

PART 13

Department of Education and Training

Summary of departmental portfolio budgets

Page	Agency	2010-11 Budget \$'000	2010-11 Est. act. \$'000	2011-12 Estimate \$'000
3-56	Department of Education and Training - controlled	7,475,163	7,582,422	8,123,211
	Department of Education and Training - administered	2,624,611	2,657,450	2,438,103
3-87	Gold Coast Institute of TAFE	63,868	65,751	68,019
3-94	Queensland Studies Authority	42,174	44,749	44,975
3-101	Southbank Institute of Technology	127,190	95,438	108,822

Note:

1. Explanations of variances are provided in the financial statements

DEPARTMENTAL OVERVIEW

MINISTERIAL RESPONSIBILITY

The Minister for Education and Industrial Relations and the Minister for Employment, Skills and Mining are responsible for the Department of Education and Training and a number of statutory authorities including Queensland Studies Authority, Southbank Institute of Technology and the Gold Coast Institute of TAFE.

STRATEGIC ISSUES

The department supports the delivery of quality education and training across the continuum of learning, through early childhood education and care, schooling, training and higher education. The department leads the *Towards Q2: Tomorrow's Queensland* Smart ambition - *delivering world class education and training* and is working towards delivering the 2020 targets:

- *all children will have access to a quality early childhood education so they are ready for school*
- *three out of four Queenslanders will hold trade, training or tertiary qualifications.*

The department pursues three strategic objectives for Queensland to deliver the Smart ambition:

- Queensland children will have access to quality early childhood education and care
- every young Queenslander will be prepared with the educational foundations to support successful transitions to further education, training and work
- Queenslanders will be skilled to maximise their opportunities and productively contribute to Queensland's economy.

The Queensland Government is committed to giving all Queenslanders access to the best possible education, regardless of where they live.

To support this, the Government will introduce the *Flying Start* suite of initiatives to address three key educational priorities:

- getting ready for school
- getting ready for secondary
- boosting the performance for all schools.

Parents and carers have a key role in developing early literacy to help children get ready for school. The department will continue to promote the role of parents through providing training and resources, including extending the Queensland Ready Readers program.

The most significant educational reform will be the transition of Year 7 to secondary schooling from 2015. This will enhance the educational opportunities for Queensland students under the Australian Curriculum including access to specialist teachers and facilities which will position Year 7 students to maximise their academic potential and support their developmental needs.

The Government will create a single independent education standards authority in Queensland, which will bring together and expand the functions of the Queensland Studies Authority and the Non-State Schools Accreditation Board to develop shared high standards for all Queensland schools.

The Queensland Government is committed to ensuring access to quality trade, training and tertiary education so that Queenslanders have opportunities to gain post-secondary qualifications that provide them with the skills needed to help drive the Queensland economy. The Queensland Government has established Skills Queensland to provide industry leadership of the skills system and drive the State's response to workforce development needs.

In addition, the department will:

- continue to implement the Government's commitment to universal access to early childhood education
- work with the Queensland Studies Authority and the schooling sectors to progressively implement the Australian Curriculum
- focus on improving attendance, retention and attainment outcomes of Aboriginal and Torres Strait Islander students through the continued implementation of the department's *Closing the Gap Education Strategy*
- continue to assist with rebuilding Queensland after the natural disasters through reconstruction of school and training infrastructure, financially assisting early childhood education and care services and supporting Queensland industries, businesses, apprentices and trainees to continue to increase their skills through the Queensland Natural Disasters Jobs and Skills package and other training initiatives
- work with the Australian Government through partnerships in the areas of early childhood development and early childhood education and care, Indigenous participation, improving teacher quality, literacy and numeracy, better outcomes for schools in low socio-economic communities, school infrastructure, digital education, improving youth attainment and transitions, skills and workforce development as well as supporting reforms in the tertiary education sector.

2011-12 HIGHLIGHTS

In 2011-12 the department will invest \$8.799 billion in recurrent funding and \$578.6 million in infrastructure.

School Education

The department will invest \$7.154 billion in recurrent funding to deliver education in Queensland state schools and support school education in Queensland non-state schools to prepare young people for successful transitions to further education, training and work.

The Government will provide additional capital funding for state schools totalling \$328.2 million over four years from 2011-12 to implement the Flying Start suite of initiatives which introduces Year 7 as the first year of secondary school commencing from 2015.

The Government is providing additional funding of \$293.8 million over five years to implement the Flying Start suite of initiatives, including funding of \$81 million in the form of capital assistance to the non-state sector. Initiatives include supporting the role of parents and carers in developing early literacy, introducing Year 7 as the first year of secondary schooling and establishing a single independent education standards authority for all Queensland schools.

Highlights in 2011-12 include:

- \$9.6 million to progress the implementation of the *Flying Start* suite of initiatives including:
 - commencing preparations in state schools from 2012 in readiness for introducing Year 7 as the first year of secondary from 2015;
 - supporting teachers including professional development and scholarships;
 - promoting the role of parents and carers in developing early literacy;
 - recruiting and training up to 3,000 volunteers to become Queensland Ready Readers to assist young readers in classrooms across the State to build their confidence in, and enjoyment of, reading; and
 - support the non-government school sectors in the lead up to 2015.
- up to 300 full-time equivalent (FTE) additional teachers and teacher aides to meet enrolment growth and to support students with special needs in Queensland state schools
- \$24.5 million for an additional 5,000 teacher aide hours per week (totalling an additional 15,000 hours since 2008-09) to complete the Government's \$43 million three-year commitment to allocate an additional 15,000 hours of teacher aide time each week to support primary students from Prep to Year 7
- progressively implementing the Australian Curriculum in English, maths and science from 2012 including the development of curriculum plans and resources and professional development to teachers across the State
- funding of \$3 million to complete the \$12 million commitment to finalise the implementation of the Queensland Curriculum Assessment and Reporting Framework
- \$57.5 million as part of the Australian Government's contribution to state schools involved in the Low Socio-economic Status School Communities National Partnership to continue implementation of targeted strategies to improve student learning outcomes
- \$6.3 million for literacy and numeracy projects over three years under the Australian Government's Closing the Gap (expansion of intensive literacy and numeracy) initiative to improve the literacy and numeracy outcomes of Aboriginal and Torres Strait Islander students in identified state schools
- continuing to support the Cape York Aboriginal Australian Academy which aims to improve learning outcomes for Indigenous students and support the identity of Indigenous children in the Cape York region
- continuing to implement the Embedding Aboriginal and Torres Strait Islander Perspectives in Schools initiative to strengthen partnerships between schools and local Indigenous communities, support inclusive education and improve the educational outcomes of Aboriginal and Torres Strait Islander students
- providing case management support to assist all Aboriginal and Torres Strait Islander Year 12 students, in all sectors, to successfully transition from schooling to further education, training and/or employment
- implementing the Working Together Against Bullying resources and strategies in collaboration with all education sectors including state wide seminars on anti-bullying and the rollout of the eSmart Schools Cybersafety Framework in state schools
- \$8.1 million as part of the Australian Government's contribution to implement a range of targeted strategies aimed at improving student attainment and transitions
- investing over \$100 million in the Smart Classrooms initiatives to improve student, teacher and parent access to digital learning materials
- providing more than 64,000 additional computers under the Australian Government's Digital Education Revolution to improve access to Information and Communication Technology for Queensland state school students in Years 9 to 12

- \$20 million under the Computers for Teachers program to continue the provision of classroom computers, access to digital learning environments and a comprehensive range of digital tools and resources along with associated professional development to every permanent state school and TAFE institute teacher working two days or more a week
- implementing reforms to teacher pre-service preparation arising from the Review of Teacher Education and School Induction
- \$1.8 million to expand the Stephanie Alexander Kitchen Gardens program to a further 25 Queensland primary schools, doubling the number of schools running the program in Queensland
- \$26.2 million to complete the rollout of the \$72.3 million, three year, Literacy and Numeracy Action Plan including:
 - between 10 and 20 hours of additional intensive teaching each year for Year 3 and 5 students not meeting national minimum standards in literacy and numeracy;
 - 91 FTE literacy and numeracy coaches in 175 schools as part of the Literacy and Numeracy National Partnership;
 - the continuation of Summer Schools to assist Year 5 to 7 students who require additional literacy and numeracy support; and
 - ongoing professional development for teachers to increase their skills and knowledge to assist students requiring additional support.
- \$18.6 million to complete the \$43.5 million three year Science Spark program including:
 - 15 Regional Science Managers to provide professional development in primary schools to support the teaching of science;
 - 100 Primary Science Facilitators to improve teaching of science in Years 4 to 7; and
 - expansion of the number of Earth Smart Science schools to 1000.

School Education Infrastructure

Significant investment in infrastructure during 2011-12 includes:

- investing \$7.5 million, as part of the *Flying Start* suite of initiatives, to prepare for the introduction of Year 7 as the first year of secondary school from 2015 by building, refurbishing and reconfiguring state school classrooms and flexible learning areas, and providing teacher housing to address local needs
- \$132.8 million to construct a new school at Mango Hill, continue the relocation of Mer Campus of Tagai State College, undertake staged work at four schools, buy land and provide additional classrooms in growth areas throughout the State
- continuing the South East Queensland (SEQ) Schools Public Private Partnership (PPP) project to build, operate and maintain seven new state schools in high growth areas within South East Queensland to deliver:
 - stage one of a new primary school located at Bundilla on the Sunshine Coast and a new high school at Murrumba Downs for the start of school in 2012; and
 - stage two at Bayview State School at Thornlands South and Peregrine Springs State School on the Sunshine Coast for the start of school in 2012.
- \$134.8 million for school maintenance including a special allocation of \$50 million to address maintenance priorities
- \$61.9 million to replace and enhance facilities at existing schools including planning towards the mitigation against natural disasters at schools heavily impacted across Queensland
- \$17.9 million to acquire new employee housing and to refurbish and maintain existing housing assets

- \$24.9 million to continue the Science and Language Centres and Primary Schools for the 21st Century components to complete the Australian Government's Building the Education Revolution initiative
- allocating \$40.1 million of Australian Government funding to upgrade or build new training facilities for schools under the Trade Training Centres in Schools Program in Queensland.

Tertiary Education – Vocational Education and Training (VET) and Higher Education

In 2011-12, the department will invest over \$1.408 billion in recurrent funding in the vocational education and training sector and to support higher education. This includes national partnerships with the Australian Government, training and skilling initiatives, Skills Queensland and continued funding for apprenticeships and traineeships, the network of TAFE institutes and private registered training organisations.

Highlights in 2011-12 include:

- funding of \$133.7 million as part of the Australian Government's contribution under the National Partnership Agreement on Productivity Places Program to provide a major boost to skilling
- working with Skills Queensland to drive skills investment and reform to strengthen partnerships with industry and to align funding programs with skills and jobs priorities
- continuing the reform of the Queensland TAFE system to increase flexibility and responsiveness to meet the needs of industry and the community
- further developing the skills of teachers in innovative teaching, learning and assessment across the VET sector
- delivering State-wide training and career information services, including recognition of prior learning and career pathways, through Skilling Solutions Queensland and the Apprenticeships Info line
- contributing \$9 million towards the Government's Green Army initiative for training projects that have significant environmental and community benefit.

VET Infrastructure

Significant investment in infrastructure during 2011-12 includes:

- \$34.9 million to continue the development of the SkillsTech Australia major trade and technical skills campus at Acacia Ridge
- \$17.1 million to continue the development of a major trade and technical skills campus at Mackay
- \$8.9 million to continue the redevelopment of the Cairns campus of the Tropical North Queensland Institute of TAFE
- \$8.7 million to continue the redevelopment of the Nambour Campus of the Sunshine Coast Institute of TAFE
- \$4.6 million to continue to redevelop the Bundamba Campus of The Bremer Institute of TAFE
- \$5 million to commence redevelopment of the Pimlico Campus of the Barrier Reef Institute of TAFE
- \$1.4 million to continue the redevelopment of the Mount Gravatt Campus of the Metropolitan South Institute of TAFE.

Early Childhood Education and Care (ECEC)

The department will invest over \$237 million in recurrent funding for 2011-12 to support high quality, integrated early childhood services for all Queensland children.

Highlights in 2011-12 include:

- investing \$91 million to support delivery of kindergarten programs in new and existing kindergarten services, as well as kindergarten programs in long day care services
- continuing to build the quality of Queensland early childhood education and care services through the implementation of the National Quality Framework from 1 January 2012 for approximately 2,700 Queensland services
- expanding investment to \$4 million over four years for scholarship schemes to support eligible early childhood education and care educators upgrade their qualifications for teacher registration in Queensland
- improving access to early childhood development services for Aboriginal and Torres Strait Island families in Cairns, Doomadgee, Ipswich, Logan, Mackay, Mareeba, Mornington Island, Mount Isa, Palm Island and Rockhampton, a joint initiative with the Australian Government
- continuing to support the delivery of integrated quality early childhood services, and their satellite services, for Queensland families in Early Years Centres in Browns Plains, Caboolture, Cairns and North Gold Coast.

Early Childhood Infrastructure

Significant investment in infrastructure during 2011-12 includes:

- investing \$75 million to establish kindergarten services on state school sites, as part of a \$321 million commitment to provide up to 240 extra kindergarten services by 2014
- fast-tracking 40 kindergarten services, originally scheduled for 2013 and 2014, as part of a program to construct 85 new services by the end of 2012
- providing a solar panel system to all new kindergartens and eligible existing kindergartens by 2014 under the second year of the \$5.8 million four year program
- extending the capacity of integrated early childhood services for families with children from birth to eight years, by investing \$3.1 million as part of the \$32 million commitment to establish four Early Years Centres and satellite services in Cairns, Acacia Ridge, Beaudesert and Woodford
- investing \$24.3 million as part of a \$75 million commitment to establish 10 children and family centres to cater for the needs of Indigenous children from birth to eight years at locations including Doomadgee, Mareeba and Mornington Island by 2012, as part of a joint initiative with the Australian Government
- finalising construction of early learning and care centres at Cairns and Gladstone in partnership with the Australian Government
- finalising the commitment to expand child care services in the Bowen Basin mining communities of Dysart, Moura, Blackwater and Middledmount.

RECENT ACHIEVEMENTS

School Education

In 2010-11, the department provided services to 312,760 students in state primary schools, 172,960 students in state secondary schools and 3,470 students in state special schools.

Key initiatives included:

- consulting on the discussion paper *A Flying Start for Queensland Children* and establishing a panel of experts to guide future directions for schools in Queensland
- employing an additional 347 full-time equivalent (FTE) teachers and teacher aides to meet enrolment growth and to support students with special needs in Queensland state schools
- providing an additional 5,000 teacher aide hours per week at a cost of \$14.1 million as part of the Government's \$43 million three-year commitment to allocate an additional 15,000 hours of teacher aide time each week to support primary students from Prep to Year 7
- embedding into ongoing funding models for schools an additional \$10,000 in grant funding for each school with an extra \$3,000 per school for schools in disadvantaged areas
- continuing to implement the Government's response to the Masters Review
- launching the Queensland Education Leadership Institute (QELI) to drive professional development and mentoring for principals and teachers
- opening five new Teacher Education Centres of Excellence based at Kelvin Grove State College, Morayfield East State School, Aspley Special School, Benowa State Primary and High Schools and William Ross State High School
- continuing the implementation of the Queensland Curriculum Assessment and Reporting Framework and commenced preparation for the implementation of the Australian Curriculum from 2012
- funding of \$34.6 million as part of the Australian Government's contribution to state schools involved in the Low Socio-economic Status School Communities National Partnership to continue implementation of targeted strategies to improve student learning outcomes. This included providing ongoing support for 10 Turnaround Teams to work with school leaders and staff to help lift student performance in over 100 state schools
- implementing the Working Together Against Bullying suite of resources for schools and parents and holding 30 seminars in 10 locations across the State with workshops for school leaders, staff and parents from State, Catholic and Independents schools
- continuing the Every Child Counts program with disadvantaged students in 12 Logan schools, increasing attendance and student outcomes, and the Edmund Rice Bridge Program to provide innovative models of support and early intervention for young people at risk of disengaging from education
- investing \$9.8 million to complete the \$30 million four-year commitment to implement Australian Sign Language (Auslan) as the language of instruction for deaf/hearing impaired students using signed communication
- providing \$2.5 million to complete the \$10 million four-year commitment for the Indigenous Education Support Structures pilot operating across five clusters of state schools and a number of non-state schools to improve the attendance, achievement and school completion of Indigenous students
- continuing the implementation of the Smart Classrooms initiatives and Computers for Teachers program to improve student, teacher and parent access to digital learning materials
- investing over \$64.8 million in more than 19,800 computers and infrastructure for Queensland state school students in Years 9 to 12, under the Australian Government's Digital Education Revolution
- Implemented the Let's Stay Put mobility program through funding received from the Australian Government to assist schools to implement solution focussed strategies that

respond to, and support the educational and social inclusion of mobile Indigenous students.

- providing over \$23.8 million in Closing the Gap Indigenous Education Grants to support the implementation of the Closing the Gap Education Strategy and improve attainment, attendance and retention outcomes of Aboriginal and Torres Strait Islander students.
- investing more than \$1.6 million to expand and develop the Indigenous Transition Support Service and continuing the Indigenous Lighthouse Grants programs
- continuing to support state schools to develop strategies to incorporate Aboriginal and Torres Strait Islander perspectives on all aspects of the schooling practice and process through implementation of the Embedding Aboriginal and Torres Strait Islander Perspectives in Schools (EATSIPS) initiative
- commencing the implementation of the Learn, Earn, Legend! Year 12 Destinations initiative in partnership with the Australian Government to assist all Indigenous Year 12 students, in all sectors, to successfully transition from schooling to further education, training and/or meaningful employment
- continuing to work with young people who are at risk of disengaging or already disengaged from education, training or employment including providing support through Youth Support Coordinators.
- trialling by the Queensland College of Teachers, new literacy, numeracy and science tests for pre-service primary school teachers
- implementing the Literacy and Numeracy Action Plan where the department has funded 91 FTE coaches, established 72 Summer Schools sites to improve outcomes for students in Years 5 to 7 requiring additional literacy and numeracy support and provided between 10 and 20 hours of intensive teaching for students not meeting national standards in literacy and numeracy
- continuing the implementation of the Literacy – the Key to Learning: Framework for Action in state schools through the provision of \$8 million to provide access to professional development for Prep to Year 9 teachers and early years teacher aides.
- training and deploying up to 3,000 Queensland Ready Readers to be placed in schools to build young readers confidence in, and enjoyment of, reading
- funding 15 Regional Science Managers and 100 FTE Primary Science Facilitators as part of the Science Spark program
- increasing the number of Earth Smart Science Schools from 307 to more than 620, providing professional development for staff to monitor and reduce each school's ecological footprint
- supporting the Science, Technology, Engineering and Mathematics (STEM) working group under the Higher Education Forum to investigate how the higher education sector can contribute to the improvement of STEM education through the selection and training of prospective teachers and the ongoing professional development of existing teachers.

School Education Infrastructure

Significant investment in infrastructure during 2010-11 included:

- investing \$211.8 million to complete the State Schools of Tomorrow Program, to deliver new and renewed facilities
- funding of \$44.9 million to open new primary and high schools at Springfield Central
- relocating Federal State School, acquiring land, undertaking staged work at two schools and providing additional classrooms in growth areas throughout the State
- opening Coomera Rivers State School at East Coomera, Augusta State School at Augustine Heights and WoodLinks State School at Collingwood Park as part of the South East Queensland Schools \$1.1 billion Public Private Partnership project

- investing \$101 million in school maintenance including \$21.5 million towards the removal of asbestos from Queensland state schools
- investing \$97.7 million to replace and enhance facilities at existing schools including schools damaged by natural disasters
- investing \$6.1 million to continue the solar and energy efficiency program in schools
- investing \$10.8 million to acquire new employee housing and refurbish existing housing assets
- allocating \$12.5 million, including the prioritisation of \$5 million from the State Schools of Tomorrow program, for maintenance of employee housing
- investing \$841.5 million to deliver projects, as part of the National School Pride, Science and Language Centres, and Primary Schools for the 21st Century components of the Australian Government's Building the Education Revolution initiative
- allocating \$44.6 million of Australian Government funding to upgrade or build new training facilities for schools under the Trade Training Centres in Schools Program in Queensland
- providing \$50 million to assist non-state schools that cater for disengaged young people to build new schools or to upgrade or extend existing school facilities.

Tertiary Education - VET and Higher Education

In 2010-11, over 285,000 students were enrolled in vocational education and training and over 60,000 students will have completed qualifications at the highly valued levels of Certificate III and above through the TAFE and statutory TAFE institute network and government funded training at private registered training organisations.

Key initiatives included:

- establishing Skills Queensland to provide industry with leadership for skills and workforce development
- working with Skills Queensland and the Department of Employment, Economic Development and Innovation to implement the Queensland Natural Disasters Jobs and Skills Package to provide training opportunities to flood and cyclone affected Queenslanders
- delivering career information and training referral services to over 30,000 Queenslanders through Skilling Solutions Queensland, with over 11,000 being referred for recognition of prior learning
- funding of \$4.8 million to formally recognise the skills and experience of individuals in trades and other occupations through recognition of prior learning
- contributing \$9 million to the Government's Green Army initiative for training projects that have significant environmental and community benefit
- providing over 2,400 individuals with a tailored Skilling Solutions Queensland service for the construction industry, in partnership with Construction Skills Queensland and the Energy Industry that focuses on 'green' qualifications
- working with Skills Queensland to achieve more than 1,180 enrolments under the four year Green Building Skills Fund to assist building and construction industry participants to gain a better understanding of green building practices
- achieving more than 1,900 enrolments under the Pre-apprenticeship Skilling Pathway implemented to assist prospective apprentices with employment opportunities
- investing in targeted professional development to ensure VET teachers have the skills to deliver innovative teaching, learning and assessment across the Queensland VET sector
- working with the Australian Government to create additional training places under the National Partnership Agreement on Productivity Places Program

- enabling Queensland to have a high participation in VET in Schools programs with over 50% of national School-Based Apprentice and Trainee (SATs) commencements
- working with Skills Queensland to support a range of industry engagement models that promote industry leadership of skills formation and workforce development
- leading the development of workforce development strategies in Gladstone and the Surat Basin that respond to major resource and infrastructure projects underway to maximise opportunities for Queensland workers
- launching the Gladstone Workforce Skilling Strategy a joint project of the Australian and Queensland Governments and Energy Skills Queensland, to assist unemployed people to obtain jobs in the Coal Seam Gas/Liquefied Natural Gas (CSG-LNG) industry
- working with Skills Queensland and the CSG-LNG industry to implement the Industry Training Program with a total commitment of \$5 million to be matched by industry
- continuing to tailor specific support to meet the training and education needs of Aboriginal and Torres Strait Islander Queenslanders through:
 - completing the four-year Training Initiatives for Indigenous Adults in Regional and Remote Communities Program, a joint dollar-for-dollar State-Australian Government initiative;
 - identifying Aspirations to Employment for Aboriginal and Torres Strait Islander people through models for education, training and employment pathways to progress the Aboriginal & Torres Strait Islander Health Clinical Task Group agenda; and
 - launching an Indigenous Higher Education Action Plan.
- working with universities to innovatively collaborate with schools to raise young people's aspirations for tertiary education using uniform materials and processes.

VET Infrastructure

Significant investment in infrastructure during 2010-11 included:

- \$37.4 million for the continued development of the SkillsTech Australia major trade and technical skills campus at Acacia Ridge
- \$16.7 million to continue the redevelopment of the Cairns Campus of the Tropical North Queensland Institute of TAFE
- \$13.6 million to complete the \$26.9 million Coomera Education precinct of the Gold Coast Institute of TAFE
- \$10.5 million, funded jointly by the Queensland and Australian Governments and Ports North, to complete the Great Barrier Reef International Marine College in Cairns
- \$4.3 million to continue the refurbishment of The Bremer Institute of TAFE at the Bundamba campus as part of the State and Australian Governments' commitment to modernise TAFE campuses across the State.

Early Childhood Education and Care (ECEC)

In 2010-11, key initiatives included:

- providing \$55.5 million to support the delivery of kindergarten programs in community kindergarten services, kindergarten services operated by non-state schools and long day care services. Of this, \$11.2 million was allocated to fund more than 340 long day care services to deliver a kindergarten program to up to 9,700 four year olds
- delivering pre-prep early learning programs across 35 Indigenous communities
- releasing the Queensland Kindergarten Learning Guideline developed by the Queensland Studies Authority, providing clear expectations for the delivery of approved kindergarten programs across the State
- offering 108 scholarships to eligible early childhood education and care educators to upgrade their qualifications for teacher registration in Queensland

- developing an Early Childhood Education and Care Workforce Action Plan 2010-13 and investing \$1.4 million to support strategies to increase the professional standing of the sector and the supply of qualified educators
- consulting the community on the draft National Quality Framework National Regulations, including 19 public forums across Queensland, in partnership with the Australian Government
- trialling the new National Quality Framework assessment and ratings process against new national standards in preparation for commencement on 1 January 2012
- promoting the benefits of participation in kindergarten programs and encouraging parents to enrol their children in an approved kindergarten program through a state-wide awareness campaign
- investing \$8.1 million to provide integrated early childhood services to Queensland families with children from birth to eight years through existing Early Years Centres and a new centre in Cairns
- amending the *Child Care Regulation 2003* to allow services in disaster affected areas to apply for a refund or waiver of certain licensing fees.

Early Childhood Infrastructure

Significant investment in infrastructure during 2010-11 included:

- \$20 million for extra kindergarten services on state school sites at Beachmere, Beaconsfield, Carina, Crestmead, Deception Bay, Fairview Heights, Flagstone, Gaven, Sunset (Mt Isa), Mudgeeraba, Oonoonba, Rochedale South, Seaforth, Slade Point, Tin Can Bay and Woodford
- commencing the program to provide a solar panel system to all new kindergartens and eligible existing kindergartens by 2014
- funding of \$26 million, including \$1.8 million from the Australian Government, to Queensland Catholic Education Commission and Independent Schools Queensland to establish 28 extra kindergarten services on non-state school sites across the state by 2013
- \$2.4 million in construction and refurbishment of Early Years Centres facilities at Browns Plains and Caboolture
- funding support to establish a new kindergarten service at Oakleigh State School and refurbish an existing community kindergarten service at The Gap
- expanded child care capacity at Blackwater and Moranbah as part of the Government's Sustainable Mining Communities initiative.

DEPARTMENTAL SERVICES

Our service areas are:

Early Childhood Education and Care

Providing children with access to quality early childhood education and care through establishing and funding kindergarten and integrated early years services as well as a range of parent and family support programs, and regulating, approving and quality assessing early childhood services.

School Education

Delivering Preparatory to Year 12 in Queensland state schools to prepare young people for successful transitions into further education, training and/or work and administering funding for Queensland non-state schools.

Tertiary Education – VET and Higher Education

Supporting the skilling needs of Queensland through the funding, delivery and quality assurance of vocational education and training and providing support to higher education providers.

STAFFING¹

Service areas	Notes	2010-11 Budget	2010-11 Est. actual	2011-12 Estimate
Early Childhood Education and Care	2	206	219	232
School Education	3	57,840	58,711	59,188
Tertiary Education – VET and Higher Education	4,5	7,156	6,942	7,001
Total		65,202	65,872	66,421

Notes:

1. Full-time equivalents (FTEs) as at 30 June.
2. FTE for Early Childhood Education and Care include DET employees in central office and regional locations.
3. FTEs for School Education include all program funded, Australian Government funded, school funded employees and long service leave numbers.
4. FTEs for Tertiary Education – VET and Higher Education include FTEs for the TAFE statutory authorities. Some Central Office Units and teams previously identified with this Service Area have moved into general areas of the DET structure during 2010-11 and are now included in the School Education Service area.
5. FTEs include employees utilised by the Gold Coast Institute of TAFE and Southbank Institute of Technology.

2011-12 SERVICE SUMMARY¹

Service areas	Total cost \$'000	Sources of revenue			
		State Contribution \$'000	User charges \$'000	C'wealth revenue \$'000	Other revenue \$'000
Early Childhood Education and Care	237,685	134,000	..	102,832	853
School Education ²	6,487,248	5,206,716	43,214	948,286	289,032
Tertiary Education – VET and Higher Education	1,398,278	726,275	142,964	396,520	132,519
Total	8,123,211	6,066,991	186,178	1,447,638	422,404

Notes:

1. Explanations of variances are provided in the financial statements.
2. School Education also includes the Office of Non-State Schooling.

ADMINISTERED ITEMS

The department maintains a strong and active relationship with the portfolio's statutory authorities, government-supported entities and community organisations to deliver education and training programs that support whole-of-Government priorities and build effective working relationships.

DESCRIPTION

The Queensland Government provides financial assistance to non-state schools for both capital and recurrent purposes. In 2011-12 a total of \$574.5 million in State-funded recurrent and capital grants will be directed to non-state schools. The department also administers Australian Government funds received for non-state schools in Queensland.

Programs administered in 2011-12 also include:

- \$0.34 million in financial support to student hostels
- \$3.6 million to community organisations for the provision of specialist support for students with special needs. Funding agreements exist with non-government organisations including:
 - Autism Queensland;
 - Centre Education program;
 - Childhood Language and Related Disorders;
 - Hear and Say;
 - Noah's Ark Resource Centre;
 - Royal Queensland Bush Children's Health Scheme;
 - Down Syndrome Association of Queensland;
 - Specific Education Learning Disabilities (SPELD); and
 - Spina Bifida Hydrocephalus Queensland.

Recurrent funding of \$9.9 million will be provided to Skills Queensland which was established to provide industry with leadership for skills and workforce development.

Financial statements in relation to Administered Items on behalf of the whole-of-Government appear in the financial statements section.

ADMINISTERED ITEMS STATEMENT

Department of Education and Training	Notes	2010-11 Budget \$'000	2010-11 Est. Act. \$'000	2011-12 Estimate \$'000
STATE FUNDING				
Assistance to non-state sector				
Assistance to non-state schools				
Recurrent funding for non-state schools				
General recurrent grants	4,12	467,114	467,114	516,597
Grammar school endowments		164	164	164
School Transport		4,696	4,728	4,870
Total recurrent funding for non-state schools		471,974	472,006	521,631
Capital assistance for non-state schools				
Capital assistance	5,13	95,982	95,982	47,487
External Infrastructure		5,393	5,393	5,393
Total capital assistance for non-state schools		101,375	101,375	52,880
Total assistance for non-state schools		573,349	573,381	574,511
Assistance to other non-state sector				
Community kindergarten assistance scheme				
Recurrent	1,6	43,704	..	..
Capital		189	..	..
Total Community kindergarten assistance scheme		43,893	..	..
Student Hostels				
Recurrent		254	230	238
Capital		100	100	100
Total Student Hostels		354	330	338
Living away from home allowances	7,14	6,652	6,271	6,492
Textbook and resource allowances		16,540	16,521	17,586
Weekend and vacation travel		44	44	44
Community Organisations		3,434	3,457	3,561
Non-state Accreditation Board		54	54	54
Total Assistance to other non-state sector		70,971	26,677	28,075
Total Assistance to non-state sector		644,320	600,058	602,586
Other				
Textbook and resource allowance - state	8,15	27,497	27,798	28,496
Queensland Studies Authority	9,16	32,413	32,413	33,437
Skills Queensland	2,10,17	..	4,783	9,942
Other		100	100	1,772
TOTAL STATE FUNDING		704,330	665,152	676,233

Department of Education and Training	Notes	2010-11 Budget \$'000	2010-11 Est. Act. \$'000	2011-12 Estimate \$'000
AUSTRALIAN GOVERNMENT ASSISTANCE TO NON-STATE EDUCATION	3,11,18	1,920,281	1,992,298	1,761,870
TOTAL ADMINISTERED ITEMS		2,624,611	2,657,450	2,438,103

Notes:

Major variations between 2010-11 Budget and 2010-11 Estimated Actual include:

1. Decrease due to the transfer of the Community Kindergarten Assistance Scheme to controlled funding from July 2010 under the combined State and Australian Government funding of kindergartens under the Universal Access program.
2. Part year funding in relation to the establishment of the new Skills Queensland statutory authority as from January 2011.
3. Increase due to Australian Government funding for non-government schools.

Major variations between 2010-11 Budget and 2011-12 Estimate include:

4. Increase due to the flow on impact of increased expenditure for state schools.
5. Decrease due to the impact of a one-off State capital contribution in 2010-11 for new schools or for the extension of existing facilities to cater specifically for disengaged young people.
6. Decrease due to the transfer of the Community Kindergarten Assistance Scheme to controlled funding from July 2010 under the combined State and Australian Government funding of kindergartens under the Universal Access program.
7. Increase due to the net impacts of student enrolment movement and CPI indexation.
8. Increase due to the net impacts of student enrolment movement and CPI indexation.
9. Increase due to the provision of enterprise bargaining outcomes.
10. Full year funding in relation to the establishment of the new Skills Queensland statutory authority from January 2011.
11. Decrease due to Australian Government funding for non-government schools including the winding down of the non-state element of the Building the Education Revolution program, offset by an increase in specific purpose funding.

Major variations between 2010-11 Estimated Actual and 2011-12 Estimate include:

12. Increase due to the flow on impact of increased expenditure for state schools.
13. Decrease due to the impact of a one-off State capital contribution in 2010-11 for new schools or for the extension of existing facilities to cater specifically for disengaged young people.
14. Increase due to the net impacts of student enrolment movement and CPI indexation.
15. Increase due to the net impacts of student enrolment movement and CPI indexation.
16. Increase due to the provision of enterprise bargaining outcomes.
17. Impact of full year funding for the establishment of the new Skills Queensland statutory authority from January 2011.
18. Decrease due to Australian Government funding for non-government schools including the winding down of the non-state element of the Building the Education Revolution program, offset by an increase in specific purpose funding.

DEPARTMENTAL STATEMENTS

PERFORMANCE STATEMENT

	Notes	2010-11 Target/est.	2010-11 Est. actual	2011-12 Target/est.
Service Area: Early Childhood Education and Care - Service standards				
Proportion of Queensland children enrolled in a quality kindergarten program	1,2,3	36%	40%	65%
Other measures				
<i>Access</i>				
Proportion of enrolments in a quality kindergarten program:	3,4			
• Indigenous children	5	33%	35%	47%
• Children in disadvantaged communities	6,7	55%	38%	65%
<i>Regulation</i>				
Proportion of complaints relating to serious safety breaches in licensed child care services that are responded to within two working days		100%	100%	100%
State contribution (\$000)		82,922	106,118	134,000
Other revenue (\$000)		35,959	35,752	103,685
Total cost (\$000)		118,881	141,870	237,685
Service Area: School Education - Service standards				
<i>Literacy and numeracy outcomes</i>				
Year 3 Test – Proportion of students at or above the National Minimum Standard:	8, 9,10			
All students:				
• Reading		92%	89.3%	92%
• Writing		93%	89.5%	93%
• Numeracy		92%	91.3%	94%
Indigenous students:	5	79%	77.8%	81%
• Reading		76%	75.4%	78%
• Writing		73%	79.5%	83%
• Numeracy				
Year 5 Test – Proportion of students at or above the National Minimum Standard:	8, 9,10			
All students:				
• Reading		88%	82.7%	88%
• Writing		90%	86.8%	90%
• Numeracy		93%	90.0%	93%
Indigenous students:	5	66%	62.1%	66%
• Reading		70%	68.9%	72%
• Writing		78%	72.4%	78%
• Numeracy				

	Notes	2010-11 Target/est.	2010-11 Est. actual	2011-12 Target/est.
Year 7 Test – Proportion of students at or above the National Minimum Standard:	8, 9,10			
All students:				
• Reading		93%	91.7%	94%
• Writing		91%	89.6%	92%
• Numeracy		95%	94.0%	95%
Indigenous students:	5			
• Reading		76%	77.3%	80%
• Writing		72%	75.1%	78%
• Numeracy		85%	82.4%	85%
Year 9 Test – Proportion of students at or above the National Minimum Standard:	8, 9,10			
All students:				
• Reading		90%	84.7%	90%
• Writing		84%	83.3%	86%
• Numeracy		94%	90.2%	94%
Indigenous students:	5			
• Reading		72%	64.5%	72%
• Writing		63%	66.0%	69%
• Numeracy		82%	74.2%	82%
<i>Attainment outcomes</i>				
Proportion of Year 12 students awarded a QCE	11	71%	75.4%	76%
Proportion of Year 12 students who are completing or have completed a SAT or were awarded one or more of: QCE, IBD or VET qualification	11	90%	91.8%	92%
Proportion of OP/IBD students who received an OP 1 to 15 or an IBD	12	68%	69.0%	70%
Number of students awarded a Queensland Certificate of Individual Achievement (QCIA)		500	481	500
Number of students with disabilities who have completed 12 years of schooling		980	1049	1180
<i>Post schooling destinations</i>				
Proportion of students who, six months after completing Year 12, are participating in education, training or employment	12	88%	85.2%	88%
<i>Cost and satisfaction</i>				
Average cost of service per student				
• Primary (Prep -Year 7)		\$10,144	\$10,476	\$10,957
• Secondary (Year 8- Year 12)		\$12,205	\$12,551	\$13,399
• Students with Disabilities		\$26,031	\$26,881	\$27,631

	Notes	2010-11 Target/est.	2010-11 Est. actual	2011-12 Target/est.
Proportion of parents satisfied with their child's school	13	84%	83.5%	84%
State contribution (\$000)		4,819,943	4,924,720	5,206,716
Other revenue (\$000)		1,142,585	1,192,744	1,280,532
Total cost (\$000)		5,962,528	6,117,464	6,487,248

Service Area: Tertiary Education (VET and Higher Education) - Service standards

VET outcomes

Proportion of all attempted competencies successfully completed 87% 89% 89%

Proportion of Queenslanders aged 25-64 who hold a Certificate III or higher tertiary qualification 1,14 New measure 54.1% 55%

Proportion of graduates in employment or further study 14 New measure 85% 87%

Cost and satisfaction

Proportion of graduates satisfied with the overall quality of their training 14 89% 89% 89%

Proportion of employers satisfied with graduates of: 15

- nationally accredited training 83% 83% 83%
- apprenticeships and traineeships 84% 84% 84%

Average cost per competency successfully completed 17 \$720 \$683 \$711

Other measures

VET engagement

Number of 15-19 year olds enrolled in VET at Certificate II and above:

- All students 75,400 70,800 75,400
- Indigenous students 5,16 4,200 4,500 4,200

Number of commencements: 18

- Apprenticeships 19 18,000 16,700 18,000
- Traineeships 44,000 47,000 47,000
- School-based Apprenticeships and Traineeships (SATs) 18,20 9,000 9,500 9,000

VET outcomes

Number of students awarded Certificate III and above: 21

- All students 60,000 62,000 63,000
- Indigenous students 5 2,300 2,400 2,400

Number of completions:

- Apprenticeships 12,000 11,500 11,500
- Traineeships 23,500 24,000 24,000
- School-based Apprenticeships and Traineeships (SATs) 4,000 5,000 5,000

	Notes	2010-11 Target/est.	2010-11 Est. actual	2011-12 Target/est.
<i>Higher education</i>				
Proportion of stakeholders satisfied with:				
• departmental management of approval processes		80%	93%	80%
• departmental contribution to quality improvement in the higher education sector		90%	100%	90%
State contribution (\$000)		736,566	695,625	726,275
Other revenue (\$000)		657,188	627,463	672,003
Total cost (\$000)		1,393,754	1,323,088	1,398,278

Notes:

1. The Department of Education and Training is the lead department for the *Toward Q2: Tomorrow's Queensland Smart* – Early childhood education and Smart – Qualifications targets. For further information on these *Toward Q2: Tomorrow's Queensland* target measures and their contributing departments, please refer to the Target Delivery Plans found on the www.TowardQ2.qld.gov.au website.
2. The target for 2011-12 is in line with Queensland's aspiration for achieving universal access to a quality kindergarten program.
3. Early Childhood Education Program (quality kindergarten program): A play-based early childhood education program provided by a qualified early childhood teacher to children in the year before school.
4. These proportions are measured by the number of enrolments from each population group as percentage of the total population of 4 year olds in that group in Queensland. The 2006 Census of Population and Housing counts are used for each group.
5. Indigenous: a person of Aboriginal and/or Torres Strait Islander origin who identifies at enrolment to be of Aboriginal and/or Torres Strait Islander origin.
6. Disadvantaged Children: The cohort population that reside in statistical local areas classified by the Australian Bureau of Statistics (ABS) in the bottom 2 deciles using the Index of Relative Socio Economic Disadvantage from the 2006 census.
7. The 2010-11 Estimated actual is based on 2010 data using a methodology which differs from that used in previous years. As a result this methodology aligns with the new Early Childhood Education and Care (Aggregate) National Minimum Data Standards for classifying disadvantage. This new methodology may have substantially underestimated the reported proportions of disadvantaged children in 2010. Over time, with the collection of more individual student level information, accuracy in reporting against this measure will improve.
8. These service standards relate to the State Schooling sector only.
9. From 2008-10, in other nationally reported NAPLAN results, Queensland Year 5, 7 and 9 Mean Scale Scores have improved in 5 out of 5 test areas and Year 3 Mean Scale Scores have improved in 4 out of 5 test areas.
10. NAPLAN National Minimum Standard (NMS) targets represent the aspirational goals for achievement against these measures. They include an element of ambition and should be read in conjunction with other NAPLAN data which show broad improvements.
11. Attainment Outcomes acronyms: IBD – International Baccalaureate Diploma, OP – Overall Position and QCE - Queensland Certificate of Education.
12. 'Student' refers to year 12 completers. This standard is sourced from the *Next Step Survey* conducted by the Department of Education and Training each year.
13. Data is sourced from the School Opinion Survey, conducted by the Department of Education and Training in all State Schools in August each year. Satisfaction is calculated as those responding either satisfied or very satisfied.
14. Data is sourced from the annual National Centre for Vocational Education Research (NCVER) *Student Outcomes Survey*.
15. Employer satisfaction is obtained from the 2009 biennial NCVER survey, Employers' Use and Views of the VET System.
16. The Indigenous 15-19 year old student target reflects the end of Training Initiatives for Indigenous Adults in Regional and Remote Communities (TIFIARRC) Commonwealth funding program and expected impact of economic and labour market conditions.
17. The emphasis on higher level VET qualifications has resulted in more Certificate III and above students successfully completing competencies leading towards an economy of scale in the average cost per competency successfully completed. Movement to higher level courses, in line with Q2 goals, is expected to result in an increase in the cost per successfully completed competency.
18. Apprenticeship and traineeship measures include school-based apprenticeships and traineeships (SATs).
19. Apprenticeship new commencements were impacted by natural disaster events affecting economic activity.
20. The introduction of National Trade Cadetships may impact on Queensland's SATs commencements.
21. Awarded Students: Students who have successfully completed all of the requirements to make them eligible to be awarded the qualification.

INCOME STATEMENT

Department of Education and Training	Notes	2010-11 Budget \$'000	2010-11 Est. act. \$'000	2011-12 Estimate \$'000
Income				
Service revenue	1,8,17	6,843,379	6,896,693	7,491,677
User charges	9,18	198,943	198,029	186,178
Grants and other contributions	2,10,19	298,552	358,282	309,856
Other revenue	3,20	134,289	129,418	135,500
Gains on sale/revaluation of property, plant and equipment and investments		..	..	..
Total income		7,475,163	7,582,422	8,123,211
Expenses				
Employee expenses	4,11,21	5,131,875	5,348,335	5,547,773
Supplies and services	5,22	1,507,143	1,391,278	1,558,151
Grants and subsidies	12,23	293,116	288,258	377,113
Depreciation and amortisation	13,24	454,852	454,852	519,416
Finance/borrowing costs	14,25	31,645	32,384	41,212
Other expenses	6,15,26	56,532	48,126	59,546
Losses on sale/revaluation of property, plant and equipment and investments	7,16	..	19,189	20,000
Total expenses		7,475,163	7,582,422	8,123,211
OPERATING SURPLUS/(DEFICIT)		..	..	..

STATEMENT OF CHANGES IN EQUITY

Department of Education and Training	Notes	2010-11 Budget \$'000	2010-11 Est. act. \$'000	2011-12 Estimate \$'000
Net effect of the changes in accounting policies and prior year adjustments		..	..	..
Increase/(decrease) in asset revaluation reserve	27,29	304,769	389,516	389,566
Net amount of all revenue and expense adjustments direct to equity not disclosed above		..	..	..
Net income recognised directly in equity		304,769	389,516	389,566
Surplus/(deficit) for the period		..	..	..
Total recognised income and expense for the period		304,769	389,516	389,566
Equity injection/(withdrawal)	28,30,31	818,587	1,003,371	(16,661)
Equity adjustments (MoG transfers)		..	..	..
Total movement in equity for period		1,123,356	1,392,887	372,905

BALANCE SHEET

Department of Education and Training	Notes	2010-11 Budget \$'000	2010-11 Est. act. \$'000	2011-12 Estimate \$'000
CURRENT ASSETS				
Cash assets	32,44,56	254,520	584,433	404,148
Receivables	33,45	124,804	139,773	139,504
Other financial assets		..	..	..
Inventories		2,653	2,777	2,777
Other	34,46,57	106,428	53,605	35,053
Non-financial assets held for sale	35,47	30,325	81,930	81,930
Total current assets		518,730	862,518	663,412
NON-CURRENT ASSETS				
Receivables		..	..	..
Other financial assets		..	..	..
Property, plant and equipment	36,48,58	19,913,042	18,931,296	19,353,703
Intangibles	37,49,59	18,111	38,763	22,125
Other		..	..	..
Total non-current assets		19,931,153	18,970,059	19,375,828
TOTAL ASSETS		20,449,883	19,832,577	20,039,240
CURRENT LIABILITIES				
Payables	38,50,60	385,900	655,017	430,017
Accrued employee benefits		81,021	82,405	85,694
Interest-bearing liabilities and derivatives	39,51,61	184,773	6,484	12,660
Provisions		695	613	613
Other	40,52	98,104	71,898	71,898
Total current liabilities		750,493	816,417	600,882
NON-CURRENT LIABILITIES				
Payables		..	..	..
Accrued employee benefits		..	..	..
Interest-bearing liabilities and derivatives	41,53,62	238,228	441,436	490,729
Provisions		304	277	277
Other		..	..	..
Total non-current liabilities		238,532	441,713	491,006
TOTAL LIABILITIES		989,025	1,258,130	1,091,888
NET ASSETS/(LIABILITIES)		19,460,858	18,574,447	18,947,352
EQUITY				
Capital/contributed equity	42,54	4,917,025	5,035,161	5,018,500
Retained surplus/(accumulated deficit)		40,472	41,725	41,725
Reserves:				
- Asset revaluation surplus	43,55,63	14,503,361	13,497,561	13,887,127
- Other (specify)		..	..	..
TOTAL EQUITY		19,460,858	18,574,447	18,947,352

CASH FLOW STATEMENT

Department of Education and Training	Notes	2010-11 Budget \$'000	2010-11 Est. act. \$'000	2011-12 Estimate \$'000
CASH FLOWS FROM OPERATING ACTIVITIES				
Inflows:				
Service receipts	64,74,84	6,843,379	6,896,693	7,491,677
User charges	75,85	204,543	203,549	191,778
Grants and other contributions	65,76,86	294,552	354,282	305,856
Other	66,87	206,537	201,666	207,769
Outflows:				
Employee costs	67,77,88	(5,114,980)	(5,371,071)	(5,525,932)
Supplies and services	68,89	(1,609,693)	(1,494,178)	(1,662,120)
Grants and subsidies	78,90	(293,116)	(288,258)	(377,113)
Borrowing costs	79,91	(31,645)	(32,384)	(41,212)
Other	69,92	(27,582)	(18,826)	(29,177)
Net cash provided by/(used in) operating activities		471,995	451,473	561,526
CASH FLOWS FROM INVESTING ACTIVITIES				
Inflows:				
Sales of property, plant and equipment	70,93	27,700	..	23,000
Investments redeemed		..	..	..
Loans and advances redeemed		..	..	..
Outflows:				
Payments for property, plant and equipment and intangibles	71,80,94	(1,441,311)	(1,505,219)	(736,996)
Payments for investments		..	..	..
Loans and advances made		..	..	..
Net cash provided by/(used in) investing activities		(1,413,611)	(1,505,219)	(713,996)
CASH FLOWS FROM FINANCING ACTIVITIES				
Inflows:				
Borrowings	72,81,95	60,000	88,000	..
Equity injections	73,82,96	818,587	1,003,371	(16,661)
Outflows:				
Borrowing redemptions	83,97	..	(665)	(7,712)
Finance lease payments		(1,450)	(2,702)	(3,442)
Equity withdrawals		..	..	..
Net cash provided by/(used in) financing activities		877,137	1,088,004	(27,815)
Net increase/(decrease) in cash held		(64,479)	34,258	(180,285)
Cash at the beginning of financial year		318,999	550,175	584,433
Cash transfers from restructure		..	..	..
Cash at the end of financial year		254,520	584,433	404,148

ADMINISTERED INCOME STATEMENT

Department of Education and Training	Notes	2010-11 Budget \$'000	2010-11 Est. act. \$'000	2011-12 Estimate \$'000
Revenues				
Commonwealth grants	98,102, 105	1,922,228	1,995,145	1,761,870
Taxes, fees and fines		270	..	..
Royalties, property income and other territorial revenue		..	..	..
Interest		..	..	..
Administered revenue	99,103, 106	2,624,611	2,657,450	2,438,103
Other	100,107	..	17,841	..
Total revenues		4,547,109	4,670,436	4,199,973
Expenses				
Supplies and services		23	23	23
Depreciation and amortisation		..	..	..
Grants and subsidies	101,104, 108	2,623,850	2,656,710	2,437,340
Benefit payments		738	717	740
Borrowing costs		..	..	..
Other		..	..	..
Total expenses		2,624,611	2,657,450	2,438,103
Net surplus or deficit before transfers to Government		1,922,498	2,012,986	1,761,870
Transfers of administered revenue to Government		1,922,498	2,012,986	1,761,870
OPERATING SURPLUS/(DEFICIT)		..	..	..

ADMINISTERED BALANCE SHEET

Department of Education and Training	Notes	2010-11 Budget \$'000	2010-11 Est. act. \$'000	2011-12 Estimate \$'000
CURRENT ASSETS	109,111			
Cash assets		9,790	285	285
Receivables		498	..	..
Inventories		..	..	..
Other		..	..	..
Non-financial assets held for sale		..	..	..
Total current assets		10,288	285	285
NON-CURRENT ASSETS				
Receivables		..	..	..
Other financial assets		..	..	..
Property, plant and equipment		..	..	..
Intangibles		..	..	..
Other		..	..	..
Total non-current assets		..	..	..
TOTAL ADMINISTERED ASSETS		10,288	285	285
CURRENT LIABILITIES	110,112			
Payables		328	..	..
Transfers to Government payable		9,675	..	..
Interest-bearing liabilities		..	..	..
Other		..	..	..
Total current liabilities		10,003	..	..
NON-CURRENT LIABILITIES				
Payables		..	..	..
Interest-bearing liabilities		..	..	..
Other		..	..	..
Total non-current liabilities		..	..	..
TOTAL ADMINISTERED LIABILITIES		10,003	..	..
ADMINISTERED NET ASSETS/(LIABILITIES)		285	285	285
EQUITY				
Capital/Contributed equity		..	..	..
Retained surplus/(Accumulated deficit)		285	285	285
Reserves:		..	..	..
- Asset revaluation surplus		..	..	..
- Other (specify)		..	..	..
TOTAL ADMINISTERED EQUITY		285	285	285

ADMINISTERED CASH FLOW STATEMENT

Department of Education and Training	Notes	2010-11 Budget \$'000	2010-11 Est. act. \$'000	2011-12 Estimate \$'000
CASH FLOWS FROM OPERATING ACTIVITIES				
Inflows:				
Administered item receipts	113,117, 121	2,624,611	2,657,451	2,438,103
Grants and other contributions	114,118, 122	1,922,228	2,012,986	1,761,870
Taxes, fees and fines		270	..	..
Royalties, property income and other territorial revenues		..	..	..
Other		..	695	..
Outflows:				
Transfers to Government	115,119, 123	(1,922,498)	(2,012,175)	(1,761,870)
Grants and subsidies	116,120, 124	(2,624,588)	(2,657,427)	(2,438,080)
Supplies and services		(23)	(25)	(23)
Borrowing costs		..	..	..
Other		..	(101)	..
Net cash provided by/(used in) operating activities		..	1,404	..
CASH FLOWS FROM INVESTING ACTIVITIES				
Inflows:				
Sales of property, plant and equipment		..	..	..
Investments redeemed		..	..	..
Loans and advances redeemed		..	..	..
Outflows:				
Payments for property, plant and equipment and intangibles		..	..	..
Payments for investments		..	..	..
Loans and advances made		..	..	..
Net cash provided by/(used in) investing activities		..	..	..
CASH FLOWS FROM FINANCING ACTIVITIES				
Inflows:				
Borrowings		..	..	..
Equity injections		..	..	..
Outflows:				
Borrowing redemptions		..	..	..
Finance lease payments		..	..	..
Equity withdrawals		..	..	..
Net cash provided by/(used in) financing activities		..	..	..
Net increase/(decrease) in cash held		..	1,404	..
Administered cash at beginning of financial year		9,790	(1,119)	285
Administered cash at end of financial year		9,790	285	285

EXPLANATION OF VARIANCES IN THE FINANCIAL STATEMENTS

Income statement

Major variations between 2010-11 Budget and 2010-11 Estimated actual include:

1. Increase due to enterprise bargaining outcomes, additional funding for students with a disability, transfer of loan funds from equity in relation to career change incentive payments and the transfer of the Community Kindergarten Assistance Scheme from administered to controlled under the Universal Access program, offset by a decrease in Australian Government programs and the transfer of recurrent funds to equity.
2. Increase due to forecast grant funding from the Queensland Reconstruction Authority over the period 2010-11 to 2011-12 to cover damage to school, TAFE and kindergarten infrastructure arising from the Queensland floods and Tropical Cyclone Yasi.
3. Decrease in relation to anticipated recoveries from statutory TAFE institutes.
4. Increase due to enterprise bargaining outcomes, enrolment growth, additional staffing for students with a disability, incentive payments under the career change program and a change in accounting treatment in relation to school based labour recoveries.
5. Decrease due to a change in accounting treatment in relation to school based labour recoveries, offset by an increase in spending in relation to damage to school, TAFE and kindergarten infrastructure arising from the Queensland floods and Tropical Cyclone Yasi.
6. Decrease due to the recognition of expenditure offsets relating to claim recoveries from the Queensland Government Insurance Fund.
7. Increase due to the recognition of the losses on disposal of buildings and plant and equipment.

Major variations between 2010-11 Budget and 2011-12 Estimate include:

8. Increase due to enterprise bargaining outcomes, the transfer of equity to depreciation recurrent funding, additional maintenance funding, transfer of the Community Kindergarten Assistance Scheme from administered to controlled under the Universal Access program, enrolment growth, Australian Government programs offset by the cessation of the State Schools of Tomorrow program and the winding down of the Australian Government Building the Education Revolution program.
9. Decrease in forecast TAFE international services due to business uncertainty.
10. Increase due to forecast grant funding from the Queensland Reconstruction Authority over the period 2010-11 to 2011-12 to cover damage to school, TAFE and kindergarten infrastructure arising from the Queensland floods and Tropical Cyclone Yasi.
11. Increase due to enterprise bargaining outcomes, enrolment growth, additional staffing in relation to students with a disability and a change in accounting treatment in relation to school based labour recoveries.
12. Increase due to the transfer of the Community Kindergarten Assistance Scheme from administered to controlled under the Universal Access program, Australian Government programs and the re-classification of supplies and services funding to grants.
13. Increase mainly due to the completion of assets under Australian Government capital programs including Building the Education Revolution and as a result of a provision for asset revaluation.
14. Increase due to the new borrowings in relation to the solar schools loan and growth in assets under lease in relation to the South East Queensland Public Private Partnership.
15. Increase due to a higher level of support for transport assistance in relation to students with a disability.
16. Increase due to a provision for losses on disposal of buildings and plant and equipment.

Major variations between 2010-11 Estimated actual and the 2011-12 Estimate include:

17. Increase due to enterprise bargaining outcomes, the transfer of equity to depreciation recurrent funding, additional maintenance funding, enrolment growth, Australian Government programs offset by the cessation of the State Schools of Tomorrow program and the winding down of the Australian Government Building the Education Revolution program.
18. Decrease in forecast TAFE international services and education international fees due to business uncertainty and expiration of contracts.
19. Decrease due to a lower level of forecast grant funding from the Queensland Reconstruction Authority in 2011-12 to cover damage to school, TAFE and kindergarten infrastructure arising from the Queensland floods and Tropical Cyclone Yasi.
20. Increase in relation to anticipated recoveries from statutory TAFE institutes.
21. Increase due to enterprise bargaining outcomes and enrolment growth, offset by lower incentive payments following the finalisation of the career change program in 2010-11.
22. Increase due to additional maintenance funding, Australian Government programs offset by the winding down of the Australian Government Building the Education Revolution program, cessation of the State Schools of Tomorrow program expense components and the re-classification of supplies and services funding to grants.
23. Increase due to the Australian Government programs and the re-classification of supplies and services funding to grants.
24. Increase mainly due to the completion of assets under Australian Government capital programs including Building the Education Revolution.
25. Increase due to the new borrowings in relation to the solar schools loan and growth in assets under lease in relation to the South East Queensland Public Private Partnership.
26. Changes relating to claim recoveries from the Queensland Government Insurance Fund. The department does not anticipate claims in advance for budgeting purposes.

Statement of changes in equity

Major variations between 2010-11 Budget and 2010-11 Estimated actual include:

27. Increase due to a provision for asset revaluation.
28. Increase due to an equity injection to meet capital requirements and capital funding under Australian Government programs.

Major variations between 2010-11 Budget and 2011-12 Estimate include:

29. Increase due to a provision for asset revaluation.
30. Decrease due to the winding down of the Australian Government Building the Education Revolution program and cessation of the State Schools of Tomorrow program.

Major variations between 2010-11 Estimated actual and the 2011-12 Estimate include:

31. Decrease due to the winding down of the Australian Government Building the Education Revolution program and cessation of the State Schools of Tomorrow program.

Balance sheet

Major variations between 2010-11 Budget and 2010-11 Estimated actual include:

32. Anticipated increase in cash as a result of accruals under capital programs including the Australian Government Building the Education Revolution program.
33. Reflects increased asset values based on 2009-10 closing balances.
34. Reflects decreased asset values based on 2009-10 closing balances.
35. Reflects increased asset values based on 2009-10 closing balances.
36. Decrease due to lower asset values based on 2009-10 closing balances mainly as a result of asset devaluation.
37. Reflects increased asset values based on 2009-10 closing balances.
38. Increase due to an anticipated rise in capital payables in relation to the Australian Government Building the Education Revolution program and higher liability values based on 2009-10 closing balances.
39. Reflects decreased liability values based on 2009-10 closing balances and a reclassification of current and non-current finance lease liabilities.
40. Reflects decreased liability values based on 2009-10 closing balances.
41. Reflects increased liability values based on 2009-10 closing balances, new borrowings to fund career change incentive payments and a reclassification of current and non-current finance lease liabilities.
42. Increase due to an equity injection to meet capital requirements.
43. Decrease due to lower asset values based on 2009-10 closing balances as a result of asset devaluation.

Major variations between 2010-11 Budget and 2011-12 Estimate include:

44. Increase due to forecast end of year accruals based on 2009-10 closing balances, offset by anticipated lower levels of capital payables with the winding down of the Australian Government Building the Education Revolution program.
45. Reflects increased asset values based on 2009-10 closing balances.
46. Decrease reflecting movement in employee entitlement prepayments based on accrual accounting treatments and other decreased asset values based on 2009-10 closing balances.
47. Reflects increased asset values based on 2009-10 closing balances.
48. Decrease due to lower asset values based on 2009-10 closing balances mainly as a result of asset devaluation, offset by growth in assets under lease in relation to the South East Queensland Public Private Partnership, continued roll-out of the early childhood education kindergarten program, and funding under Australian Government programs.
49. Reflects increased asset values based on 2009-10 closing balances, offset by the amortisation of asset values.
50. Reflects increased liability values based on 2009-10 closing balances, offset by an anticipated reduction in capital payables following the winding down of the Australian Government Building the Education Revolution program.
51. Reflects decreased liability values based on 2009-10 closing balances and a reclassification of current and non-current finance lease liabilities.
52. Reflects decreased liability values based on 2009-10 closing balances.
53. Reflects increased liability values based on 2009-10 closing balances, new borrowings to fund career change incentive payments and a reclassification of current and non-current finance lease liabilities.
54. Increase due to an equity injection to meet capital requirements, Australian Government programs, continued roll-out of the early childhood education kindergarten program, offset by the transfer of equity to recurrent funding in relation to changes in the level of expensing under capital works programs.
55. Decrease due to lower asset values based on 2009-10 closing balances as a result of asset devaluation.

Major variations between 2010-11 Estimated actual and the 2011-12 Estimate include:

56. Decrease due to anticipated lower levels of capital payables following the winding down of the Australian Government Building the Education Revolution program.
57. Decrease reflecting movement in employee entitlement prepayments based on accrual accounting treatments.
58. Increase due to growth in assets under lease in relation to the South East Queensland Public Private Partnership, continued roll-out of the early childhood education kindergarten program, and funding under Australian Government programs.
59. Reflects the change with the amortisation of asset values.
60. Decrease due to an anticipated reduction in capital payables following the winding down of the Australian Government Building the Education Revolution program.
61. Increase due to new borrowings to fund career change incentive payments.
62. Increase due to a growth in assets under lease in relation to the South East Queensland Public Private Partnership.
63. Increase due to a provision for asset revaluation.

Cash flow statement

Major variations between 2010-11 Budget and 2010-11 Estimated actual include:

64. Increase due to enterprise bargaining outcomes, additional funding for students with a disability, transfer of loan funds from equity in relation to career change incentive payments and the transfer of the Community Kindergarten Assistance Scheme funding from administered to controlled under the Universal Access program, offset by a decrease in Australian Government programs and the transfer of recurrent funds to equity.
65. Increase due to forecast grant funding from the Queensland Reconstruction Authority over the period 2010-11 to 2011-12 to cover damage to school, TAFE and kindergarten infrastructure arising from the Queensland floods and Tropical Cyclone Yasi.

66. Decrease in relation to anticipated recoveries from statutory TAFE institutes.
67. Increase due to enterprise bargaining outcomes, additional staffing in relation to students with a disability, career change incentive payments and a change in accounting treatment in relation to school based labour recoveries.
68. Decrease due to a change in accounting treatment in relation to school based labour recoveries, offset by an increase in spending in relation to damage to school, TAFE and kindergarten infrastructure arising from the Queensland floods and Tropical Cyclone Yasi.
69. Decrease due to the recognition of expenditure offsets relating to claim recoveries from the Queensland Government Insurance Fund.
70. Reflects a re-assessment of the existing asset disposal program and the level of planned disposals.
71. Increase due to Australian Government programs including Building the Education Revolution program.
72. Increase due to new borrowings to fund career change incentive payments.
73. Increase due to an equity injection to meet capital requirements and Australian Government programs, in part, due to the transfer of recurrent funds to equity.

Major variations between 2010-11 Budget and 2011-12 Estimate include:

74. Increase due to enterprise bargaining outcomes, funding for students with a disability, the transfer of equity to depreciation recurrent funding, additional maintenance funding, transfer of the Community Kindergarten Assistance Scheme from administered to controlled under the Universal Access program, enrolment growth, Australian Government programs, offset by the cessation of the State Schools of Tomorrow program and the winding down of the Australian Government Building the Education Revolution program.
75. Decrease in forecast TAFE international services due to business uncertainty.
76. Increase due to forecast grant funding from the Queensland Reconstruction Authority over the period 2010-11 to 2011-12 to cover damage to school, TAFE and kindergarten infrastructure arising from the Queensland floods and Tropical Cyclone Yasi.
77. Increase due to enterprise bargaining outcomes, enrolment growth, additional staffing in relation to students with a disability, and a change in accounting treatment in relation to school based labour recoveries.
78. Increase due to the transfer of the Community Kindergarten Assistance Scheme from administered to controlled under the Universal Access program, and the re-classification of supplies and services funding to grants.
79. Increase due to the new borrowings in relation to the solar schools loan and growth in assets under lease in relation to the South East Queensland Public Private Partnership.
80. Decrease due to the winding down of the Australian Government Building the Education Revolution program and the cessation of the State Schools of Tomorrow program.
81. Decrease due a higher level take-up of borrowings in 2010-11 in relation to the solar schools loan.
82. Decrease due to the winding down of the Australian Government Building the Education Revolution program, cessation of the State Schools of Tomorrow program and the transfer of equity funds to recurrent to fund higher levels of depreciation mainly in relation to assets built under Australian Government capital programs including Building the Education Revolution.
83. Increase due to new borrowings in relation to the solar schools and career change loans.

Major variations between 2010-11 Estimated actual and the 2011-12 Estimate include:

84. Increase due to enterprise bargaining outcomes, the transfer of equity to depreciation recurrent funding, additional maintenance funding, enrolment growth, Australian Government programs offset by the cessation of the State Schools of Tomorrow program and the winding down of the Australian Government Building the Education Revolution program.
85. Decrease in forecast TAFE international services and education international fees due to business uncertainty and expiration of contracts.
86. Decrease due to a lower level of forecast grant funding from the Queensland Reconstruction Authority in 2011-12 to cover damage to school, TAFE and kindergarten infrastructure arising from the Queensland floods and Tropical Cyclone Yasi.
87. Increase in relation to anticipated recoveries from statutory TAFE institutes.
88. Increase due to enterprise bargaining outcomes, and enrolment growth, offset by lower career change incentive payments following the finalisation of the career change program in 2010-11.
89. Increase due to additional maintenance funding and Australian Government programs, offset by the winding down of the Australian Government Building the Education Revolution program, cessation of the State Schools of Tomorrow program expense components and the re-classification of supplies and services funding to grants.
90. Increase due to the Australian Government early childhood education Universal Access program and the re-classification of supplies and services funding to grants.
91. Increase due to the new borrowings in relation to the solar schools loan and growth in assets under lease in relation to the South East Queensland Public Private Partnership.
92. Changes relating to claim recoveries from the Queensland Government Insurance Fund. The department does not anticipate claims in advance for budgeting purposes.
93. Reflects a re-assessment of the existing asset disposal program and the level of planned disposals.
94. Decrease due to the winding down of the Australian Government programs including Building the Education Revolution.
95. Decrease due a higher level take-up of borrowings in 2010-11 in relation to the solar schools and career change loans.
96. Decrease due to the winding down of the Australian Government Building the Education Revolution program, cessation of the State Schools of Tomorrow program, the transfer equity funds to recurrent to fund higher levels of depreciation mainly in relation to assets built under Australian Government capital programs including Building the Education Revolution and a one-off equity injection to meet capital requirements in 2010-11.
97. Increase due to new borrowings in relation to the solar schools and career change loans.

Administered income statement

Major variations between 2010-11 Budget and 2010-11 Estimated actual include:

98. Increase in Australian Government grants assistance to non-state schools.
99. Increase in Australian Government grants assistance to non-state schools, offset by the transfer of the Community Kindergarten Assistance Scheme from administered to controlled under the Universal Access program.
100. Increase due to contributions to state capital projects including the relocation of the Federal State School.
101. Increase in Australian Government grants assistance to non-state schools, offset by the transfer of the Community Kindergarten Assistance Scheme from administered to controlled under the Universal Access program.

Major variations between 2010-11 Budget and 2011-12 Estimate include:

- 102. Decrease in Australian Government grants assistance to non-state schools mainly due to the winding down of the Australian Government Building the Education Revolution program.
- 103. Decrease in Australian Government grants assistance to non-state schools mainly due to the winding down of the Australian Government Building the Education Revolution program and the transfer of the Community Kindergarten Assistance Scheme from administered to controlled under the Universal Access program.
- 104. Decrease in Australian Government grants assistance to non-state schools mainly due to the winding down of the Australian Government Building the Education Revolution program and the transfer of the Community Kindergarten Assistance Scheme from administered to controlled under the Universal Access program.

Major variations between 2010-11 Estimated actual and the 2011-12 Estimate include:

- 105. Decrease in Australian Government grants assistance to non-state schools mainly due to the winding down of the Australian Government Building the Education Revolution program.
- 106. Decrease in Australian Government grants assistance to non-state schools mainly due to the winding down of the Australian Government Building the Education Revolution program.
- 107. Decrease in contributions to state capital projects.
- 108. Decrease in Australian Government grants assistance to non-state schools mainly due to the winding down of the Australian Government Building the Education Revolution program.

Administered balance sheet

Major variations between 2010-11 Budget and 2010-11 Estimated actual include:

- 109. Reflects decreased asset values based on 2009-10 closing balances.
- 110. Reflects decreased liability values based on 2009-10 closing balances.

Major variations between 2010-11 Budget and 2011-12 Estimate include:

- 111. Reflects decreased asset values based on 2009-10 closing balances.
- 112. Reflects decreased liability values based on 2009-10 closing balances.

Administered cash flow statement

Major variations between 2010-11 Budget and 2010-11 Estimated actual include:

- 113. Increase in Australian Government grants assistance to non-state schools, offset by the transfer of the Community Kindergarten Assistance Scheme from administered to controlled under the Universal Access program.
- 114. Increase in Australian Government grants assistance to non-state schools and contributions to state capital projects including the relocation of the Federal State School.
- 115. Increase in Australian Government grants assistance to non-state schools and contributions to state capital projects including the relocation of the Federal State School.
- 116. Increase in Australian Government grants assistance to non-state, offset by the transfer of the Community Kindergarten Assistance Scheme from administered to controlled under the Universal Access program.

Major variations between 2010-11 Budget and 2011-12 Estimate include:

- 117. Decrease in Australian Government grants assistance to non-state schools mainly due to the winding down of the Australian Government Building the Education Revolution program and the transfer of the Community Kindergarten Assistance Scheme from administered to controlled under the Universal Access program.
- 118. Decrease in Australian Government grants assistance to non-state schools mainly due to the winding down of the Australian Government Building the Education Revolution program.
- 119. Decrease in Australian Government grants assistance to non-state schools mainly due to the winding down of the Australian Government Building the Education Revolution program.
- 120. Decrease in Australian Government grants assistance to non-state schools mainly due to the winding down of the Australian Government Building the Education Revolution program and the transfer of the Community Kindergarten Assistance Scheme from administered to controlled under the Universal Access program.

Major variations between 2010-11 Estimated actual and the 2011-12 Estimate include:

- 121. Decrease in Australian Government grants assistance to non-state schools mainly due to the winding down of the Australian Government Building the Education Revolution program.
- 122. Decrease in Australian Government grants assistance to non-state schools mainly due to the winding down of the Australian Government Building the Education Revolution program.
- 123. Decrease in Australian Government grants assistance to non-state schools mainly due to the winding down of the Australian Government Building the Education Revolution program.
- 124. Decrease in Australian Government grants assistance to non-state schools mainly due to the winding down of the Australian Government Building the Education Revolution program.

Statutory Bodies

Gold Coast Institute of TAFE

OVERVIEW

The Gold Coast Institute of TAFE (GCIT) was established, on 1 July 2008, as a statutory TAFE institute under the *Vocational Education, Training and Employment Act 2000*. GCIT's promise is 'Learning that works for you'. GCIT is one of Australia's leading vocational education training facilities and aims to provide innovative vocational education products and courses. The institute will continue to provide high quality training equipping graduates to enter the workforce or transition to further tertiary studies.

GCIT contributes to *Toward Q2: Tomorrow's Queensland* to achieve a state wide target by 2020 that *three out of four Queenslanders will hold trade, training or tertiary qualifications*.

GCIT offers a broad range of vocational qualifications from Certificate to advanced diplomas, school and university pathways and articulation arrangements. GCIT's training is broken up into five key areas:

- Health and Community Services including nursing, massage, fitness and aged care
- Services including tourism, events, hospitality, cookery, bakery and hairdressing
- Trades including automotive, electro-technology, engineering, plumbing, construction, cabinet making, horticulture and carpentry
- Creative Industries and Commerce including graphic design, screen and media, engineering, construction, information technology, business and justice;
- General Education including literacy and numeracy programs, English as a second language, children's services and education support.

REVIEW OF PERFORMANCE

Recent achievements

- GCIT opened the new \$26.9 million Coomera Campus. This high-tech Campus delivers vocational education in information technology, creative industries and computer based training for construction and engineering. Unaccredited short courses are also offered through GCIT's Lightbulb initiative. Facilities include two theatres including a black box theatre, digital video and editing suites, production control facilities and music rehearsal studios allowing additional capacity.
- Signed a Memorandum of Understanding with Southern Cross University. This was a landmark agreement in that all graduating students from GCIT in Certificate VI will be offered 6 months credit on a corresponding Bachelor program, Diploma students will be offered one year credit and Advanced Diploma students will be offered 18 months credit into a corresponding bachelor program.
- Launched GCIT's unaccredited short-course brand Lightbulb, which provides non-accredited short course training.
- GCIT has been recognised as a VET FEE-HELP provider for its Diploma of Nursing by the Commonwealth Department of Education and Workplace Relations.

Future developments

- Increase the number of Diplomas which can be offered to students under VET FEE-HELP through an application to the Department of Education and Workplace Relations increasing the number of programs offered.
- Grow training in Health and Community Services to support the new Gold Coast Hospital.
- Implement a Teacher Capability Framework and robust return to industry program for teaching staff.

STATEMENTS

STAFFING¹

	Notes	2010-11 Budget	2010-11 Est. actual	2011-12 Estimate
	2	33	22	22

Notes:

1. Full-time equivalents (FTEs) as at 30 June.
2. Staff members reflect staff directly engaged by the Institute and do not include staff employed by the Department of Education and Training. It is estimated that as at June 30 2011 GCIT will utilise 581 full time equivalent Department of Education and Training (DET) staff and 22 directly engaged staff. As at 30 June 2012 GCIT expects to be utilising 586 full time equivalent Department of Education and Training (DET) staff and an estimated 22 directly engaged staff.

PERFORMANCE STATEMENT

Service standards	Notes	2010-11 Target/est.	2010-11 Est. actual	2011-12 Target/est.
Proportion of all attempted competencies successfully completed		91%	87%	88%
Student post training outcome (employed or in further study after training)		84%	84%	84%
Proportion of graduates satisfied with the overall quality of their training		84%	81%	84%
Proportion of employers satisfied with graduates of the Institute		80%	84%	85%
Average cost per competency successfully completed	1,2	\$537	\$614	\$602
Other measures				
Number of students awarded Certificate III and above	3	4,100	3,800	4,000
State contribution (\$000)		40,871	38,290	34,716
Other revenue (\$000)		24,774	30,577	34,538
Total cost (\$000)		63,868	65,751	68,019

Notes:

1. Increase in average cost per competency due to reduced number of competency completions in 2010-11 versus 2010-11 target combined with the additional operating expenditure incurred fitting out the new Coomera campus.
2. Increase in average cost per competency due to reduced number of competency completions in 2011-12 versus 2010-11 target combined with the additional operating expenditure incurred fitting out the new Coomera campus.
3. Decrease due to number of students commencing in Nursing, Electrical and Plumbing courses where the qualification is not awarded until the following financial year.

INCOME STATEMENT

Gold Coast Institute of TAFE	Notes	2010-11 Budget \$'000	2010-11 Est. act. \$'000	2011-12 Estimate \$'000
Income				
User charges	1,5,11	23,350	28,708	32,512
Grants and other contributions	2,6,12	40,871	38,290	34,716
Other revenue	7	1,424	1,869	2,026
Gains on sale/revaluation of property, plant and equipment and investments		..	..	..
Total income		65,645	68,867	69,254
Expenses				
Employee expenses	3,8	4,995	3,429	3,248
Supplies and services	4,9,13	55,834	58,921	60,736
Grants and subsidies		..	..	..
Depreciation and amortisation	10,14	2,607	2,900	3,312
Finance/borrowing costs		..	..	..
Other expenses		362	313	638
Losses on sale/revaluation of property, plant and equipment and investments		70	188	85
Total expenses		63,868	65,751	68,019
OPERATING SURPLUS/(DEFICIT)		1,777	3,116	1,235

STATEMENT OF CHANGES IN EQUITY

Gold Coast Institute of TAFE	Notes	2010-11 Budget \$'000	2010-11 Est. act. \$'000	2011-12 Estimate \$'000
Net effect of the changes in accounting policies and prior year adjustments	
Increase/(decrease) in asset revaluation reserve	
Net amount of all revenue and expense adjustments direct to equity not disclosed above	
Net income recognised directly in equity	
Surplus/(deficit) for the period		1,777	3,116	1,235
Total recognised income and expense for the period		1,777	3,116	1,235
Equity injection/(withdrawal)	
Equity adjustments (MoG transfers)	
Total movement in equity for period		1,777	3,116	1,235

BALANCE SHEET

Gold Coast Institute of TAFE	Notes	2010-11 Budget \$'000	2010-11 Est. act. \$'000	2011-12 Estimate \$'000
CURRENT ASSETS				
Cash assets	15,20,25	16,518	26,599	28,293
Receivables	16,21,26	3,287	6,500	7,500
Other financial assets		..	..	..
Inventories		132	55	55
Other		150	200	280
Non-financial assets held for sale		..	..	..
Total current assets		20,087	33,354	36,128
NON-CURRENT ASSETS				
Receivables		..	..	..
Other financial assets		..	..	..
Property, plant and equipment	17,22	110,251	101,195	100,011
Intangibles		83	200	925
Other		..	..	..
Total non-current assets		110,334	101,395	100,936
TOTAL ASSETS		130,421	134,749	137,064
CURRENT LIABILITIES				
Payables	18,23	1,307	10,964	11,384
Accrued employee benefits		2	390	470
Interest-bearing liabilities and derivatives		..	..	..
Provisions		..	..	..
Other	19,24	6,416	9,646	10,146
Total current liabilities		7,725	21,000	22,000
NON-CURRENT LIABILITIES				
Payables		31	..	..
Accrued employee benefits		58	300	380
Interest-bearing liabilities and derivatives		..	..	..
Provisions		..	..	..
Other		..	..	..
Total non-current liabilities		89	300	380
TOTAL LIABILITIES		7,814	21,300	22,380
NET ASSETS/(LIABILITIES)		122,607	113,449	114,684
EQUITY				
Capital/contributed equity		141,047	141,047	141,047
Retained surplus/(accumulated deficit)		(18,440)	(27,598)	(26,363)
Reserves:				
- Asset revaluation surplus		..	..	..
- Other (specify)		..	..	..
TOTAL EQUITY		122,607	113,449	114,684

CASH FLOW STATEMENT

Gold Coast Institute of TAFE	Notes	2010-11 Budget \$'000	2010-11 Est. act. \$'000	2011-12 Estimate \$'000
CASH FLOWS FROM OPERATING ACTIVITIES				
Inflows:				
User charges	27,32,37	22,930	28,962	31,927
Grants and other contributions	28,33,38	40,871	38,886	34,716
Other		2,626	3,238	3,043
Outflows:				
Employee costs	29,34	(4,956)	(3,256)	(3,088)
Supplies and services	30,35,39	(56,023)	(58,354)	(60,396)
Grants and subsidies		..	..	..
Borrowing costs		..	..	..
Other		(1,556)	(2,775)	(1,655)
Net cash provided by/(used in) operating activities		3,892	6,701	4,547
CASH FLOWS FROM INVESTING ACTIVITIES				
Inflows:				
Sales of property, plant and equipment		..	..	..
Investments redeemed		..	..	..
Loans and advances redeemed		..	..	..
Outflows:				
Payments for property, plant and equipment and intangibles	31,36	(585)	(2,627)	(2,853)
Payments for investments		..	..	..
Loans and advances made		..	..	..
Net cash provided by/(used in) investing activities		(585)	(2,627)	(2,853)
CASH FLOWS FROM FINANCING ACTIVITIES				
Inflows:				
Borrowings		..	..	..
Equity injections		..	..	..
Outflows:				
Borrowing redemptions		..	..	..
Finance lease payments		..	..	..
Equity withdrawals		..	..	..
Net cash provided by/(used in) financing activities		..	..	..
Net increase/(decrease) in cash held		3,307	4,074	1,694
Cash at the beginning of financial year		13,211	22,525	26,599
Cash transfers from restructure		..	..	..
Cash at the end of financial year		16,518	26,599	28,293

EXPLANATION OF VARIANCES IN THE FINANCIAL STATEMENTS

Income statement

Major variations between 2010-11 Budget and 2010-11 Estimated actual include:

1. Increase due to reclassification of User Choice revenue from Grants and Other contributions to User Charges.
2. Decrease due to reclassification of User Choice revenue from Grants and Other contributions to User Charges partially offset by Coomera funding (operating and capital).
3. Decrease due to number of common-law contract staff employed directly by the Institute.
4. Increase due to operating expense component of the new Coomera campus which includes DET staff.

Major variations between 2010-11 Budget and 2011-12 Estimate include:

5. Increase due to reclassification of User Choice revenue from Grants and Other contributions to User Charges plus the introduction of VET FEE-HELP and expansion of the Productivity Places Program (PPP) participation.
6. Decrease due to reclassification of User Choice revenue from Grants and Other contributions to User Charges.
7. Increase due to higher interest income through improved cashflow.
8. Decrease due to number of common-law contract staff employed directly by the Institute.
9. Increase due to operating component of the new Coomera campus which includes DET staff plus associated expense of increased delivery and EB increase.
10. Increase due to higher capital expenditure and resulting in corresponding increase in depreciation expense.

Major variations between 2010-11 Estimated actual and the 2011-12 Estimate include:

11. Increase due to growth of VET FEE-HELP and expansion of PPP participation.
12. Decrease due to one off funding for new Coomera campus in 2010-11.
13. Increase predominantly due to operating component of the new Coomera campus which includes DET staff plus associated expense of increased delivery and EB increase.
14. Increase due to higher capital expenditure and resulting in corresponding increase in depreciation expense.

Balance sheet

Major variations between 2010-11 Budget and 2010-11 Estimated actual include:

15. Increase due to improved management of balances owed by the Institute and improved collections of amounts owed to the Institute.
16. Increase due to impact of revised assessment of future debt offset by other liabilities.
17. Decrease due to revaluation decrement in 2009-10 (post Budget 2010-11 submission).
18. Increase due to re-assessment of trade payables payment profile from 2010-11.
19. Increase due to impact of revised assessment of future debt offset by receivables.

Major variations between 2010-11 Budget and 2011-12 Estimate include:

20. Increase due to improved management of balances owed by the Institute and improved collections of amounts owed to the Institute.
21. Increase due to impact of revised assessment of future debt (offsets with other liabilities) plus increased delivery in 2011-12.
22. Decrease due to revaluation decrement in 2009-10 (post Budget 2010-11 submission).
23. Increase due to re-assessment of trade payables payment profile from 2010-11.
24. Increase due to impact of revised assessment of future debt (offsets with receivables) plus increased delivery in 2011-12.

Major variations between 2010-11 Estimated actual and the 2011-12 Estimate include:

25. Increase due to improved management of balances owed by the Institute and improved collections of amounts owed to the Institute.
26. Increase due to higher quantum of training delivery in 2011-12.

Cash flow statement

Major variations between 2010-11 Budget and 2010-11 Estimated actual include:

27. Increase due to reclassification of User Choice revenue from Grants and Other contributions to User Charges.
28. Decrease due to reclassification of User Choice revenue from Grants and Other contributions to User Charges partially offset by Coomera funding (operating and capital).
29. Decrease due to number of common-law contract staff employed directly by the Institute—.
30. Increase due to operating expense component of the new Coomera campus which includes DET staff.
31. Increase due to one-off funding for new Coomera campus.

Major variations between 2010-11 Budget and 2011-12 Estimate include:

32. Increase due to reclassification of User Choice revenue from Grants and Other contributions to User Charges plus the introduction of VET FEE-HELP and expansion of PPP participation.
33. Decrease due to reclassification of User Choice revenue from Grants and Other contributions to User Charges.
34. Decrease due to number of common-law contract staff employed directly by the Institute.
35. Increase due to operating component of the new Coomera campus which includes DET staff plus associated expense of increased delivery and EB increase.
36. Increase due to capital expenditure activity predominantly in teaching facilities, training aids and improved systems and technology.

Major variations between 2010-11 Estimated actual and the 2011-12 Estimate include:

37. Increase due to growth of VET FEE-HELP and expansion of PPP participation.
38. Decrease due to one off funding for new Coomera campus in 2010-11.
39. Increase due to higher quantum of training delivery in 2011-12 which drives higher associated expenditure.

Queensland Studies Authority

OVERVIEW

The Queensland Studies Authority (QSA) is a statutory authority established in 2002 under the *Education (Queensland Studies Authority) Act 2002*. Its vision is to provide quality, innovative and future-focused products and services to assist all Queensland education communities.

The QSA provides kindergarten year to year 12 syllabuses and guidelines, assessment, reporting, testing, accreditation, certification and tertiary entrance services for Queensland schools. This includes supporting schools to implement the Australian Curriculum and assist students to achieve a Queensland Certificate of Education.

The QSA contributes to the Government's *Toward Q2: Tomorrow's Queensland* Smart ambition – *delivering world-class education and training* – through the development of products and services that set the foundation for success in the early years, strengthen learning in the middle years and, in the senior years of schooling, provide a greater range of learning options and flexibility for young people to complete Year 12.

REVIEW OF PERFORMANCE

Recent achievements

- Developed resources and provided professional development programs to assist schools to implement the Australian Curriculum.
- Issued 45,733 Senior Statements to Year 12 Queensland students in 2010, 36,747 (80%) of whom also received a Queensland Certificate of Education (QCE) (up from 78% in 2009). Another 548 students received a Queensland Certificate of Individual Achievement and 26,560 Tertiary Entrance Statements were issued to students.
- Administered the 2011 National Assessment Program – Literacy and Numeracy to approximately 231,890 Years 3, 5, 7 and 9 students in Queensland.
- Administered the Queensland Comparable Assessment Tasks (QCATs), developed as part of the Queensland Curriculum, Assessment and Reporting (QCAR) Framework.
- Developed 200 additional science assessment tasks and enhanced the QCATs in response to the recommendations of the Queensland Education Performance Review.
- Developed the Queensland Kindergarten Learning Guideline and associated professional development program. The guideline will assist in meeting Queensland's commitment to implement the national Early Years Learning Framework.
- Developed the Prep to Year 12 Aboriginal and Torres Strait Islander Languages syllabuses.

Future developments

- Continue to participate in the Australian Curriculum, Assessment and Reporting Authority's curriculum development and consultation activities to ensure the delivery of a world-class national curriculum.
- Align QSA products to the Australian Curriculum and provide schools with resources and support as each learning area is released.
- Continue to work with the schooling community to enable more students to become eligible for a QCE by promoting the range of learning options available for students.

STATEMENTS

STAFFING¹

	Notes	2010-11 Budget	2010-11 Est. actual	2011-12 Estimate
	2,3,4	226.3	248.56	241.91

Notes:

1. Full-time equivalents (FTEs) as at 30 June.
2. The majority of QSA's FTE staff are based at the South Brisbane office, with the remainder located in 13 district offices across Queensland. The figures include permanent and temporary FTEs.
3. The increase is due to the change of previous casual positions to permanent funded positions.
4. 2010-11 Estimated Actual includes some temporary FTEs engaged for short term projects which are not expected to continue into 2011-12.

PERFORMANCE STATEMENT

Service standards	Notes	2010-11 Target/est.	2010-11 Est. actual	2011-12 Target/est.
Percentage of stakeholders surveyed who consider the syllabuses and support materials developed by the authority to be satisfactory		85%	86%	86%
Quality of certification processes: the percentage of all learners whose Queensland Certificate of Education (QCE) eligibility status changed following request for verification or review of information		0.2%	0.21%	0.2%
Quality of certification processes: the percentage of all OP eligible Year 12 students whose OP changed following request for verification or review of information	1,2	..	0.03%	0.03%
Percentage of principals rating the communication and test preparation material for National Assessment Program – Literacy and Numeracy (NAPLAN) as good or very good	3	90%	86%	90%
Average cost per school of external audit as a Registered Training Organisation	4	\$9,411	\$9,872	\$7,270
Average cost per syllabus revision	5	\$87,086	\$106,676	\$93,181
Average cost per student of developing and issuing Senior Education Profiles	6	\$265	\$253	\$254
Average cost per student of developing and issuing the National Assessment Program – Literacy and Numeracy (NAPLAN) student report	7	\$34	\$32	\$35

Service standards	Notes	2010-11 Target/est.	2010-11 Est. actual	2011-12 Target/est.
Average cost per student of tertiary entrance and pathways information programs		\$9	\$8	\$8
Other measures				
External Audit of the QSA VET management processes demonstrates compliance with the Australian Quality Training Framework Standards and national benchmarks	8	Compliance Achieved	N/A	Compliance Achieved
State contribution (\$000)		39,212	41,005	41,293
Other revenue (\$000)		2,962	3,744	3,682
Total cost (\$000)		42,174	44,749	44,975

Notes:

1. The number of Overall Positions (OPs) that changed following a review by the QSA. Typically there are a very small number of successful appeals.
2. A target for 2010-11 was not developed.
3. This was the first time the survey was conducted. The 2010-11 target of 90% was not achieved, however, the QSA continues to strive for a high satisfaction rate.
4. The projected decrease in average cost of external audit in 2011-12 is due to an increase in the number of audits. This increase is attributed to the normal cycle and an expected increase to QSA's delegation to include non-trade Certificate III and IV qualifications. When this increased number of audits is applied to relatively fixed costs, the average cost is decreased.
5. Increased average cost of syllabus revision in 2010-11 is due to a decrease in the number of revisions pending the introduction of the Australian Curriculum. When this is applied to relatively fixed costs, the average cost is increased.
6. Decreased average cost of developing and issuing Senior Education Profiles from 2010-11 is due to an increase in the number of students receiving a Senior Education Profile. When this is applied to relatively fixed costs, the average cost is decreased.
7. These figures represent the total cost of the administration of the NAPLAN tests in Queensland. Schools/school sectors are levied for an amount each year as a contribution to the overall costs.
8. External Audit was not required for 2010-11 under the current delegation from the Training and Employment Recognition Council (TERC). The 2011-12 target is related to the Australian Skills Quality Authority which will be established in Queensland later in 2011. This Authority will replace the state-based TERC. It is understood that QSA will have a delegation from this new Authority to register schools as Registered Training Organisations. The frequency of external audits will be specified in the new delegation.

INCOME STATEMENT

Queensland Studies Authority	Notes	2010-11 Budget \$'000	2010-11 Est. act. \$'000	2011-12 Estimate \$'000
Income				
User charges	1,7	2,374	2,620	2,540
Grants and other contributions	2,8	39,212	41,005	41,293
Other revenue	3,9	588	1,124	1,142
Gains on sale/revaluation of property, plant and equipment and investments		..	..	..
Total income		42,174	44,749	44,975
Expenses				
Employee expenses	4,10	27,245	28,618	28,755
Supplies and services	4,11	13,127	14,563	14,625
Grants and subsidies		..	..	..
Depreciation and amortisation	5,12	1,741	1,533	1,559
Finance/borrowing costs		..	..	..
Other expenses	6,13	61	35	36
Losses on sale/revaluation of property, plant and equipment and investments		..	..	..
Total expenses		42,174	44,749	44,975
OPERATING SURPLUS/(DEFICIT)		..	..	..

STATEMENT OF CHANGES IN EQUITY

Queensland Studies Authority	Notes	2010-11 Budget \$'000	2010-11 Est. act. \$'000	2011-12 Estimate \$'000
Net effect of the changes in accounting policies and prior year adjustments	
Increase/(decrease) in asset revaluation reserve	
Net amount of all revenue and expense adjustments direct to equity not disclosed above	
Net income recognised directly in equity	
Surplus/(deficit) for the period	
Total recognised income and expense for the period	
Equity injection/(withdrawal)	
Equity adjustments (MoG transfers)	
Total movement in equity for period	

BALANCE SHEET

Queensland Studies Authority	Notes	2010-11 Budget \$'000	2010-11 Est. act. \$'000	2011-12 Estimate \$'000
CURRENT ASSETS				
Cash assets	14,16	8,311	8,611	9,880
Receivables		462	444	499
Other financial assets		..	..	..
Inventories		90	38	38
Other		315	308	400
Non-financial assets held for sale		..	..	..
Total current assets		9,178	9,401	10,817
NON-CURRENT ASSETS				
Receivables		..	..	..
Other financial assets		..	..	..
Property, plant and equipment		877	1,108	806
Intangibles	15,17	6,696	6,603	5,451
Other		..	..	..
Total non-current assets		7,573	7,711	6,257
TOTAL ASSETS		16,751	17,112	17,074
CURRENT LIABILITIES				
Payables		3,603	3,644	3,674
Accrued employee benefits		1,632	1,852	1,783
Interest-bearing liabilities and derivatives		..	..	..
Provisions		..	..	..
Other		49	80	81
Total current liabilities		5,284	5,576	5,538
NON-CURRENT LIABILITIES				
Payables		..	..	..
Accrued employee benefits		..	..	..
Interest-bearing liabilities and derivatives		..	..	..
Provisions		..	..	..
Other		..	..	..
Total non-current liabilities		..	..	..
TOTAL LIABILITIES		5,284	5,576	5,538
NET ASSETS/(LIABILITIES)		11,467	11,536	11,536
EQUITY				
Capital/contributed equity		4,832	4,832	4,832
Retained surplus/(accumulated deficit)		6,635	6,704	6,704
Reserves:				
- Asset revaluation surplus		..	..	..
- Other (specify)		..	..	..
TOTAL EQUITY		11,467	11,536	11,536

CASH FLOW STATEMENT

Queensland Studies Authority	Notes	2010-11 Budget \$'000	2010-11 Est. act. \$'000	2011-12 Estimate \$'000
CASH FLOWS FROM OPERATING ACTIVITIES				
Inflows:				
User charges		2,353	2,547	2,541
Grants and other contributions	18,20	39,212	41,005	41,293
Other		743	1,364	1,288
Outflows:				
Employee costs	19,21	(27,286)	(28,686)	(28,739)
Supplies and services	19,22	(13,069)	(14,932)	(14,773)
Grants and subsidies		1	(75)	(3)
Borrowing costs		..	..	..
Other		(217)	(336)	(233)
Net cash provided by/(used in) operating activities		1,737	887	1,374
CASH FLOWS FROM INVESTING ACTIVITIES				
Inflows:				
Sales of property, plant and equipment		..	..	..
Investments redeemed		..	..	..
Loans and advances redeemed		..	..	..
Outflows:				
Payments for property, plant and equipment and intangibles		(130)	(224)	(105)
Payments for investments		..	..	..
Loans and advances made		..	..	..
Net cash provided by/(used in) investing activities		(130)	(224)	(105)
CASH FLOWS FROM FINANCING ACTIVITIES				
Inflows:				
Borrowings		..	..	..
Equity injections		..	..	..
Outflows:				
Borrowing redemptions		..	..	..
Finance lease payments		..	..	..
Equity withdrawals		..	..	..
Net cash provided by/(used in) financing activities		..	..	..
Net increase/(decrease) in cash held		1,607	663	1,269
Cash at the beginning of financial year		6,704	7,948	8,611
Cash transfers from restructure		..	..	..
Cash at the end of financial year		8,311	8,611	9,880

EXPLANATION OF VARIANCES IN THE FINANCIAL STATEMENTS

Income statement

Major variations between 2010-11 Budget and 2010-11 Estimated actual include:

1. Increase due to higher than anticipated syllabus licensing and copyright income.
2. Increase relates to additional funding from the Department of Education and Training (DET) for the National Assessment Program - Literacy and Numeracy (NAPLAN), the Open Trial of Year 1 Literacy and Numeracy Checkpoints Assessments, the development of a senior syllabus in Chinese (Mandarin) and for the ongoing implementation of the Queensland Kindergarten Learning Guideline.
3. Increase due to higher than anticipated interest revenue from the implementation of improved investment strategies.
4. Increase due to additional expenditure related to the Open Trial of the Year 1 Literacy and Numeracy Checkpoints Assessments, the development of a senior syllabus in Chinese (Mandarin), NAPLAN, the ongoing implementation of the Queensland Kindergarten Learning Guideline and Australian Curriculum.
5. Decrease due to the useful lives of a number of plant and equipment assets being extended as part of the annual review.
6. Decrease due to reclassification of internal audit costs from 'Other expenses' to 'Supplies and services'.

Major variations between 2010-11 Estimated actual and the 2011-12 Estimate include:

7. Decrease due to higher than anticipated syllabus licensing and copyright income in 2010-11.

Major variations between 2010-11 Budget and 2011-12 Estimate include:

8. Increase relates to additional funding from DET for NAPLAN, Enterprise Bargaining (EB) increase, the development of a senior syllabus in Chinese (Mandarin) and for the ongoing implementation of the Queensland Kindergarten Learning Guideline.
9. Increase due to higher than anticipated interest revenue from the implementation of improved investment strategies.
10. Increase due to EB increase combined with additional temporary FTEs for the development of a senior syllabus in Chinese (Mandarin), the ongoing implementation of the Queensland Kindergarten Learning Guideline, Assessment Bank and Australian Curriculum.
11. Increase due to additional expenditure related to the development of a senior syllabus in Chinese (Mandarin), NAPLAN, the ongoing implementation of the Queensland Kindergarten Learning Guideline and Australian Curriculum.
12. Decrease due to the useful lives of a number of plant and equipment assets being extended as part of the annual review.
13. Decrease due to reclassification of internal audit costs from 'Other expenses' to 'Supplies and services'.

Balance sheet

Major variations between 2010-11 Budget and 2011-12 Estimate include:

14. Increase due to relatively low level of capital expenditure combined with implementation of improved investment strategies.
15. Decrease due to amortisation of internally developed software.

Major variations between 2010-11 Estimated actual and the 2011-12 Estimate include:

16. Increase due to relatively low level of capital expenditure combined with implementation of improved investment strategies.
17. Decrease due to amortisation of internally developed software.

Cash flow statement

Major variations between 2010-11 Budget and 2010-11 Estimated actual include:

18. Increase relates to additional funding from DET for NAPLAN, the Open Trial of Year 1 Literacy and Numeracy Checkpoints Assessments, the development of a senior syllabus in Chinese (Mandarin) and for the ongoing implementation of the Queensland Kindergarten Learning Guideline.
19. Increase due to additional expenditure related to the Open Trial of the Year 1 Literacy and Numeracy Checkpoints Assessments, the development of a senior syllabus in Chinese (Mandarin), NAPLAN, the ongoing implementation of the Queensland Kindergarten Learning Guideline and Australian Curriculum.

Major variations between 2010-11 Budget and 2011-12 Estimate include:

20. Increase relates to additional funding from DET for NAPLAN, Enterprise Bargaining (EB) increase, the development of a senior syllabus in Chinese (Mandarin) and for the ongoing implementation of the Queensland Kindergarten Learning Guideline.
21. Increase due to EB increase combined with additional temporary FTEs for the development of a senior syllabus in Chinese (Mandarin), the ongoing implementation of the Queensland Kindergarten Learning Guideline, Assessment Bank and Australian Curriculum.
22. Increase due to additional expenditure related to the development of a senior syllabus in Chinese (Mandarin), NAPLAN, the ongoing implementation of the Queensland Kindergarten Learning Guideline and Australian Curriculum.

Southbank Institute of Technology

OVERVIEW

Southbank Institute of Technology (SBIT) was established as a statutory TAFE institute under the *Vocational Education, Training and Employment Act 2000* on 1 April 2008. The Institute's vision is to 'empower VET and Higher Education students for rewarding careers in the global community' and is one of Australia's leading vocational education and training providers in higher level skills training.

SBIT offers a range of high-level vocational qualifications, associate degrees, university pathways and articulation arrangements in key industries.

On behalf of the Department of Education and Training, SBIT acts as the contract manager for two Australian Government programs – the Adult Migrant English Program and the Language, Literacy and Numeracy Program, delivered in TAFE institutes across Queensland.

REVIEW OF PERFORMANCE

Recent achievements

- Implemented VET FEE-HELP with over 1,200 enrolments across 46 eligible courses of study.
- Continued to deliver against the *Toward Q2: Tomorrow's Queensland* target under the Smart ambition – *three out of four Queenslanders will hold trade, training or tertiary qualifications*, with expected delivery of Certificate III level or higher qualifications to over 14,000 students in the 2010-11 period.
- Increased educational pathways for students moving between university and SBIT from 119 to 159 pathways to leading institutions including Queensland University of Technology, Griffith University, the University of Queensland and University of the Sunshine Coast.

Future developments

- Continue to partner with industry to enhance employment opportunities and practical applications for students through the implementation of SBIT's Industry Engagement Strategy to improve business client satisfaction.
- Maximise learning experiences and outcomes for students by embedding the Framework for Education to guide teaching quality to improve student satisfaction.
- Continue to grow the number of eligible VET courses as a VET FEE-HELP provider.
- Develop additional educational pathways for students moving between university and SBIT.
- Further contribute to the *Toward Q2: Tomorrow's Queensland* target under the Smart ambition – *three out of four Queenslanders will hold trade, training or tertiary qualifications*.

STATEMENTS

STAFFING¹

	Notes	2010-11 Budget	2010-11 Est. actual	2011-12 Estimate
	2	21	14.45	19

Notes:

1. Full-time equivalents (FTEs) as at 30 June.
2. Staffing numbers reflect staff directly engaged by the Institute and do not include staff employed by the Department of Education and Training (DET) who are utilised by the Institute. The 2011-12 Estimate reflects the expected direct appointment by the Institute of management and commercial roles. It is estimated that, as at 30 June 2011, the Institute will utilise over 636 full-time equivalent DET staff and an estimated 665 DET staff as at 30 June 2012.

PERFORMANCE STATEMENT

	Notes	2010-11 Target/est.	2010-11 Est. actual	2011-12 Target/est.
Service Area: Southbank Institute of Technology - Service standards				
Proportion of all attempted competencies successfully completed		84%	84%	84%
Student post training outcome (employed or in further study after training)		90%	87.5%	90%
Proportion of graduates satisfied with the overall quality of their training	1	82%	81%	84%
Proportion of employers satisfied with graduates of the Institute	2	78%	72%	75%
Average cost per competency successfully completed		\$635	\$635	\$615
Other measures				
Number of students completing Certificate III and above	3	25,280	14,400	16,000
State contribution (\$000)		65,270	36,118	35,706
Other revenue (\$000)		62,424	59,320	63,168
Total cost (\$000)		127,190	95,438	108,822

Notes:

1. Student satisfaction survey conducted annually.
2. 780 business client sample population supplied with only 61 respondents representing less than 8% response.
3. Market contraction and a continued focus on Cert IV and above qualifications have seen a decrease in expected student numbers. Students however are studying for longer periods and achieving higher qualifications fulfilling our Q2 commitment to the Government

INCOME STATEMENT

Southbank Institute of Technology	Notes	2010-11 Budget \$'000	2010-11 Est. act. \$'000	2011-12 Estimate \$'000
Income				
User charges	1,8	61,649	58,263	62,528
Grants and other contributions	2,5,9	65,270	36,118	35,706
Other revenue	3,10	775	1,057	640
Gains on sale/revaluation of property, plant and equipment and investments		..	..	..
Total income		127,694	95,438	98,874
Expenses				
Employee expenses		3,474	2,692	3,194
Supplies and services	2,4,6,11	122,049	91,000	103,873
Grants and subsidies		..	..	..
Depreciation and amortisation		1,272	1,425	1,369
Finance/borrowing costs		..	..	..
Other expenses		395	321	386
Losses on sale/revaluation of property, plant and equipment and investments		..	..	..
Total expenses		127,190	95,438	108,822
OPERATING SURPLUS/(DEFICIT)	7,12	504	0	(9,948)

STATEMENT OF CHANGES IN EQUITY

Southbank Institute of Technology	Notes	2010-11 Budget \$'000	2010-11 Est. act. \$'000	2011-12 Estimate \$'000
Net effect of the changes in accounting policies and prior year adjustments	
Increase/(decrease) in asset revaluation reserve	
Net amount of all revenue and expense adjustments direct to equity not disclosed above	
Net income recognised directly in equity	
Surplus/(deficit) for the period		504	0	(9,948)
Total recognised income and expense for the period		504	0	(9,948)
Equity injection/(withdrawal)	
Equity adjustments (MoG transfers)	
Total movement in equity for period		504	0	(9,948)

BALANCE SHEET

Southbank Institute of Technology	Notes	2010-11 Budget \$'000	2010-11 Est. act. \$'000	2011-12 Estimate \$'000
CURRENT ASSETS				
Cash assets	18,22	12,265	12,850	4,034
Receivables	13,19,23	14,347	19,739	21,251
Other financial assets		..	..	..
Inventories		18	16	16
Other		310	622	613
Non-financial assets held for sale		..	..	..
Total current assets		26,940	33,227	25,914
NON-CURRENT ASSETS				
Receivables		..	..	..
Other financial assets		..	..	..
Property, plant and equipment	14	19,023	20,517	19,657
Intangibles	15	224	512	373
Other		..	..	..
Total non-current assets		19,247	21,029	20,030
TOTAL ASSETS		46,187	54,256	45,944
CURRENT LIABILITIES				
Payables	16,20,24	23,169	9,709	11,163
Accrued employee benefits		..	..	..
Interest-bearing liabilities and derivatives		..	..	..
Provisions		..	..	..
Other	17,21	..	19,205	19,352
Total current liabilities		23,169	28,914	30,515
NON-CURRENT LIABILITIES				
Payables		..		
Accrued employee benefits		..	422	457
Interest-bearing liabilities and derivatives		..	..	..
Provisions		..	..	..
Other		..	..	..
Total non-current liabilities		..	422	457
TOTAL LIABILITIES		23,169	29,336	30,972
NET ASSETS/(LIABILITIES)		23,018	24,920	14,972
EQUITY				
Capital/contributed equity		43,199	43,199	43,199
Retained surplus/(accumulated deficit)		(20,181)	(18,279)	(28,227)
Reserves:				
- Asset revaluation surplus		..	..	..
- Other (specify)		..	..	..
TOTAL EQUITY		23,018	24,920	14,972

CASH FLOW STATEMENT

Southbank Institute of Technology	Notes	2010-11 Budget \$'000	2010-11 Est. act. \$'000	2011-12 Estimate \$'000
CASH FLOWS FROM OPERATING ACTIVITIES				
Inflows:				
User charges	25,29	59,999	54,997	61,987
Grants and other contributions	26,30	65,270	38,262	34,834
Other		775	1,110	656
Outflows:				
Employee costs		(3,474)	(2,896)	(3,159)
Supplies and services	27,31	(122,053)	(92,737)	(102,410)
Grants and subsidies		..	..	..
Borrowing costs		..	..	..
Other		(395)	(203)	(354)
Net cash provided by/(used in) operating activities		122	(1,467)	(8,446)
CASH FLOWS FROM INVESTING ACTIVITIES				
Inflows:				
Sales of property, plant and equipment		..	..	..
Investments redeemed		..	..	..
Loans and advances redeemed		..	..	..
Outflows:				
Payments for property, plant and equipment and intangibles	28	(304)	(594)	(370)
Payments for investments		..	..	..
Loans and advances made		..	..	..
Net cash provided by/(used in) investing activities		(304)	(594)	(370)
CASH FLOWS FROM FINANCING ACTIVITIES				
Inflows:				
Borrowings		..	..	..
Equity injections		..	..	..
Outflows:				
Borrowing redemptions		..	..	..
Finance lease payments		..	..	..
Equity withdrawals		..	..	..
Net cash provided by/(used in) financing activities		..	..	..
Net increase/(decrease) in cash held		(182)	(2,061)	(8,816)
Cash at the beginning of financial year		12,447	14,911	12,850
Cash transfers from restructure		..	..	..
Cash at the end of financial year		12,265	12,850	4,034

EXPLANATION OF VARIANCES IN THE FINANCIAL STATEMENTS

Income statement

Major variations between 2010-11 Budget and 2010-11 Estimated actual include:

1. Changes due largely to a decline in international student demand resulting from the changes in Migration Occupations in Demand List (MODL), strong exchange rate and increasingly competitive international market. There has also been a decline in demand for commercial training.
2. Changes due largely to renegotiated funding arrangements for the Southbank Education Training Precinct (SETP) PPP with the Department of Education and Training during 2010-11, which is offset by a corresponding decrease in expenditure.
3. Interest was higher than anticipated due to cash rate increases at the start of the financial year and higher bank balances during the course of the year.
4. Due to the reduced revenue, costs were managed to achieve savings in contractors, agency fees, computer expenses, telecommunications, printing and photocopying costs and savings through rental abatements. This is in addition to the decrease in expenditure as a result of the renegotiated funding arrangements for the SETP PPP.

Major variations between 2010-11 Budget and 2011-12 Estimate include:

5. Changes due largely to renegotiated funding arrangements for the Southbank Education Training Precinct (SETP) PPP with the Department of Education and Training during 2010-11, which is offset by a corresponding decrease in expenditure.
6. Changes due largely to renegotiated funding arrangements for the SETP PPP with the Department of Education and Training during 2010-11, which is offset by a corresponding decrease in expenditure.
7. Enterprise bargaining agreements giving rise to a 4% increase in staff wages and increases in contribution to the SETP PPP, combined with a continuing decline in revenues are the predominant contributing factors for the forecast deficit of \$9.9M in 2011-12.

Major variations between 2010-11 Estimated actual and the 2011-12 Estimate include:

8. Increase due to demand for fee for service courses offered under FEE-HELP and anticipated growth in the commercial training market.
9. Funding for Higher Education FEE- HELP was provided in 2010-11, but will not continue in 2011-12.
10. Decline in interest due to lower bank balances than forecast.
11. Increase is predominantly the result of reimbursements to the Department of Education and Training for staff costs which have increased under enterprise bargaining agreements, as well as increases associated with annual desktop replacement program, rent and strategic initiatives such as Product Development and HR Proud Skills.
12. Enterprise bargaining agreements giving rise to a 4% increase in staff wages and increases in contribution to the SETP PPP, combined with a continuing decline in revenues are the predominant contributing factors for the forecast deficit of \$9.9M in 2011-12.

Balance sheet

Major variations between 2010-11 Budget and 2010-11 Estimated actual include:

13. Increase due to demand for FEE-HELP as payments are received over six months versus upfront at the start of the semester.
14. Small increase is due to deferral of capital acquisitions which were budgeted in the prior year but only incurred in 2010-11 plus some donated assets.
15. Purchase of a contract management system under the SETP arrangements. This was originally budgeted for 2009-10 year, but was not acquired until 2010-11.
16. Unearned revenue for fees received in advance was incorrectly included in payables in the 2010-11 Budget figure. This was corrected in the 2010-11 Estimated actual and 2011-12 Estimate by including unearned revenue as Other.
17. Unearned revenue for fees received in advance was incorrectly included in payables in the 2010-11 Budget figure. This was corrected in the 2010-11 Estimated actual and 2011-12 Estimate by including unearned revenue as Other. Additionally, unearned revenue for fees received in advance is higher than anticipated.

Major variations between 2010-11 Budget and 2011-12 Estimate include:

18. Decrease due to declining revenue and increased demand for FEE-HELP.
19. Increase due to increase in demand for FEE-HELP.
20. Unearned revenue for fees received in advance has been reclassified from Payables to Other non recurrent assets. Additionally, there is an overall increase in Payables due to increase in expenses expected in 2011-12, for example, staff costs have increased as a result of enterprise bargaining agreements.
21. Unearned revenue for fees received in advance has been reclassified from Payables to Other non recurrent assets, as well as fees received in advance being higher than anticipated.

Major variations between 2010-11 Estimated actual and the 2011-12 Estimate include:

22. Decrease due to declining revenue and increased demand for FEE-HELP.
23. Increase due to increase in demand for FEE-HELP.
24. Increase in payables for payroll and rent.

Cash flow statement

Major variations between 2010-11 Budget and 2010-11 Estimated actual include:

25. Decrease due to declining revenue due largely to a decline in international student demand resulting from changes in Migration Occupations in Demand List (MODL), strong exchange rate and increasingly competitive international market. There has also been a decline in demand for commercial training.
26. Changes due largely to renegotiated funding arrangements for the SETP PPP with the Department of Education and Training during 2010-11, which is offset by a corresponding decrease in expenditure.

27. Due to the reduced revenue, costs were managed to achieve savings in contractors, agency fees, computer expenses, telecommunications, printing and photocopying costs and rental abatements.
28. Purchase of a contract management system under the Southbank Education Training Precinct (SETP) arrangements was deferred from 2009-10 to 2010-11.

Major variations between 2010-11 Estimated actual and the 2011-12 Estimate include:

29. Increase due to demand for fee for services courses offered under FEE-HELP and anticipated growth in the commercial training market.
30. Funding for Higher Education FEE-HELP was provided in 2010-11, but will not continue in 2011-12.
31. Increase is predominantly the result of reimbursements to the Department of Education and Training for staff costs which have increased under enterprise bargaining agreements, as well as increases associated with annual desktop replacement program, rent and strategic initiatives such as Product Development and HR Proud Skills.