-sharing across the QSA)
- continuing to provide current and aspiring managers with the opportunity to attend an extensive practical people management course aimed at enhancing people management skills
- continuing to implement a Corporate Induction Program to assist new employees to fill their roles within the QSA
- continuing to provide extensive human resources support to managers on recruitment and selection
- continuing to promote and implement a Project Management Framework and suite of initiatives to improve the delivery and outcomes of projects.

## Advice and compliance

During 2008–09, advice on administrative, financial, human resource, service improvement and publishing issues is provided to all sections of the organisation to improve the performance of the QSA. This included reviewing, developing, improving and implementing policies and procedures to ensure that the QSA's corporate service related activities complied with whole-of-government legislation, policies and directives.

## Delegations

Subject to the *Financial Administration and Audit Act 1977* and Financial Management Standard 1997, financial, procurement, and human resource management instruments of delegations were reviewed and endorsed during the 2008–09 financial year. All financial, procurement, and human resource management activities during the year were conducted in accordance with these delegations.

## Workplace ethics

The QSA has an approved code of conduct based on the five ethics principles in the *Public Sector Ethics Act 1994*. A copy is available on the QSA intranet for all employees. Members of the public can obtain it for free in part or in full, on request.

On joining the QSA, new employees are provided with a form titled *Appropriate workplace behaviour at the QSA*. This form lists the ethics principles and has a brief summary of the code of conduct. The form is signed by the employee and their manager to acknowledge that they understand and accept its content.

QSA's induction program for new employees includes a detailed session on the code of conduct. Refresher training is held every 12 months. This training also covers the responsibilities of managers in upholding the code.

## OUTLOOK FOR 2009–10: Corporate services

The QSA will:

- revise the strategic risk assessment and risk management plan
- refine the quality management systems that support delivery of the QSA's core products and services, and coordinate the development of quality plans for new products and services, such as the QCE
- continue to implement a rigorous financial management strategy that enables the QSA to deliver against its strategic and operational priorities
- review the Financial Management Practice Manual to support consistent business practice across the QSA, ensuring compliance with the *Financial Accountability Act 2009* and subordinate legislation
- revise the Financial Management Improvement Framework to support the continual improvement of the QSA's financial management practices
- continue to implement a resource management strategy aimed at improving the long-term sustainability of the QSA
- progress the Future Connect recommendations to build staff capability to develop and deliver high-quality educational products and services
- continue to progress the QSA's Workforce Plan and supporting strategies to ensure the QSA is well placed to respond to the changing education environment
- review the Engaged Workplaces initiative to ensure it continues to foster a productive and engaged environment
- facilitate training for all staff on the QSA Code of Conduct and other important corporate policies
- review recruitment and selection processes to ensure the QSA continues to attract and select quality applicants
- review corporate services policies to support quality corporate governance
- conduct further business process improvement exercises to identify areas for improvement and ensure efficiency of procedures
- continue to improve the quality of records management practices across the QSA through electronic recordkeeping
- develop and implement a training program for new and existing QSA managers to ensure familiarity and compliance with corporate policies
- continue to develop the QSA Disaster Recovery Plan
- review the Staff Development Program to meet the changing needs of the QSA.

## Information

Information provision is undertaken by the QSA in accordance with Sections 13 to 15 and 17 of the *Education (Queensland Studies Authority) Act 2002*.

### ***Copies of certificates***

As outlined in Part 7 of the Education (Queensland Studies Authority) Regulation 2002, certified copies of certificates issued by the QSA were provided on request to those who had previously been awarded a Junior Certificate, Senior Certificate and/or Tertiary Entrance Statement.

### ***Annual report completed and tabled***

The 2007–08 annual report of the Queensland Studies Authority was prepared in accordance with the Act (Sections 24, 49, 74 and 76) and tabled on 14 November 2008. In addition to meeting the requirements of the *Financial Administration and Audit Act 1977* and the Financial Management Standard 1997, the annual report provided interested groups with details of the QSA's achievements in 2007–08. The audit report of the QSA for the 2007–08 financial year was unqualified.

### ***Fulfilment of requirements of other legislation***

#### **Freedom of information legislation**

The QSA received one application under freedom of information provisions in 2008–09. Our response to the application was completed within the timeline requirements of the *Freedom of Information Act 1992*.

#### **Disclosures**

No disclosures were received under the *Whistleblowers Protection Act 1994* during the 2008–09 financial year.

# Communication & collaboration

Effective communication and collaborative partnerships with schools, industry, academia and the community are essential to ensure that the QSA's products and services meet the needs of students, parents, teachers, industry and the broader community.

The QSA has continued to improve its consultative structures and communication channels to capitalise on the effective partnerships with key stakeholders established in previous years.

## Participation in national forums

The Australian Curriculum, Assessment and Reporting Authority (ACARA) is the independent statutory body responsible for the development and administration of the Australian curriculum, the national assessment of student achievement and the reporting of school educational outcomes.

ACARA commenced work in May 2009 and will continue the work of the National Curriculum Board (NCB) in developing an Australian curriculum for English, mathematics, science and history for implementation in 2011, to be followed by geography, languages and the arts.

A number of QSA staff are involved in the writing process and advisory committees established to assist in the development of the curriculum documents.

The QSA and the school sectors have been working together to develop an implementation strategy for Queensland schools for the transition to the Australian curriculum and a work plan for Queensland curriculum products.

The QSA has established a page on its website to keep schools and stakeholders informed about important developments in the implementation of the Australian curriculum.

The QSA has also been involved in a project to inform and support the development of national standards by ACARA. The rationale for the project is that an online facility can assist in the development of national standards in English and mathematics for K–10 and can further support the progress of national standards in answering the questions posed in relation to achievement standards.

In 2008–09 there have been several national strategies to encourage greater engagement in languages education. Consequently, QSA established a cross-sector working party to provide strategic advice on the full range of issues confronting languages education and a priority list identifying the languages to be supported by the QSA and those that will be supported through the Collaborative Curriculum and Assessment Framework for Languages (CCAFL) arrangements.

## Community meetings

The QSA Governing Body met in Cairns in September 2008. The meeting provided an opportunity for members to meet with stakeholders and discuss education issues relevant to Queensland's north-west region.

## Consultation mechanisms

A series of nine Governing Body committees continued to operate to broaden the scope of consultation and improve the quality of advice to the Governing Body on key business issues.

Reference groups of principals from special needs schools, primary, P–12 and secondary schools continued to provide a formal structure for sharing information and perspectives on key initiatives and emerging issues. These reference groups meet three times per year to strengthen the links between the QSA and principals from all schooling sectors.

A combined meeting of the QSA's Principals Reference Groups was held in Brisbane in July 2009. The meeting was used as a forum to discuss critical issues in Queensland education, particularly the development and implementation of the Australian curriculum, and the requirement for greater transparency and accountability in schools. The event is also used to outline future directions for the QSA, and to encourage discussion and seek feedback.

Principals Forums were convened in 18 locations across the state, with over 960 principals attending. QSA speakers provided attendees with information about the transition to the Australian curriculum, school leadership, accountability and transparency, and the Queensland Certificate of Education. The forums provide a valuable opportunity to engage directly with principals and communicate advice about key educational issues. Participant feedback was extremely positive.

## Enquiry service

The QSA maintained a toll-free number to improve access to information for callers from outside the metropolitan area. Calls were received throughout 2008–09, particularly during the 2008 release of the Senior Education Profile and the 2008–09 tertiary admissions round.

Between 15 December 2008 and 12 January 2009, the QSA received almost 7000 enquiries relating to certification and post-school options.

## Careers markets

QSA information officers provided advice to students, parents, and prospective tertiary applicants at events held in Brisbane, Cairns, Mackay, Rockhampton, Toowoomba, Townsville, the Gold Coast and the Sunshine Coast.

## Conferences

### 2009 Senior Schooling Conference: Productive pathways — successful futures

The QSA's 2009 Senior Schooling Conference: Productive pathways — successful futures was held in March 2009. It featured national and international speakers and was attended by more than 700 educators.

### P–10 Educators Conference: Building success — Rethinking access and engagement

The QSA held a conference in Brisbane for P–10 educators on 30 April and 1 May 2009. Building Success — Rethinking access and engagement attracted over 700 participants, and explored topical issues impacting on teaching and learning in the early and middle years of schooling.

## Publications

Regular publications produced by the QSA include:

- *QSA Connect*, a fortnightly email newsletter that updates more than 9000 subscribers about QSA initiatives, professional development activities and events
- *QSA Focus*, an email bulletin for Queensland teachers that shares relevant and timely information about key education issues and is distributed periodically to coincide with these issues. With only one article per issue, *QSA Focus* provides detailed information and resources designed to add value to teachers' everyday work.
- *NAPLAN*, a monthly email newsletter that keeps schools informed about processes and procedures for the administration, marking and reporting of the National Assessment Program — Literacy and Numeracy tests for students in Years 3, 5, 7 and 9
- *Director's Update*, an email to staff about QSA news, issues and activities
- *Exit Lines*, published three times a year to provide Year 12 students with news and study tips as well as information about OPs and further education and training pathways
- *VET Update*, a twice-yearly update about VET in Schools for VET coordinators and principals
- *QCIA Update*, a quarterly publication on the QSA website, designed to help schools that offer the QCIA meet their compliance obligations

- *QSA Quarterly*, the QSA's print newsletter for Queensland schools. Published four times each year, it featured news about our initiatives supporting schools across P–12. The final issue was published in November 2008 as the QSA moved towards using more timely and cost-effective electronic communications.

A list of all publications produced in 2008–09 is provided in Appendix 6.

## Professional development workshops and seminars

The *Education (Queensland Studies Authority) Act 2002*, Section 8(1)(e) gives the QSA the function of developing resources and services for the professional development of teachers in support of the implementation in schools of approved syllabuses or approved preschool guidelines.

Feedback about QSA's professional development workshops indicates that teachers find them informative and relevant to their work in the classroom. Over 90% reported their satisfaction with the proceedings. This figure has been consistent for several years.

During 2008–09, the QSA delivered 221 workshops to more than 5400 teachers and administrators to support the introduction and implementation of syllabuses and guidelines, and VET initiatives.

A further 74 workshops and presentations for about 2500 participants promoted educational leadership through support for and consultation about curriculum development, assessment and certification.

To continue support for the implementation of the Queensland Curriculum, Assessment and Reporting (QCAR) Framework, QSA conducted four regional one-day QCAR conferences in Townsville, Cairns, Rockhampton and the Sunshine Coast.

To provide opportunities for educators to engage in professional conversations, the QSA hosted a seminar by Professor Ben Levin on improving educational outcomes and equity in these outcomes.

The QSA supported the Year of Creativity in Queensland schools by co-sponsoring a visit to Queensland by Professor Anna Craft, a lecturer at the University of Exeter and The Open University. Professor Craft's presentation focused on fostering creativity.

Seventy-five presentations were organised in response to requests for professional development services from clusters of schools, professional associations and universities. Topics for these presentations included:

- accrediting programs
- assessment
- literacy and numeracy
- interpreting and using test data
- science.



# Financial report 2008–09

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## General information

This financial report covers the Queensland Studies Authority (QSA) and its controlled entities.

The QSA is a statutory body established under the *Education (Queensland Studies Authority) Act 2002*.

The QSA is controlled by the State of Queensland, which is the ultimate parent.

The head office and principal place of business of the QSA is: 295 Ann Street, Brisbane Qld 4000.

A description of the nature of the QSA’s operations and its principal activities is included in the notes to the financial statements.

For information in relation to the QSA’s financial report, please call (07) 3864 0222 or visit the QSA website: <[www.qsa.qld.edu.au](http://www.qsa.qld.edu.au)>

**Queensland Studies Authority**  
**INCOME STATEMENT**  
for the year ended 30 June 2009

	<i>Notes</i>	<b>2009</b> <b>\$'000</b>	<b>2008</b> <b>\$'000</b>
<b>Income</b>			
<b>Revenue</b>			
User charges	2	2,865	2,824
Grants and other contributions	3	37,425	40,184
Interest		839	918
Other revenues		3	3
<b>Total Income</b>		<b>41,132</b>	<b>43,929</b>
<b>Expenses</b>			
Employee expenses	4	24,786	22,724
Supplies and services	5	12,831	16,883
Depreciation and amortisation	6	1,922	1,447
Impairment losses	7	52	90
Borrowing costs		42	97
Other expenses	8	156	105
<b>Total Expenses</b>		<b>39,789</b>	<b>41,346</b>
<b>Operating Surplus</b>		<b>1,343</b>	<b>2,583</b>

*The accompanying notes form part of these statements*



**Queensland Studies Authority**  
**BALANCE SHEET**  
as at 30 June 2009

	Notes	2009 \$'000	2008 \$'000
<b>Current Assets</b>			
Cash and cash equivalents	9	7,173	8,684
Receivables	10	575	379
Inventories	11	138	105
Prepayments		466	440
		<b>8,352</b>	<b>9,608</b>
<b>Total Current Assets</b>		<b>8,352</b>	<b>9,608</b>
<b>Non-Current Assets</b>			
Intangible assets	12	7,980	7,033
Plant and equipment	13	1,883	2,147
<b>Total Non-Current Assets</b>		<b>9,863</b>	<b>9,180</b>
<b>Total Assets</b>		<b>18,215</b>	<b>18,788</b>
<b>Current Liabilities</b>			
Payables	14	3,258	4,773
Other financial liabilities	15	536	531
Accrued employee benefits	16	1,788	1,663
Other current liabilities	17	28	23
<b>Total Current Liabilities</b>		<b>5,610</b>	<b>6,990</b>
<b>Non-Current Liabilities</b>			
Other financial liabilities	15	180	716
<b>Total Non-Current Liabilities</b>		<b>180</b>	<b>716</b>
<b>Total Liabilities</b>		<b>5,790</b>	<b>7,706</b>
<b>Net Assets</b>		<b>12,425</b>	<b>11,082</b>
<b>Equity</b>			
Contributed equity		4,832	4,832
Retained surpluses		7,593	6,250
<b>Total Equity</b>		<b>12,425</b>	<b>11,082</b>

*The accompanying notes form part of these statements*



**Queensland Studies Authority**  
**STATEMENT OF CHANGES IN EQUITY**  
for the year ended 30 June 2009

	Retained Surpluses		Contributed Equity		Total Equity	
	2009 \$'000	2008 \$'000	2009 \$'000	2008 \$'000	2009 \$'000	2008 \$'000
<b>Balance 1 July</b>	6,250	3,667	4,832	4,840	11,082	8,507
Operating Surplus/(Deficit)	1,343	2,583	-	-	1,343	2,583
Transactions with Owners as Owners:						
- Net leave liabilities transferred to/(from) other departments	-	-	-	(8)	-	(8)
<b>Balance 30 June</b>	<b>7,593</b>	<b>6,250</b>	<b>4,832</b>	<b>4,832</b>	<b>12,425</b>	<b>11,082</b>

*The accompanying notes form part of these statements*



**Queensland Studies Authority**  
**CASH FLOW STATEMENT**  
for the year ended 30 June 2009

	Notes	2009 \$'000	2008 \$'000
<b>Cash flows from operating activities</b>			
<i>Inflows:</i>			
User charges		2,607	2,863
Grants and other contributions		37,425	40,184
Interest receipts		875	899
GST input tax credits from Australian Taxation Office		1,786	1,571
GST collected from customers		280	288
Other revenues		1	1
<i>Outflows:</i>			
Employee expenses		(24,692)	(22,934)
Supplies and services		(14,406)	(13,020)
GST remitted to Australian Taxation Office		(279)	(289)
GST paid to suppliers		(1,721)	(1,688)
Borrowing costs		(42)	(97)
Other expenses		(114)	(104)
<b>Net cash provided by (used in) operating activities</b>	18	<b>1,720</b>	<b>7,674</b>
<b>Cash flows from investing activities</b>			
<i>Inflows:</i>			
Sales of plant and equipment		2	3
<i>Outflows:</i>			
Payments for plant and equipment		(475)	(473)
Payments for intangibles		(2,227)	(4,023)
<b>Net cash provided by (used in) investing activities</b>		<b>(2,700)</b>	<b>(4,493)</b>
<b>Cash flows from financing activities</b>			
<i>Outflows:</i>			
Borrowing redemptions		(531)	(777)
<b>Net cash provided by (used in) financing activities</b>		<b>(531)</b>	<b>(777)</b>
Net increase (decrease) in cash held		(1,511)	2,404
Cash at beginning of financial year		8,684	6,280
<b>Cash at end of financial year</b>	9	<b>7,173</b>	<b>8,684</b>

*The accompanying notes form part of these statements*



## Queensland Studies Authority

### NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS for the year ended 30 June 2009

#### Objectives and principal activities of the Queensland Studies Authority

The Queensland Studies Authority was established as a statutory body from 1 July 2002 under the *Education (Queensland Studies Authority) Act 2002*.

The objective of the Queensland Studies Authority is to provide a range of services and materials relating to syllabuses, testing, assessment, moderation, certification, accreditation, vocational education, tertiary entrance and research.

The Authority is funded for the outputs it delivers principally by parliamentary appropriations administered by the Department of Education & Training. It also provides the following on a fee for service basis:

- Sale of publications
- Seminars, conferences and workshops
- Past examination papers
- Visa student fees
- Verification of student education profiles
- Certificates

#### 1 Summary of significant accounting policies

##### (a) Basis of Accounting

The financial statements have been prepared in accordance with Australian Accounting Standards. In addition, the financial statements comply with the Treasurer's Minimum Reporting Requirements for the year ending 30 June 2009, and other authoritative pronouncements.

These financial statements constitute a general purpose financial report.

Except where stated, the historical cost convention is used.

##### (b) The Reporting Entity

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

##### (c) User Charges

User charges and fees controlled by the Authority are recognised as revenue when invoices for the related services are issued. User charges and fees are controlled by the Authority where they can be deployed for the achievement of its objectives.

##### (d) Grants and Contributions

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

Contributed assets are recognised at their fair value. Contributions of services are recognised only when a fair value can be determined reliably and the services would be purchased if they had not been donated.

##### (e) Cash and Cash Equivalents

For the purposes of the Balance Sheet and the Cash Flow Statement, cash assets include all cash and cheques received but not banked at 30 June as well as deposits at call with financial institutions.

##### (f) Receivables

Trade debtors are recognised at the nominal amounts due at the time of sale or service delivery. Settlement on these amounts is required within 14 days from invoice date.

The collectability of receivables is assessed periodically with provision being made for impairment. There are no known bad debts as at 30 June.

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



## Queensland Studies Authority

### NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS for the year ended 30 June 2009

#### 1 Summary of significant accounting policies (continued)

##### (g) Inventories

Inventories held for sale are valued at the lower of cost and net realisable value. Cost is assigned on a weighted average cost basis and includes expenditure incurred in acquiring the inventories and bringing them to their existing condition, except for training costs which are expensed as incurred.

Net realisable value is determined on the basis of the Authority's normal selling pattern. Expenses associated with marketing, selling and distribution are deducted to realise net realisable value.

##### (h) Acquisitions of assets

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

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

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

##### (i) Plant and Equipment

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

##### (j) Revaluations of Non-Current Physical and Intangible Assets

Where intangible assets have an active market, they are measured at fair value, otherwise they are measured at cost.

Plant and equipment is measured at cost. The carrying amounts for plant and equipment at cost should not materially differ from their fair value.

##### (k) Intangibles

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

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

###### *Purchased Software*

The purchase cost of this software has been capitalised and is being amortised on a straight-line basis over the period of the expected benefit to the Authority, namely 5 years.

###### *Internally Generated Software*

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 development of computer software have been capitalised and are amortised on a straight-line basis over the period of expected benefit to the Authority, namely 7.5 to 10 years.



**1 Summary of significant accounting policies (continued)**

**(l) Amortisation and Depreciation of Intangibles and Plant and Equipment**

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

Assets under construction (work-in-progress) are not depreciated until they reach service delivery capacity.

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 leasehold improvements 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 leases includes any option period where exercise of the option is probable.

For each class of depreciable asset the following rates were used:

<b>Class</b>	<b>Depreciation/Amortisation rate</b>
Plant and equipment	
Computer equipment	0.71% to 63.26%
Office equipment	1.54% to 20%
Furniture	7.5%
Leasehold Improvements	41.67% to 50%
Intangible assets	
Software purchased	20.0%
Software internally generated	10% to 22.5%

**(m) Impairment of Non-Current Assets**

All non-current physical and 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 significantly exceeds the recoverable amount is recorded as an impairment loss.

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

An impairment loss is recognised immediately in the Income Statement.

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



## Queensland Studies Authority

### NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS for the year ended 30 June 2009

#### 1 Summary of significant accounting policies (continued)

##### (n) Payables

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

##### (o) Financial Instruments

###### *Recognition*

Financial assets and financial liabilities are recognised in the Balance Sheet when the Authority becomes party to the contractual provisions of the financial instrument.

###### *Classification*

Financial instruments are classified and measured as follows:

- Cash and Cash equivalents - held at fair value through profit and loss
- Receivables - held at amortised cost
- Payables - held at amortised cost
- Borrowings - held at amortised cost.

Borrowings are initially recognised at fair value, plus any transaction costs directly attributable to the borrowings, then subsequently held at amortised cost using the effective interest method. The effective interest rate is the rate that exactly discounts estimated future cash payments or receipts through the expected life of a financial instrument (or, when appropriate, a shorter period) to the net carrying amount of that instrument.

Any borrowing costs are added to the carrying amount of the borrowing to the extent they are not settled in the period in which they arise. Borrowings are classified as non-current liabilities to the extent that the Authority has an unconditional right to defer settlement until at least 12 months after balance sheet date.

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

All disclosures relating to the measurement basis and financial risk management of other financial instruments held by the Authority are included in Note 20.

##### (p) Employee Benefits

###### *Wages, salaries, recreation leave and sick leave*

Wages, salaries and recreation leave due but unpaid at reporting date are recognised in the Balance Sheet at the nominal rates expected to apply at the time of settlement. Payroll tax and workers' compensation insurance are a consequence of employing employees, but are not counted in an employee's total remuneration package. They are not employee benefits and are recognised separately as employee related expenses. Employer superannuation contributions and long service leave levies are regarded as employee benefits.

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

Prior history indicates that on average, sick leave taken in the 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.

###### *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.

No provision for long service leave is recognised in the Authority's financial statements, the liability being 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*.

###### *Superannuation*

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



**Queensland Studies Authority**  
**NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS**  
**for the year ended 30 June 2009**

**1 Summary of significant accounting policies (continued)**

Therefore, no liability is recognised for accruing superannuation benefits in the Authority's financial statements, the liability being 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.

*Executive Remuneration*

The executive remuneration disclosures in the employee expenses note (Note 4) in the financial statements include:

- the aggregate remuneration of all senior executive officers (including the Chief Executive Officer) whose remuneration for the financial year is \$100,000 or more; and
- the number of senior executives whose total remuneration for the financial year falls within each successive \$20,000 band, commencing at \$100,000.

The remuneration disclosed is all remuneration paid or payable, directly or indirectly, by the Authority or any related party in connection with the management of the affairs of the Authority, whether as an executive or otherwise. For this purpose, remuneration includes:

- wages and salaries;
- accrued leave (that is, the increase or decrease in the amount of annual and long service leave owed to an executive, inclusive of any increase in the value of leave balances as a result of a salary rate increase or the like);
- performance pay paid or due and payable in relation to the financial year, provided that a liability exists (namely a determination has been made prior to the financial statements being signed), and can be reliably measured even though the payment may not have been made during the financial year;
- accrued superannuation (being the value of all employer superannuation contributions during the financial year, both paid and payable as at 30 June);
- car parking benefits and the cost of motor vehicles, such as lease payments, fuel costs, registration/insurance, and repairs/maintenance incurred by the Authority during the financial year, both paid and payable as at 30 June, net of any amounts subsequently reimbursed by the executives;
- housing (being the market value of the rent or rental subsidy - where rent is part paid by the executive during the financial year, both paid and payable as at 30 June);
- allowances (which are included in remuneration agreements of executives, such as airfares or other travel costs paid to/for executives whose homes are situated in a location other than the location they work in); and
- fringe benefits tax included in remuneration agreements.

The disclosures apply to all senior executives appointed under the *Public Service Act 2008* and classified as SES1 and above, with remuneration above \$100,000 in the financial year. 'Remuneration' means any money, consideration or benefit, but excludes amounts:

- paid to an executive by the Authority where the person worked during the financial year wholly or mainly outside Australia during the time the person was so employed; or
- in payment or reimbursement of out-of-pocket expenses incurred for the benefit of the Authority.

In addition, separate disclosure of separation and redundancy/termination benefit payments is included.

**(q) 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.

**(r) Financing/Borrowing Costs**

Finance costs are recognised as an expense in the period in which they are incurred.

Finance costs include:

- Interest on bank overdrafts and short-term and long-term borrowings;
- Finance lease charges;
- Amortisation of discounts or premiums relating to borrowings; and
- Ancillary administration charges.

No borrowing costs are capitalised into qualifying assets.

**(s) Insurance**

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

**(t) Services Received Free of Charge or for Nominal Value**

Contributions of services are recognised only if the services would have been purchased if they had not been donated and their fair value can be measured reliably. Where this is the case, an equal amount is recognised as revenue and an expense.



## Queensland Studies Authority

### NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS for the year ended 30 June 2009

#### 1 Summary of significant accounting policies (continued)

##### (u) Contributed Equity

Non-reciprocal transfers of assets and liabilities between wholly-owned Queensland State Public Sector entities as a result of machinery-of-Government changes are adjusted to 'Contributed Equity' in accordance with Interpretation 1038 *Contributions by Owners Made to Wholly-Owned Public Sector Entities*. Appropriations for equity adjustments are similarly designated.

##### (v) Taxation

The Queensland Studies 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). FBT and GST are the only taxes accounted for by the Queensland Studies Authority. GST credits receivable from, and GST payable to the ATO, are recognised (refer to note 10).

##### (w) Issuance of Financial Statements

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

##### (x) Judgements

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

##### (y) Rounding and Comparatives

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

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

##### (z) New and Revised Accounting Standards

The Authority did not voluntarily change any of its accounting policies during 2008-09. The significance of those new and amended Australian accounting standards that were applicable for the first time in the 2008-09 financial year and have had a significant impact on the Authority's financial statements is as follows.

A review has been undertaken of revised accounting standard AASB 1004 *Contributions*, and it is considered the financial statements adequately reflect the matters required to be disclosed, given the Authority's present operating circumstances.

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

At the date of authorisation of the financial report, a number of new or amended Australian accounting standards with future commencement dates will have a significant impact on the Authority. Details of these impacts are set out below.

The Authority will need to comply with a revised version of AASB 101 *Presentation of Financial Statements* as from 2009-10. This revised standard does not have measurement or recognition implications. However, in line with the new concept of 'comprehensive income' in the revised AASB 101, there will be significant changes to the presentation of the Authority's income and expenses that are currently presented in the Income Statement and the Statement of Changes in Equity. In addition, where there have been retrospective accounting policy changes, retrospective re-statement of items in the financial statements or re-classifications of financial statement items during the current reporting period, the revised AASB 101 will require a statement of financial position to be presented as at the beginning of the earliest comparative period included in the financial statements.

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



**Queensland Studies Authority**  
**NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS**  
for the year ended 30 June 2009

	2009 \$'000	2008 \$'000
<b>2 User Charges</b>		
Visa student fees	468	425
Sale of publications, syllabuses, past papers	730	512
Workshops	1,350	1,467
Verification of Student Education Profiles	19	8
Examinations	48	31
Attainment certificate statements	76	69
Certificates	32	29
Copyright fees	37	86
Other	105	197
<b>Total</b>	<b>2,865</b>	<b>2,824</b>
<b>3 Grants and other Contributions</b>		
Grants	37,395	40,184
Donations - assets	30	-
<b>Total</b>	<b>37,425</b>	<b>40,184</b>
<b>4 Employee Expenses</b>		
<b>Employee benefits:</b>		
Wages and salaries	19,432	17,620
Annual leave	1,446	1,297
Employer superannuation contributions *	2,214	2,046
Long service leave levy *	283	278
<b>Employee related expenses</b>		
Workers compensation premium **	60	57
Payroll tax *	1,101	1,004
Other salary related expenses	250	422
<b>Total</b>	<b>24,786</b>	<b>22,724</b>

\* Employer superannuation contributions and the long service leave levy are regarded as employee benefits.

\*\* Costs of workers compensation insurance and payroll tax are a consequence of employing employees, but are not counted in employees' total remuneration package. They are not employee benefits, but rather employee related expenses.

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

	2009	2008
Number of Employees:	235.5	231.9
<i>Executive remuneration</i>		
The following is remuneration paid/payable to senior executives:		
\$160 000 to 179 999	1	1
\$180 000 to 199 999	1	1
\$200 000 to 219 999	1	-
\$220 000 to 239 999	-	1
\$240 000 to 259 999	1	-
<b>Total</b>	<b>4</b>	<b>3</b>
	<b>2009</b>	<b>2008</b>
	<b>\$'000</b>	<b>\$'000</b>
Total remuneration of executives shown above (\$'000)**	<b>815</b>	<b>594</b>

\*\* The amount calculated as executive remuneration in these financial statements includes the direct remuneration received, as well as items not directly received by senior executives, such as the movement in leave accruals and fringe benefits tax paid on motor vehicles. This amount will therefore differ from advertised executive remuneration packages which do not include the latter items.



## Queensland Studies Authority

### NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS for the year ended 30 June 2009

	2009 \$'000	2008 \$'000
<b>5 Supplies and Services</b>		
Travel	1,393	1,365
Consultants and service providers	5,218	9,989
Telecommunication and access fees	323	281
Postage, freight and storage	644	645
Advertising, promotions, public relations	31	23
Stationery, printing, books and publications	1,155	865
Property, equipment and maintenance	3,239	2,879
Other	828	836
<b>Total supplies and services</b>	<b>12,831</b>	<b>16,883</b>
<b>6 Depreciation and Amortisation</b>		
Depreciation and amortisation were incurred in respect of:		
Plant and equipment	674	562
Software purchased	41	63
Software internally generated	1,207	822
<b>Total</b>	<b>1,922</b>	<b>1,447</b>
<b>7 Impairment Losses</b>		
Plant and equipment	52	-
Plant and equipment - Held For Sale	-	90
<b>Total</b>	<b>52</b>	<b>90</b>
For details of the recognised impairment loss refer to Note 13		
<b>8 Other Expenses</b>		
Insurance premiums	40	40
External audit fees *	26	26
Internal audit fees **	29	24
Bank and other charges	15	12
Equipment leases	-	-
Bad debt expense	-	-
Assets written off	46	3
Other	-	-
<b>Total</b>	<b>156</b>	<b>105</b>

\* External audit fees for the Authority are estimated to be \$26,500 (2007 \$25,800). There are no non-audit services included in this amount.

\*\* The Authority engaged the services of Internal Audit from the Department of Education & Training during 08/09 to perform financial compliance audits and performance audits of human resources and workforce capability.

### 9 Cash and Cash Equivalents

Imprest accounts	2	2
Cash at bank and on hand	671	3,682
Deposits at call	6,500	5,000
<b>Total</b>	<b>7,173</b>	<b>8,684</b>

Interest earned on cash held with the Commonwealth Bank earned between 2.25% to 6.75% in 2009 (2008: 5.25% to 7.58%).



## Queensland Studies Authority

### NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS for the year ended 30 June 2009

	2009 \$'000	2008 \$'000
<b>10 Receivables</b>		
Trade debtors and accruals	326	62
Less: provision for impairment	-	-
	326	62
GST receivable	151	216
GST payable	(1)	-
	150	216
Interest receivable	33	69
Long service leave reimbursements	66	32
<b>Total</b>	<b>575</b>	<b>379</b>

### 11 Inventories

Publications	138	105
<b>Total</b>	<b>138</b>	<b>105</b>

Inventories have been valued at net realisable value in accordance with AASB 102 *Inventories*. The value of inventory held has been increased by \$33,467 (by a reduction in expense). The increase in value is based on both an analysis of the normal selling pattern of the Authority's inventory and the predicted impact of obsolescence of syllabus materials. No inventory held has been pledged as security for liabilities.

### 12 Intangible Assets

Software purchased		
At cost:	161	314
Less: Accumulated amortisation	(148)	(228)
	13	86
Software internally generated		
At cost:	11,920	7,956
Less: Accumulated amortisation	(3,993)	(2,786)
	7,927	5,170
Software under development (Work in progress)	40	1,777
	<b>7,980</b>	<b>7,033</b>



## Queensland Studies Authority

### NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS

for the year ended 30 June 2009

#### 12 Intangible Assets (continued)

##### Intangibles Reconciliation

	Software Developed - WIP		Software Internally Generated		Software Purchased		Total	
	2009 \$'000	2008 \$'000	2009 \$'000	2008 \$'000	2009 \$'000	2008 \$'000	2009 \$'000	2008 \$'000
<b>Opening Balance</b>	1,777	-	5,170	3,746	86	149	7,033	3,895
Acquisitions through internal development	250	1,777	1,977	2,246	-	-	2,227	4,023
Disposals	-	-	-	-	(33)	-	(33)	-
Transfer between classes	(1,987)	-	1,987	-	-	-	-	-
Amortisation	-	-	(1,207)	(822)	(40)	(63)	(1,247)	(885)
<b>Carrying amount at 30 June</b>	<b>40</b>	<b>1,777</b>	<b>7,927</b>	<b>5,170</b>	<b>13</b>	<b>86</b>	<b>7,980</b>	<b>7,033</b>

Amortisation of intangibles is included in the line item 'Depreciation and Amortisation' in the Income Statement.

All intangible assets of the Authority have finite useful lives and are amortised on a straight line basis. Refer to Note 1(l).

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

The Authority has a software program with an original cost of \$2,000,000 and a written down value of zero still being used in the provision of services. It is to be further upgraded or replaced in the 2009-10 financial year depending upon the outcome of funding submissions.

#### 13 Plant and Equipment

	2009 \$'000	2008 \$'000
Plant and equipment:		
At cost	3,722	3,387
Less: Accumulated depreciation	(1,839)	(1,240)
<b>Total</b>	<b>1,883</b>	<b>2,147</b>

The Queensland Studies Authority has fully depreciated plant and equipment with a cost of \$0.347M still being used in the provision of services.

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

##### Plant and equipment reconciliation

	Plant & Equipment	
	2009 \$'000	2008 \$'000
<b>Opening Balance</b>	2,147	2,240
Acquisitions	445	473
Donations received	30	-
Disposals	(13)	(4)
Impairment losses recognised in operating surplus/(deficit)	(52)	-
Depreciation	(674)	(562)
<b>Carrying amount at 30 June</b>	<b>1,883</b>	<b>2,147</b>

During a tender process for new photocopiers, trade-in values were sought for two existing photocopiers from the manufacturer. The manufacturer advised that the recoverable amounts of the photocopiers were well below the carrying amounts recorded in the asset register. As a result, both photocopiers were determined to be impaired, and written down to their fair value less cost to sell. An impairment loss of \$51,919.02 has been recognised in the Income Statement.

#### 14 Payables

	2009 \$'000	2008 \$'000
Trade creditors and accruals	3,243	4,762
Taxes, fees and fines payable	15	11
<b>Total</b>	<b>3,258</b>	<b>4,773</b>



## Queensland Studies Authority

### NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS for the year ended 30 June 2009

#### 15 Other Financial Liabilities

##### Current

Queensland Treasury Corporation borrowings

##### Total

##### Non-current

Queensland Treasury Corporation borrowings

##### Total

	2009 \$'000	2008 \$'000
Queensland Treasury Corporation borrowings	536	531
<b>Total</b>	<b>536</b>	<b>531</b>
Queensland Treasury Corporation borrowings	180	716
<b>Total</b>	<b>180</b>	<b>716</b>

No assets have been pledged as security for any liabilities.

All borrowings are in \$A denominated amounts and carried at amortised cost, interest being expensed as it accrues. No interest has been capitalised during the current or comparative reporting period. Expected final repayment date is 7 October 2010. There have been no defaults or breaches of the loan agreement during the period.

Principal and interest repayments are made quarterly in arrears at 7.34%.

The fair value of the Authority's borrowings at 30 June, as notified by the Queensland Treasury Corporation, was \$730 thousand (2008: \$1.198 million). The fair value is calculated using discounted cash flow analysis and the effective interest rate.

As it is the intention of the Authority to hold its borrowings for their full term, no adjustment provision is made in these accounts.

#### 16 Accrued Employee Benefits

##### Current

Salaries payable

Annual leave

##### Total

Salaries payable	68	-
Annual leave	1,720	1,663
<b>Total</b>	<b>1,788</b>	<b>1,663</b>

The Authority has implemented a Recreation Leave Management Policy. The policy requires a formal Recreation Leave Management Plan (RLMP) to be in place for each employee with a balance greater than 40 days annual leave. The RLMP ensures the employee's balance will be under 40 days within twelve months. Accordingly, the Authority recognises all annual leave as current.

#### 17 Other current liabilities

Unearned revenue - professional development workshops

##### Total

Unearned revenue - professional development workshops	28	23
<b>Total</b>	<b>28</b>	<b>23</b>

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

Operating Surplus/(Deficit)

Depreciation & Amortisation

Gain on sale of non-current assets

Impairment losses

Loss on disposal of non-current assets

##### Change in assets and liabilities:

(Increase)/decrease in trade receivables

(Increase)/decrease in GST input tax credits receivable

(Increase)/decrease in LSL reimbursement receivable

(Increase)/decrease in other receivables

(Increase)/decrease in inventory

(Increase)/decrease in prepayments

Increase/(decrease) in accounts payable

Increase/(decrease) in accrued employee benefits

Increase/(decrease) in GST payable

Increase/(decrease) in unearned revenue

Increase/(decrease) in other payables

Net transfer of leave liabilities

**Net cash provided by (used in) operating activities**

Operating Surplus/(Deficit)	1,343	2,583
Depreciation & Amortisation	1,922	1,447
Gain on sale of non-current assets	-	(2)
Impairment losses	52	90
Loss on disposal of non-current assets	46	3
(Increase)/decrease in trade receivables	(264)	16
(Increase)/decrease in GST input tax credits receivable	66	(117)
(Increase)/decrease in LSL reimbursement receivable	(34)	30
(Increase)/decrease in other receivables	36	(19)
(Increase)/decrease in inventory	(33)	15
(Increase)/decrease in prepayments	(26)	(254)
Increase/(decrease) in accounts payable	(1,519)	4,100
Increase/(decrease) in accrued employee benefits	123	(213)
Increase/(decrease) in GST payable	(1)	-
Increase/(decrease) in unearned revenue	4	23
Increase/(decrease) in other payables	5	(20)
Net transfer of leave liabilities	-	(8)
<b>Net cash provided by (used in) operating activities</b>	<b>1,720</b>	<b>7,674</b>



## Queensland Studies Authority

### NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS

for the year ended 30 June 2009

#### 19 Commitments for Expenditure

##### (a) Non-cancellable operating leases

Commitments under operating leases at reporting date are inclusive of anticipated GST and are payable as follows:

	2009 \$'000	2008 \$'000
Not later than one year	1,920	1,802
Later than one year and not later than five years	265	1,831
<b>Total</b>	<b>2,185</b>	<b>3,633</b>

Operating leases are entered into as a means of acquiring access to office accommodation, motor vehicles and storage facilities. Lease payments are generally fixed, but with inflation escalation clauses on which contingent rentals are determined.

No purchase options exist in relation to operating leases and no operating leases contain restrictions on financing or other leasing activities.

##### (b) Capital Expenditure Commitments

Material classes of capital expenditure commitments inclusive of anticipated GST, contracted for at reporting date but not recognised in the accounts, are payable as follows:

2009	Intangibles	Plant and Equip
Payable		
Not later than one year	126	-
<b>Total</b>	<b>126</b>	<b>-</b>
2008	Intangibles	Plant & Equip
Payable		
Not later than one year	764	243
<b>Total</b>	<b>764</b>	<b>243</b>

#### 20 Financial Instruments

##### Categorisation of Financial Instruments

(a) The Authority has the following categories of financial assets and financial liabilities:

Category	Note	2009 \$'000	2008 \$'000
<b>Financial Assets</b>			
Cash and cash equivalents	9	7,173	8,684
Receivables	10	575	379
<b>Total</b>		<b>7,748</b>	<b>9,063</b>
<b>Financial Liabilities</b>			
Financial liabilities measured at amortised cost:			
Payables	14	3,258	4,773
Other financial liabilities - QTC Borrowings	15	716	1,247
<b>Total</b>		<b>3,974</b>	<b>6,020</b>

##### (b) Credit Risk Exposure

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

The following table represents the Authority's maximum exposure to credit risk based on contractual amounts net of any allowances:

Category	Note	2009 \$'000	2008 \$'000
<b>Financial Assets</b>			
Cash and cash equivalents	9	7,173	8,684
Receivables	10	575	379
<b>Total</b>		<b>7,748</b>	<b>9,063</b>



## Queensland Studies Authority

### NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS for the year ended 30 June 2009

#### 20 Financial Instruments (continued)

##### (b) Credit Risk Exposure (cont'd)

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

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 also monitored on a regular basis.

No financial assets and financial liabilities have been offset and presented net in the Balance Sheet.

The method for calculating any provisional impairment for risk is based on past experience, current and expected changes in economic conditions and changes in client credit ratings. The main factors affecting the current calculation for provisions are disclosed below as loss events. These economic and geographic changes form part of the Authority's documented risk analysis assessment in conjunction with historic experience and associated industry data.

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

Aging of past due but not impaired as well as impaired financial assets are disclosed in the following tables:

2009 Financial Assets Past Due But Not Impaired						
Contractual Repricing/Maturity Date:						
	Not Overdue	Less than 30 days	31-90 days	Greater than 90 days	Total	Total Financial Assets
	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000
Financial Assets						
Receivables	249	318	7	-	575	575
<b>Total</b>	<b>249</b>	<b>318</b>	<b>7</b>	<b>-</b>	<b>575</b>	<b>575</b>

2008 Financial Assets Past Due But Not Impaired						
Contractual Repricing/Maturity Date:						
	Not Overdue	Less than 30 days	31-90 days	Greater than 90 days	Total	Total Financial Assets
	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000
Financial Assets						
Receivables	317	55	7	-	379	379
<b>Total</b>	<b>317</b>	<b>55</b>	<b>7</b>	<b>0</b>	<b>379</b>	<b>379</b>

##### (c) Liquidity risk

The Authority is exposed to liquidity risk through its trading in the normal course of business and borrowings from the Queensland Treasury Corporation for software development. The borrowings are based on the Queensland Government gazetted floating rate.

The Authority manages liquidity risk through the use of the 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. This is achieved by ensuring the 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.

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

2009 Payable in					
Note	<1 year	1 - 5 years	> 5 years	Total	
	\$'000	\$'000	\$'000	\$'000	
Financial Liabilities					
Payables	14	3,258	-	-	3,258
QTC borrowing	15	536	180	-	716
<b>Total</b>		<b>3,794</b>	<b>180</b>	<b>-</b>	<b>3,974</b>

2008 Payable in					
Note	<1 year	1 - 5 years	> 5 years	Total	
	\$'000	\$'000	\$'000	\$'000	
Financial Liabilities					
Payables	14	4,773	-	-	4,773
QTC borrowing	15	531	716	-	1,247
<b>Total</b>		<b>5,304</b>	<b>716</b>	<b>-</b>	<b>6,020</b>



## Queensland Studies Authority

NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS  
for the year ended 30 June 2009

### 20 Financial Instruments (continued)

#### (d) Market Risk

The Authority does not trade in foreign currency. The Authority is exposed to interest rate risk through its borrowings from the Queensland Treasury Corporation and cash deposited in interest bearing accounts. Details have been disclosed in the liquidity and interest risk tables. The Authority does not undertake any hedging in relation to interest risk and manages its risk as per the liquidity risk management strategy.

#### Interest Rate Sensitivity Analysis

The following interest rate sensitivity analysis is based on a report similar to that which would be provided to management, depicting the outcome to profit and loss if interest rates would change by +/- 1% from the year-end rates applicable to the authority's financial assets and liabilities. With all other variables held constant, the Authority would have a surplus and equity increase/(decrease) of \$52,000 (2008: \$87,000). This is attributable to the Authority's exposure to variable interest rates on its cash invested in fixed term deposits.

Financial Instruments	Carrying Amount	2009 Interest Rate Risk			
		-1%		+1%	
		Profit	Equity	Profit	Equity
Cash	7,173	(52)	(52)	52	52
<b>Overall effect on profit and equity</b>		<b>(52)</b>	<b>52</b>	<b>52</b>	<b>-</b>

The Authority's sensitivity to interest has decreased in the current period due to a decline in cash holdings.

Financial Instruments	Carrying Amount	2008 Interest Rate Risk			
		-1%		+1%	
		Profit	Equity	Profit	Equity
Cash	8,684	(87)	(87)	87	87
<b>Overall effect on profit and equity</b>		<b>(87)</b>	<b>87</b>	<b>87</b>	<b>-</b>

#### Fair Value

The fair value of financial assets and liabilities is determined as follows:

- The carrying amount of cash, cash equivalents, receivables and payables approximate their fair value and are not disclosed separately below.

- Held-to-maturity financial assets are measured at cost, as fair value cannot be reliably measured, therefore no fair value is disclosed.

The carrying amounts of all financial assets and financial liabilities, except the borrowings from the Queensland Treasury Corporation are representative of their fair value. The fair value of borrowings is calculated using discounted cash flow analysis and the effective interest rate (refer Note 15) and is disclosed below:

Financial Liabilities	2009		2008	
	Carrying Amount	Fair Value	Carrying Amount	Fair Value
	\$'000	\$'000	\$'000	\$'000
Financial liabilities at amortised cost				
Borrowings	716	730	1,247	1,198
<b>Total</b>	<b>716</b>	<b>730</b>	<b>1,247</b>	<b>1,198</b>

### 21 Contingencies

#### (a) Guarantees and undertakings

The Queensland Studies Authority was not committed to any guarantees or undertakings at 30 June 2009.



**Queensland Studies Authority**  
**NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS**  
**for the year ended 30 June 2009**

**22 Remuneration of Board Members**

Remuneration received, or due and receivable by Board members from the Authority in connection with the management of the Authority totalled \$23,898

The number of responsible persons whose remuneration from the Authority was within the following specified bands were:

\$	<b>2009 No.</b>	<b>2008 No.</b>
0 to 5,000	10	12

The Authority's Board comprises the following members as at 30 June 2009:

- Ms Leesa Jeffcoat (Acting Chair)
- Dr Barry Arnison
- Professor Tania Aspland
- Mr Ray Cloonan
- Ms Yvana Jones
- Mrs Kim Cumming
- Ms Jenny Du Moulin
- Ms Patricia Nash
- Mr Terry Niebling
- Mr Steve Ryan
- Mrs Kathleen Wenban
- Ms Jenny Wilson



**CERTIFICATE OF QUEENSLAND STUDIES AUTHORITY**

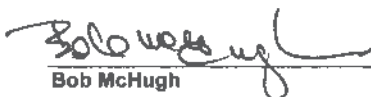
These general purpose financial statements have been prepared pursuant to section 46F(1) of the *Financial Administration and Audit Act 1977* (the Act), and other prescribed requirements. In accordance with section 46F(3) of the Act we certify that in our opinion:

- (a) the prescribed requirements for the establishing and keeping of accounts have been complied with in all material respects; and
- (b) the statements have been drawn up to present a true and fair view, in accordance with prescribed accounting standards, of the transactions of the Queensland Studies Authority for the financial year ended 30 June 2009 and of the financial position of the Authority at the end of that year.



Peter Luxton  
Acting Director

26 10/09



Bob McHugh  
Chair

26 08/09



## INDEPENDENT AUDITOR'S REPORT

To the Authority of the Queensland Studies Authority

### **Matters Relating to the Electronic Presentation of the Audited Financial Report**

The auditor's report relates to the financial report of the Queensland Studies Authority for the financial year ended 30 June 2009 included on the Queensland Studies Authority website. The Accountable Officer is responsible for the integrity of the Queensland Studies Authority website. I have not been engaged to report on the integrity of the Queensland Studies Authority website. The auditor's report refers only to the statements named below. It does not provide an opinion on any other information which may have been hyperlinked to/from these statements. If users of the financial report are concerned with the inherent risks arising from electronic data communications they are advised to refer to the hard copy of the audited financial report, available from the Queensland Studies Authority, to confirm the information included in the audited financial report presented on this website.

These matters also relate to the presentation of the audited financial report in other electronic media including CD Rom.

### **Report on the Financial Report**

I have audited the accompanying financial report of the Queensland Studies Authority which comprises the balance sheet as at 30 June 2009, and the income statement, statement of changes in equity and cash flow statement for the year ended on that date, a summary of significant accounting policies, other explanatory notes and certificates given by the Acting Director and the Chair.

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

The Authority is responsible for the preparation and fair presentation of the financial report in accordance with prescribed accounting requirements identified in the *Financial Administration and Audit Act 1977* and the *Financial Management Standard 1997*, including compliance with applicable Australian Accounting Standards (including the Australian Accounting Interpretations). This responsibility includes establishing and maintaining internal controls relevant to the preparation and fair presentation of the financial report that is free from material misstatement, whether due to fraud or error; selecting and applying appropriate accounting policies; and making accounting estimates that are reasonable in the circumstances.

#### *Auditor's Responsibility*

My responsibility to express an opinion on the financial report based on the audit is prescribed in the *Auditor-General Act 2009*. This Act, including transitional provisions, came into operation on 1 July 2009 and replaces the previous requirements contained in the *Financial Administration and Audit Act 1977*.

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

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

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

#### *Independence*

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

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

#### *Auditor's Opinion*

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

- (a) I have received all the information and explanations which I have required; and
- (b) in my opinion –
  - (i) the prescribed requirements in respect of the establishment and keeping of accounts have been complied with in all material respects; and
  - (ii) the financial report has been drawn up so as to present a true and fair view, in accordance with the prescribed accounting standards of the transactions of the Queensland Studies Authority for the financial year 1 July 2008 to 30 June 2009 and of the financial position as at the end of that year.



A L Geise CPA  
as Delegate of the Auditor-General of Queensland



Queensland Audit Office  
Brisbane

# Appendixes

## 1. Schedule of consultancies

Consultancies during 2008–09 included:

Category	Expenditure
Curriculum, assessment and certification	\$182 133
Human resources	\$111 900
Total consultancy expenditure	\$294 033

## 2. Schedule of overseas travel

Name of officer and position	Destination	Purpose	Cost to QSA	Contribution from other agency
Pam Brennan, Principal Testing Officer  Don Troughton, Itembank Coordinator	Singapore	QCS Test equating undertaken annually as part of the quality-assurance process to collect data from a non-Queensland based student population.	\$6 005	Nil
Peter Luxton, Deputy Director, Student Achievement Division  Bob Dudley, Assistant Director, Assessment Policy Branch	England	Presented on the development of an assessment policy in a P–12 context at the annual International Association for Educational Assessment (IAEA) conference. Also presented an outline of the IAEA conference being hosted in Brisbane by the QSA and Griffith University in 2009, and participated in an International Focus Group on Assessment.	\$31 391	Nil
Shiron Dixon, Manager, QCS Test  Maryanne GuriEFF, Principal Testing Officer	Papua New Guinea (PNG)	Provided professional development in QCS Test marking to officers at the PNG Department of Education.	Nil	\$2975 (PNG Department of Education)
Andrew Edwards, Senior Testing Officer	Mexico	Presented a paper on teaching and assessing students' non-routine mathematical problem-solving skills at a conference held in conjunction with the 11th International Conference on Mathematical Education.	\$568	\$3394 (Australian Mathematics Trust)

## 3. Fees paid to Board members

A total of \$23 898 was payable to Authority members in 2008–09. This amount does not include associated meeting and travel costs of \$35 906.

## 4. Voluntary Early Retirement (VERs)

During the 2008–09 financial year, no QSA employees were offered a Voluntary Early Retirement package.

## 5. Committees of the Authority

The Authority has established nine committees to work on specific areas. Subcommittees are established as necessary to support these committees.

### Aboriginal and Torres Strait Islander Education Committee

Functions are:

- to provide advice and direction to the QSA Governing Body and the QSA Director on:
  - ensuring that the QSA’s products and services meet the educational needs of Aboriginal young people and Torres Strait Islander young people
  - syllabus development, assessment, testing and reporting issues (including new QSA initiatives) as they relate to the education of young Aboriginal and Torres Strait Islander people, and education about both Aboriginal people and Torres Strait Islander peoples
  - ensuring Indigenous representation on Authority committees and other QSA consultative mechanisms
  - policy issues, particularly equity and social justice issues, as they relate to the education of Aboriginal young people and Torres Strait Islander young people
- to be the primary mechanism for the QSA to consult with Aboriginal and Torres Strait Islander communities on QSA matters
- to provide a two-way communication forum for Indigenous perspectives on QSA activities, and as a communication between the QSA and Indigenous communities.

Membership comprises:

- Chair — Authority member with expertise in the education of Aboriginal young people and/or Torres Strait Islander young people
- one nominee of the joint parent body
- one nominee of the Queensland Indigenous Education Consultative Committee
- one senior officer from the Department of Education and Training (education)
- one senior officer from the Department of Education and Training (training)
- one nominee from the Queensland Catholic Education Commission (QCEC)
- one nominee from Independent Schools Queensland (ISQ)
- one nominee from EQ

- four teachers representing each of the state, Catholic and independent schooling sectors (preferably an early years teacher, a secondary teacher, a primary teacher and a school principal)
- one nominee of the Queensland Teachers’ Union
- one nominee of the Queensland Independent Education Union
- one nominee of the Torres Strait (Torres Strait Islander Regional Education Council)
- one representative from the Cape York education community
- one representative of the tertiary education sector, nominated through the higher education forum
- the QSA’s Principal Education Officer (Indigenous Education)
- one QSA senior officer
- executive officer.

### Accreditation Committee

The Accreditation Committee’s function is to provide recommendations to the Authority about the accreditation of non-Authority syllabuses.

Membership comprises:

- Chair — Authority member
- three nominees of the education sector (one each from QCEC, ISQ and EQ)
- one nominee of the Higher Education Forum
- one nominee of the QSA
- one QSA senior officer
- executive officer — QSA officer.

### Assessment, Moderation and Certification Committee

Functions are:

- to determine and approve procedures for assessment, moderation and certification within the approved policies of the Authority
- to consider matters referred to it from, and to refer matters for consideration to, its subcommittees
- to identify and advise the Authority on strategic issues relating to future developments in assessment, moderation and certification.

Membership comprises:

- Chair — Authority member
- three nominees from the education sectors (one each from QCEC, ISQ and EQ)
- one nominee of the employment and training sector
- two syllabus advisory committee chairs

- one state review panel chair
- one district review panel chair
- two school administrators (one state and one non-state)
- one tertiary educator/researcher
- two chairs of subcommittees of this committee
- one union nominee
- one parent nominee
- three nominees of the QSA
- one QSA senior officer
- executive officer – QSA officer.

## Audit Committee

Functions are:

- to provide independent assurance and assistance to the Governing Body and Director of the QSA on:
  - the risk control and compliance frameworks
  - the agency’s external accountability responsibilities as prescribed in the *Education (Queensland Studies Authority) Act 2002*.

Members, including the Chair, are appointed by the Governing Body, and meet the following criteria:

- there will be a minimum of three members of the committee (unless otherwise determined by the Governing Body)
- a minimum of two members will be external to the agency
- at least one member will have “financial expertise” as described in the Queensland Treasury publication, *Audit Committee Guidelines – Improving accountability and performance 2008*
- at least one member will have expertise in the industry in which the agency operates.

## Equity Committee

Functions are:

- to provide expertise and advice to the Authority, and the Office of the Authority, on equity issues in education, relevant to the functions of the Authority
- to liaise with other committees of the Authority as required
- to represent the interests of groups at educational risk in the community.

Membership comprises:

- Chair – Authority member
- three nominees of the education sector (one each from QCEC, ISQ and EQ)
- one nominee of the employment and training sector

- one nominee of the Queensland Indigenous Education Consultative Body
- one practising teacher or school-based person with expertise in special education
- two parent nominees
- two union nominees
- two nominees from the higher education sector (universities)
- one nominee from Youth Affairs Network of Queensland
- one nominee of the Queensland Anti-Discrimination Commission
- one nominee of the Queensland Guidance and Counselling Association
- one teacher of distance education
- one nominee of Queensland Association of Teachers of English to Speakers of Other Languages (QATESOL)
- one nominee of the Ethnic Communities Council of Queensland
- the Chair of the Subcommittee for Students with Impairment
- one QSA senior officer
- executive officer – QSA officer.

## Finance Committee

Functions are to assist the Governing Body in performing its functions by:

- overseeing the development and approval of the annual budget
- ensuring that annual resource allocations are consistent with the strategic direction and operational priorities of the QSA
- providing advice on major project and capital expenditure proposals or initiatives
- monitoring actual financial performance against budget and forecasts and providing advice on significant trends or variances
- reviewing the financial performance of major strategic initiatives
- performing any other activities consistent with this charter that the Governing Body requests.

Membership comprises:

- Chair – Authority member nominated by the Chair of the Authority
- two nominees of the Authority.

## P–12 Curriculum Committee

Functions are:

- to provide advice to the Authority on the current trends in curriculum development for the early, middle and senior phases of schooling
- to review syllabuses, curriculum guidelines and other materials submitted by syllabus advisory committees and make recommendations to the Authority about the suitability of such materials
- to provide advice on P–12 matters that the Authority may determine.

Membership comprises:

- Chair — Authority member
- two QSA members
- two tertiary educators
- three nominees of the education sectors (one each from QCEC, ISQ and EQ)
- one nominee of the employment and training sector
- one nominee of the Training and Employment Recognition Council
- one nominee of EQ (rural/remote area)
- one nominee of EQ (special education)
- one nominee of parent groups
- one Indigenous education nominee
- three teacher nominees: early years, middle years and senior years of schooling
- two teacher union nominees
- one nominee of QSA
- one QSA senior officer
- executive officer — QSA officer.

## Tertiary Entrance Committee

Functions are:

- to monitor developments, and assist in the provision of informed advice about, tertiary entrance matters
- to provide advice on the management of information and secondary–tertiary link programs that maximise the capacity of potential tertiary applicants to make informed choices and pursue tertiary study.

Membership comprises:

- Chair — Authority member
- two university admissions managers
- one TAFE admissions manager
- one experienced guidance officer
- one experienced independent school counsellor
- one nominee from the employment and training sector

- one nominee from the Department of Education and Training Office of Higher Education
- one parent of a Year 11 or 12 student
- one tertiary student
- two student nominees from the school sectors (Year 11 and 12)
- one nominee from the Queensland Tertiary Admissions Centre
- one nominee from QSA
- one QSA senior officer
- executive officer — QSA officer.

## Vocational Education and Training Committee

Functions are:

- to provide advice to the Authority on emerging policies and issues in relation to VET in both the national and state arenas
- to provide information to the Authority on issues relating to the implementation of VET in Queensland schools
- to provide strategic advice to the Authority on the implementation of VET arising from the Education and Training Reforms for the Future.<sup>7</sup>

Membership comprises:

- Chair — Authority member
- two nominees from the employment and training sector (to include a TAFE practitioner)
- one nominee from the Australian Council of Private Education and Training
- one industry nominee
- three nominees of the education sectors (one each from QCEC, ISQ and EQ)
- two parents with expertise in encouraging and supporting VET in Schools
- three practitioners (state, non-state and TAFE) with responsibility for VET (two union representatives nominated by QTU and QIEU)
- two principals/administrators (state and non-state) with responsibility for VET
- one nominee from QSA
- one QSA senior officer
- executive officer — QSA officer.

<sup>7</sup> Queensland Government 2002, *Queensland the Smart State: Education and Training Reforms for the Future*, Brisbane.

## 6. Publications 2008–09

Most of the publications listed here have been produced in both print and electronic formats. Some are web-based only.

### Curriculum materials

Assessment Bank (approximately 180 items)

Building student success

Catalogue of senior syllabuses for Authority and Authority-registered subjects

Developing, maintaining and revising senior syllabuses: criteria for decision making

Developing, maintaining and revising senior syllabuses: criteria for decision making (background paper)

Learning P–3 Overview

Learning P–12

KLA reference lists

Numeracy profile

P–3 Early Years Diagnostic Net materials:

- P–3 Literacy Indicators
- P–3 Numeracy Indicators

QCAR Guidelines for reporting (video)

Queensland Comparable Assessment Tasks (QCATs) materials

- English, Years 4 and 6 papers
- Maths, Years 4 and 6 papers
- Science, Years 4 and 6 papers
- Queensland Comparable Assessment Tasks (QCATs) 2008 extended trial

Senior syllabuses and study area specifications:

- Aboriginal and Torres Strait Islander Studies senior syllabus
- Aerospace Studies syllabus – Pilot
- Ancient History syllabus for the Senior External Examination
- Business Communication and Technologies senior syllabus
- English for ESL Learners senior syllabus – Trial
- English senior syllabus – Trial
- Hospitality Studies senior syllabus
- Modern History syllabus for the Senior External Examination
- Music Extension senior syllabus
- Science Study Area Specification
- Tourism senior syllabus – Pilot

Year 1 Learning Statements

Year 2 Diagnostic Net materials:

- Handbook
- Continua
- 4-colour magazine
- CD-ROM

Years 4–9 Literacy Indicators

Years 4–9 Numeracy Indicators

Year 10 Guidelines

QCE materials:

- Certificates
- Queensland Certificates of Education (QCE)
- Senior Statements
- Tertiary Entrance Statements
- Queensland Certificates of Individual Achievement (QCIA)

Legislative Guidelines for the QCE

My Results

QCE Handbook

QCIA Handbook

QCIA Updates

QCIA: Information for parents

QCIA: Information for school staff

QCE and QCIA Presentations for School Communities

QCE Presentations for Schools

SmartOP

### Testing materials

About the Queensland Core Skills (QCS) Test

All you need to know about the Queensland Core Skills (QCS) Test

Ancient History sample paper for the Senior External Examination

Directions for Administration: QCS Test

Examination procedures handbook

Guide for prospective candidates (secondary school students)

Guide for prospective candidates (who are not secondary school students)

Handbook for examiners

How schools prepare students for the QCS Test

Literacy and Numeracy Administration Guides, Years 3, 5, 7, 9

Literacy preparation materials

Modern History sample paper for the Senior External Examination

NAPLAN test papers

NAPLAN Test preparation handbook

NAPLAN Updates

NAPLAN User manual

NAPLAN Writing — Narrative marking guide

National Assessment Program — Literacy and Numeracy (NAPLAN) marker training guide

Numeracy practice items for Years, 3, 5, 7, 9 NAPLAN test

Numeracy preparation materials

Preparatory material for Years 3, 5, 7, 9

QCS Test Marker Manual

QCS Test Multiple Choice papers I and II

QCS Test Retrospective

QCS Test Short Response paper

QCS Test Special provisions Handbook

QCS Test Writing Task paper

Queensland Core Skills Test: Handbook

Senior External Examination Handbook

Senior External Examination papers:

- Accounting
- Ancient History
- Biology
- Chemistry
- Chinese
- Drama
- English
- Geography
- Legal Studies
- Mathematics A
- Mathematics B
- Modern History
- Philosophy & Reason
- Physics
- Visual Art

Subject notices for the Senior External Examination

Test administration handbooks

## Miscellaneous publications

Assessment glossary

Assessment policy and overview

Australasian Curriculum, Assessment and Certification Authorities (ACACA) Annual Report

Conference materials

Exit Lines (3 issues)

Online surveys

QSA Annual Report 2007–08

QSA Style Guide 2009

Random Sampling Reports 2008

Senior Phase of Learning Report

State Panel Review Reports

Statement of Affairs

Statewide QCS performance data

Strategic Plan 2008–12

Student assessment regimes: Getting the balance right for Australia (DRAFT discussion paper)

VET Updates (2 per year)

Year 12 Outcomes and associated material

## 7. Senior staff (as at May 2009)

### *Strategic Directions Group*

Kim Bannikoff, Director, Queensland Studies Authority on leave from April to October 2009

Peter Luxton, Acting Director, Queensland Studies Authority

Paul Herschell, Deputy Director, Teaching & Learning Division

Graham Smith, Deputy Director, Corporate & Information Services Division

John McGuire, Manager, Policy Coordination Unit

### *Teaching & Learning Division*

Paul Herschell, Deputy Director, Teaching & Learning Division

Janice Chee, Assistant Director, Senior Curriculum Resources Branch

Janina Drazek, Assistant Director, Assessment Resources Branch

Kathryn Holzheimer, Assistant Director, P–9 Curriculum Resources Branch

### *Student Achievement Division*

Peter Jordan, Acting Deputy Director, Student Achievement Division

Bob Dudley, Assistant Director, Assessment Policy Branch

Leanne Rolph, Acting Assistant Director, Queensland Certificate of Education Branch

Ian Fyfe, Assistant Director, Vocational Education & Training Branch

Anna van Hoof, Assistant Director, Testing Branch

Brian Nott, Assistant Director, Analysis & Evaluation Branch

### *Corporate & Information Services Division*

Graham Smith, Deputy Director, Corporate & Information Services Division

Louise Barrett, Assistant Director, Corporate Services Branch

Terry Dwan, Assistant Director, Information & Communications Technology Branch

Janine Gilmour, Assistant Director, Curriculum Support Services Branch

### *Strategic Management Committee*

Peter Luxton (Chair)

Louise Barrett

Janice Chee

Bob Dudley

Terry Dwan

Ian Fyfe

Janine Gilmour

Paul Herschell

Kathryn Holzheimer

Peter Jordan

John McGuire

Michelle Moroney

Brian Nott

Lisa Roberts

Leon Schwerin

Graham Smith

Caroline Thomson

Anna van Hoof

## 8. QSA district centres

### ***Brisbane Central***

Helen Best  
Phone: (07) 3397 3955  
Fax: (07) 3397 2955  
Coorparoo Secondary College  
Corner Stanley St & Cavendish Rd  
Coorparoo Qld 4151  
PO Box 1677, Coorparoo DC Qld 4151

### ***Brisbane North***

Judy Beadle  
Phone: (07) 3855 1672  
Fax: (07) 3855 1673  
Everton Park SHS  
Stafford Road, Everton Park Qld 4053  
PO Box 642, Everton Park Qld 4053

### ***Brisbane East***

Elisabeth Case  
Phone: (07) 3349 5264  
Fax: (07) 3343 8878  
Mt Gravatt SHS  
Loreburn Street, Mt Gravatt Qld 4122  
PO Box 122, Mt Gravatt Qld 4122

### ***Brisbane South***

Sally Dwyer  
Phone: (07) 3808 9133  
Fax: (07) 3208 2633  
Springwood SHS  
Springwood Road, Qld 4127  
PO Box 2138, Logan City DC 4114

### ***Brisbane–Ipswich***

Andrew Sycz  
Phone: (07) 3202 3325  
Fax: (07) 3202 3347  
69 Blackstone Road, Eastern Heights Qld 4305  
PO Box 860, Booval Qld 4304

### ***Cairns***

Nadine Oosen  
Phone: (07) 4051 3248  
Fax: (07) 4051 3390  
Cairns SHS  
Sheridan Street, Cairns Qld 4870  
PO Box 5643, Cairns Qld 4870

### ***Gold Coast***

Sylvia Richardson  
Phone: (07) 5591 4255  
Fax: (07) 5591 4461  
1/8 Short Street, Southport Qld 4215  
PO Box 2005, Southport Qld 4215

### ***Mackay***

Sandra Cain  
Phone: (07) 4953 0977  
Fax: (07) 4953 0988  
Mercury House  
38 Wellington Street, Mackay Qld 4740  
PO Box 8163, Mt Pleasant Qld 4740

### ***Rockhampton***

Keren Chillingworth  
Phone: (07) 4927 7279  
Fax: (07) 4922 6574  
Room 8, North Street Annex  
Cnr North & West Streets, Rockhampton Qld 4700  
PO Box 919, Rockhampton Qld 4700

### ***Sunshine Coast***

Amanda Poeppmann  
Phone: (07) 5493 9452  
Fax: (07) 5493 9451  
Shop 3A  
710 Nicklin Way, Curramundi Qld 4551  
PO Box 44, Wurtulla Qld 4575

### ***Toowoomba***

Peter Wedgwood  
Phone (07) 4638 3699  
Fax: (07) 4638 5390,  
B Block, Toowoomba North SS  
Mort & Taylor Streets, Toowoomba Qld 4350

### ***Townsville***

Nola Popowycz  
Phone: (07) 4728 8485  
Fax: (07) 4728 8486  
F Block, Heatley Secondary College  
Hanlon Street, Heatley Qld 4814  
PO Box 207, Aitkenvale Qld 4814

### ***Wide Bay***

Diane Armstrong  
Phone: (07) 4123 1612  
Fax: (07) 4121 6811  
Maryborough City Campus of Wide Bay TAFE  
Block 2, Rooms 814–817, Sussex Street, Maryborough  
Qld 4650  
PO Box 452, Maryborough Qld 4650



# Reader evaluation of the QSA Annual Report 2008–09

Please take some time to answer the following questions, to help the QSA communicate effectively with you. To indicate your response, please circle the appropriate number for each question as follows:

0 = Unable to respond    1 = Very poor    2 = Poor    3 = Acceptable    4 = Very good    5 = Excellent

## Did the Annual Report achieve its communication objectives? (see page 2)

0    1    2    3    4    5

## What did you think of the content?

Value of information

0    1    2    3    4    5

Presentation

0    1    2    3    4    5

## Did the design of the report make it easy to read?

Layout of information

0    1    2    3    4    5

Type and colour

0    1    2    3    4    5

## Overall, how would you rate the report?

0    1    2    3    4    5

## What client group do you come from?

(Please tick appropriate box)

### School staff

State

Catholic

Independent

### Student

Secondary

Tertiary

Education authority

State

Catholic

Independent

### Parent

State

Catholic

Independent

### Tertiary institution

University

TAFE

Union

Employer

Queensland Government

## Other comments

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### Please return to:

Policy Coordination Unit  
 Queensland Studies Authority  
 Reply Paid 307, Spring Hill QLD 4004  
 Fax: (07) 3864 0318



# Abbreviations and acronyms

<b>ACACA</b>	Australasian Curriculum, Assessment and Certification Authorities
<b>ACARA</b>	Australian Curriculum, Assessment and Reporting Authority
<b>AISQ</b>	Association of Independent Schools of Queensland Inc., now known as Independent Schools Queensland
<b>AQF</b>	Australian Qualifications Framework
<b>AQTF</b>	Australian Quality Training Framework
<b>CCAFLL</b>	Collaborative Curriculum and Assessment Framework for Languages
<b>CIS</b>	Career Information Service
<b>CPSCE</b>	Certificate of Post-Compulsory School Education (renamed “Queensland Certificate of Individual Achievement” in 2008)
<b>DETA</b>	Department of Education, Training and the Arts, reorganised to DET in 2009
<b>DET</b>	Department of Education and Training
<b>ESL</b>	English is their Second Language
<b>EQ</b>	Education Queensland
<b>FP</b>	Field Position
<b>HPE</b>	Health and Physical Education
<b>IAEA</b>	International Association for Educational Assessment
<b>ICT</b>	Information and communications technology
<b>ISQ</b>	Independent Schools Queensland
<b>KLA</b>	key learning area
<b>NAPLAN</b>	National Assessment Program — Literacy and Numeracy
<b>NCB</b>	National Curriculum Board
<b>OP</b>	Overall Position
<b>QATESOL</b>	Queensland Association of Teachers of English to Speakers of Other Languages
<b>QCAR</b>	Queensland Curriculum, Assessment and Reporting (project/Framework)
<b>QCAT</b>	Queensland Comparable Assessment Task
<b>QCE</b>	Queensland Certificate of Education
<b>QCEC</b>	Queensland Catholic Education Commission
<b>QCIA</b>	Queensland Certificate of Individual Achievement (new name for CPCSE from 2008)
<b>QCS</b>	Queensland Core Skills (Test)
<b>QIEU</b>	Queensland Independent Education Union
<b>QPAC</b>	Queensland Performing Arts Centre
<b>QSA</b>	Queensland Studies Authority
<b>QTAC</b>	Queensland Tertiary Admissions Centre Ltd
<b>QTU</b>	Queensland Teachers’ Union
<b>RTO</b>	Registered Training Organisation
<b>SAI</b>	Subject Achievement Indicator
<b>SAS</b>	study area specification
<b>SET</b>	Senior Education and Training (Plan)
<b>SHS</b>	state high school
<b>SLIMS</b>	Senior Learning Information Management System
<b>TAFE</b>	Technical and Further Education
<b>TERC</b>	Training and Employment Recognition Council
<b>VER</b>	voluntary early retirement
<b>VET</b>	vocational education and training

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## **Queensland Studies Authority**

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QLD 4004 Australia

**T** +61 7 3864 0299

**F** +61 7 3221 2553

**[www.qsa.qld.edu.au](http://www.qsa.qld.edu.au)**

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