

# PART 16

## Department of Education and Training

### Summary of departmental portfolio budgets

Page	Agency	2009-10 Budget \$'000	2009-10 Est. act. \$'000	2010-11 Estimate \$'000
3-65	Department of Education and Training – controlled	7,217,329	7,132,731	7,475,163
	Department of Education and Training – administered	2,437,480	2,684,336	2,624,611
3-96	Queensland Studies Authority	41,111	42,347	42,174
3-104	Southbank Institute of Technology	118,824	116,968	127,190
3-111	Gold Coast Institute of TAFE	63,870	66,099	63,868

Note:

1. Explanations of variances are provided in the financial statements.

## DEPARTMENTAL OVERVIEW

### MINISTERIAL RESPONSIBILITY

The Minister for Education and Training is responsible for the Department of Education and Training and a number of statutory authorities including the Queensland Studies Authority, Southbank Institute of Technology and the Gold Coast Institute of TAFE.

### STRATEGIC ISSUES

The department provides and supports quality education and training across the entire continuum of learning, through kindergarten, schooling, training and higher education. It has responsibility for delivery of the Tomorrow's Queensland Smart targets:

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

The department pursues three strategic objectives for Queensland and associated long term performance indicators to deliver the Tomorrow's Queensland Smart ambition:

- **Queensland children will have access to quality early childhood education and care.**
  - the proportion of children enrolled in a quality kindergarten program, including the proportion of Indigenous children and children in disadvantaged communities.
- **Every young Queenslander will be prepared with the educational foundations to support successful transitions to further education, training and work.**
  - proportion of school students at or above the National Minimum Standard, and in the top two bands of achievement, in National Assessment Program Literacy and Numeracy (NAPLAN) testing including reducing the gap between Indigenous and non-Indigenous reading and numeracy achievements; and
  - Queensland's relative performance against other Australian jurisdictions in literacy, numeracy and science.
- **Queenslanders will be skilled to maximise their opportunities and productively contribute to Queensland's economy.**
  - proportion of 20-24 year olds attaining Year 12 or equivalent or Certificate II qualifications, including reducing the gap between Indigenous and non-Indigenous Year 12 or equivalent attainment and proportion of post Year 12 students who are in work, further education and training; and
  - proportion of 25-64 year olds with Certificate III or higher qualifications.

The department will continue to:

- work with the Australian Government through strong 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, improving youth attainment and transitions and skills and workforce development
- work with the Queensland Studies Authority and the schooling sectors to develop a comprehensive plan to support the implementation of the Australian Curriculum
- drive a range of major policy agendas in 2010-11, including strategic reforms in the vocational education and training sector, the implementation of the Government's commitment to early childhood education and care, and the development of the Government response to issues raised in the discussion paper *A Flying Start for Queensland Children*

- lead statewide consultations on major proposals in the discussion paper, such as moving Year 7 to secondary school and establishing a single authority to oversight educational standards for all teachers and schools across Queensland
- conduct an educational campaign to encourage parents to read to their children, recruit and train volunteers to read to children in schools, establish Teaching Centres of Excellence, and conduct a review of teacher pre-service preparation
- plan the way our services are delivered to respond to issues including continued growth in Queensland's urban areas, catering for smaller rural populations within our geographically dispersed state, our future skill needs, uses of technology and our environmental footprint.

## **2010-11 HIGHLIGHTS**

In 2010-11 the department will invest \$8.179 billion in recurrent funding and \$1.381 billion in infrastructure.

### **School Education**

#### ***Literacy, numeracy and science***

The department is seeking to improve the literacy, numeracy and science results of students by:

- implementing the Government's response to Professor Geoff Masters' report *A Shared Challenge: Improving Literacy, Numeracy and Science Learning in Queensland Primary Schools*. This includes the trial of new literacy, numeracy and science tests for pre-service primary school teachers by the Queensland College of Teachers in 2010. A testing program for all aspiring primary school teachers will commence in 2011
- continuing the roll-out of its \$72.3 million three year Literacy and Numeracy Action Plan. Funding of \$25.8 million in 2010-11 will provide:
  - between 10 and 20 hours of intensive teaching each year for Year 3 and 5 students not meeting national minimum standards in literacy and numeracy;
  - literacy and numeracy coaches in 175 schools as part of the Literacy and Numeracy National Partnership;
  - the continuation of summer schools to assist those Year 5 to 7 students not meeting national minimum standards in literacy and numeracy; and
  - ongoing professional development for teachers to increase their skills and knowledge in assisting students under-performing in literacy and numeracy.
- providing funding of \$19.5 million under the second year of the \$43.5 million three year Science Spark program. The program includes the continued employment of 15 Regional Science Managers to provide professional development in primary schools to support the teaching of science, 100 Primary Science Facilitators to improve knowledge of science for students in Years 4 to 7 and the expansion of the number of Earth Smart schools to 600.

#### ***Teaching and Learning***

- Develop and implement the Queensland Government's position in relation to *A Flying Start For Queensland Children* including:
  - a commitment to engage the community in schools with the recruitment and training of up to 3,000 volunteers to become Queensland Ready Readers. These volunteers will receive training to assist young readers in classrooms across the state to build their confidence in, and enjoyment of, reading; and

- a statewide educational program highlighting the importance of parents and carers reading to children in the early years to give them a flying start in school.
- The provision of the second year of funding of \$3.6 million over three years for the establishment of the Queensland Education Leadership Institute (QELI), due to be launched in July 2010.
- A provision for up to 316 full-time equivalent (FTE) additional teachers and teacher aides to meet enrolment growth in Queensland state schools.
- Funding of \$14.1 million for an additional 5,000 teacher aide hours per week in 2010-11 (totalling an additional 10,000 hours since 2008-09) under the second year 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.
- Investing over \$50 million in 2010-11 through a range of initiatives in professional development to enhance the capability of staff, including TAFE and school teachers.
- Working with all education sectors through the Queensland Schools Alliance Against Violence to implement a range of strategies including statewide forums and resource materials to combat bullying and violence.
- Funding of \$15 million per annum will provide an additional \$10,000 in grant funding for each school from the 2010 school year, with an extra \$3,000 per school for schools in disadvantaged areas.
- Funding of \$3 million in 2010-11 for the third year of a \$12 million four year commitment, will continue implementation of the Queensland Curriculum Assessment and Reporting Framework for school Years 1 to 9. This will include the implementation of Queensland Common Assessment Tasks (QCATs) for Year 4, 6 and 9 English, Maths and Science in all state schools.
- Continue to prepare for the implementation of the Australian Curriculum.
- Funding of \$40.2 million will be provided to over 70 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 includes providing ongoing support for 10 Turnaround Teams to work with school leaders and staff to help lift student performance in over 100 state schools.
- Funding of \$3.8 million is provided in 2010-11 for the continuation of the Every Child Counts and the Edmund Rice Bridge Program. Every Child Counts involves the trial of new and innovative approaches to improving the educational outcomes of students in the Logan area. The Edmund Rice Bridge program is an innovative model of support for young people aged between 12 and 15 years who are returning from the juvenile justice system.
- Investing \$9.8 million in 2010-11 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 in 2010-11, 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.
- Investing over \$100 million in Smart Classrooms initiatives to improve student, teacher and parent access to digital learning materials and \$20 million under the Computers for Teachers program will continue the provision of a dedicated classroom computer and associated professional development to every permanent state school and TAFE institute teacher working two days or more a week.
- Funding of \$56 million for additional computers is provided in 2010-11 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.

## School Education Infrastructure

- As part of a major investment in infrastructure for schools, the 2010-11 Budget provides:
  - \$207 million to complete the State Schools of Tomorrow Program, to deliver new and renewed facilities that support modern teaching methods to some of the older schools in the State;
  - \$135 million to construct two new schools at Springfield, relocate two schools, undertake staged work at six schools, buy land, and to provide additional classrooms at existing schools in growth areas throughout the State;
  - \$95 million to replace and enhance facilities at existing schools;
  - \$8 million to continue the solar and energy efficiency program in schools;
  - \$11 million to acquire new employee housing and refurbish existing housing stock;
  - \$12.5 million, including a \$5 million prioritisation from State Schools of Tomorrow, for maintenance of employee housing;
  - \$98.1 million for school maintenance which includes a \$16 million prioritisation from State Schools of Tomorrow, towards the removal of asbestos from Queensland State Schools; and
  - \$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.
- In 2010-11 the department will:
  - continue the Public Private Partnership Schools Project to build, operate and maintain seven new state schools in high growth areas within South East Queensland. Primary schools will be located in the wider Bellbird Park area (Augustine Heights) and Collingwood Park in Ipswich (opening 2011), East Coomera (opening 2011) and Bundilla on the Sunshine Coast (opening 2012). A new high school will be built at Murrumba Downs (opening 2012);
  - deliver projects totalling some \$703 million, as part of the National School Pride, Science and Language Centres, and Primary Schools for the 21<sup>st</sup> Century components of the Australian Government's Building the Education Revolution initiative; and
  - allocate \$55 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

To ensure Queensland has the skills to support the economy, the department will:

- provide funding of over \$500 million in 2010-11 for vocational education and training, including apprenticeships and traineeships, through the public provider network of TAFE institutes, statutory TAFE institutes, the Australian Agricultural College Corporation and private registered training organisations
- provide a major boost to skilling through the Australian Government's contribution of \$115.9 million to the National Partnership Agreement on Productivity Places Program
- create the Queensland Skills Commission (QSC), an industry-led authority to drive training investment and skills reform, establishing a partnership with industry that supports industry investment and aligns training programs with real skills and jobs
- continue the reform of the Queensland TAFE system to increase flexibility and responsiveness to meet the needs of industry and the community
- develop the skills of teachers in innovative teaching, learning and assessment, across the Vocational Education and Training (VET) sector

- deliver State-wide training and career information services, including recognition of prior learning and career pathways, through Skilling Solutions Queensland and the Apprenticeships Info line
- continue to develop effective pathways between school, tertiary education, training and into the workforce
- reform funding arrangements to improve the capacity of industry to choose how, where, when and by whom training is delivered
- provide training and training support to Indigenous Queenslanders through \$2.7 million of State funding to complete the four-year Training Initiatives for Indigenous Adults in Regional and Remote Communities program, a joint dollar for dollar State-Australian Government initiative
- contribute \$9 million in 2010-11 towards the Government's Green Army initiative for training projects that have significant environmental and community benefit.

## **VET Infrastructure**

Significant investment in training infrastructure during 2010-11 includes:

- \$36 million to continue the development of the SkillsTech Australia major trade and technician skills campus at Acacia Ridge
- \$24 million to continue the redevelopment of the Cairns campus of the Tropical North Queensland Institute of TAFE
- \$13 million to complete the development of the Coomera Education Precinct of the Gold Coast Institute of TAFE
- \$10 million to continue the development of a major trade and technical skills campus at Mackay
- \$6 million to redevelop the Bundamba Campus of The Bremer Institute of TAFE
- \$4.7 million, funded jointly by the Queensland and Australian Governments and Ports North, to complete the Great Barrier Reef International Marine College in Cairns (this includes \$1 million from the Trade Training Centres in Schools initiative).

## **Early Childhood Education and Care (ECEC)**

- The Government's strong investment in existing community kindergartens will continue with the provision of \$43.9 million. In addition, kindergarten programs will be gradually implemented in other settings, including further expansion into long day care services.
- An investment of over \$1 million over two years in a new scholarship scheme will support eligible early childhood education and care workers to upgrade early childhood teacher qualifications for registration.
- The kindergarten learning guideline will be finalised by the Queensland Studies Authority, providing clear expectations for the delivery of approved kindergarten programs.
- Commencing in July 2010, licensees of early childhood education and care services will be required to keep and maintain a compliance history log book to provide parents and the community with information about formal notices for failing to meet the requirements of the *Child Care Act 2002*.
- The department will work with the Australian Government to commence trial implementation of the National Quality Standard for Early Childhood Education and Care. This trial will inform the refinement of the new national rating system and implementation planning for the National Quality Framework from 1 January 2012.

## Early Childhood Infrastructure

- Funding of \$321 million over five years to provide up to 240 extra kindergarten services by 2014. In 2010-2011, 12 kindergarten services will open in 11 State Schools at Tin Can Bay, Seaforth, Beachmere, Gaven, Deception Bay North, Fairview Heights, Sunset, Carina, Flagstone, Crestmead and Rochedale South. Construction will commence on four kindergarten services at Forest Lake College, Prince of Peace Lutheran College (Everton Hills) and St Andrews Catholic College (Redlynch, Cairns).
- The Government will accelerate planning and delivery of 40 kindergarten services originally scheduled for 2013 and 2014, to open a total of 86 services in 2012.
- In addition, the department will provide a solar photovoltaic system (conversion of sunlight into electricity using solar panels) to up to 240 extra kindergartens being established by 2014.
- Construction of an early years centre in Cairns to commence services in 2011. This centre finalises a \$32 million commitment to establish four early years centres that provide integrated early childhood education and care, family support and child and family health services.
- Construction of early learning and care centres at Cairns, Townsville and Gladstone to provide long day care and a kindergarten program in partnership with the Australian Government.
- Funding of \$6 million to establish early childhood centres including Beaudesert and Acacia Ridge. Services will include early childhood education and care, health and parenting support services for children aged birth to eight years and their families.
- Continuing the funding of \$3.6 million to expand child care services in the Bowen Basin mining communities of Moura, Moranbah, Dysart, Blackwater and Middlemount.
- Funding of \$75.2 million provided by the Australian Government for 10 children and family centres to be established by 2012 to cater for the needs of Indigenous children from birth to eight years. The first four centres will be established at Mount Isa, Cairns, Mareeba and Ipswich.

## RECENT ACHIEVEMENTS

### School Education

In 2009-10, the department provided services to 311,130 students in state primary schools, 174,130 students in state secondary schools and 3,390 students in state special schools.

The department released the discussion paper *A Flying Start for Queensland Children* and provided \$2.2 million to conduct an extensive consultation process including community consultation forums across Queensland, conduct a reading awareness campaign, manage online feedback and promote the Queensland Ready Readers to engage the community in schools and encourage volunteers to participate.

### Literacy, numeracy and science

Student literacy, numeracy and science outcomes have been supported through:

- the Government's response to the Masters Review committing to nine key actions designed to enhance teaching and learning in literacy, numeracy and science including amendments to *Education (Queensland College of Teachers) Act 2005*
- the Literacy and Numeracy Action Plan where the department has funded 91 coaches, established 73 summer schools to improve outcomes for students in Years 5 to 7 and provided between 10 and 20 hours of intensive teaching for students not meeting national standards in literacy and numeracy

- recruitment of 15 Regional Science Managers and 100 Primary Science Facilitators as part of the Science Spark program
- increasing the number of Earth Smart Science Schools from 60 to more than 300, providing professional development for staff to monitor and reduce each school's ecological footprint, and promoting 2010 as the Year of Environmental Sustainability
- the establishment of a 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
- continued implementation of the *Literacy – the Key to Learning: Framework for Action* in state schools through the provision of \$18 million to provide access to professional development for Prep to Year 9 teachers and early years teacher aides.

### **Teaching and Learning**

In 2009-10, the department:

- employed an additional 348 full-time equivalent (FTE) additional teachers and teacher aides (FTE) to meet enrolment growth in Queensland state schools
- provided an additional 5,000 teacher aide hours per week at a cost of \$4.5 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
- invested over \$48 million in professional development to enhance the capability of staff, including TAFE and school teachers
- allocated \$7.5 million to provide an additional \$10,000 in grant funding for each school with an extra \$3,000 per school for schools in disadvantaged areas
- continued the implementation of the Queensland Curriculum Assessment and Reporting Framework for school Years 1 to 9 and commenced preparation for the implementation of the Australian Curriculum
- commenced the Every Child Counts program and Edmund Rice Bridge Program to provide innovative models of support and early intervention for young people at risk of disengaging from education and other social connections
- continued the implementation of Australian Sign Language (Auslan) as the language of instruction for deaf/hearing impaired students using signed communication
- allocated \$1.6 million to complete the four-year pilot for the provision of support for students and their families from Cape York, Palm Island and the Torres Strait while the students study away from home at rural and urban secondary schools
- continued the Indigenous Education Support Structures pilot operating across five clusters of state schools and across a number of non-state schools to improve the attendance, achievement and school completion of Indigenous students
- continued the roll-out of the Smart Classrooms initiatives and Computers for Teachers program to improve student, teacher and parent access to digital learning materials
- replaced, for Queensland state school students in Years 9 to 12, approximately 14,000 computers and associated infrastructure under the Australian Government's Digital Education Revolution.

### **School Education Infrastructure**

As part of a major investment in education infrastructure the department in 2009-10 has:

- constructed and upgraded facilities totalling \$297 million, as part of the State Schools of Tomorrow Program

- invested \$209 million to relocate Amberley State School to a new site in Yamanto, acquire land, undertake staged work at eight schools and provide additional classrooms at existing schools in growth areas throughout the State
- continued to replace and enhance facilities at existing schools totalling \$128 million
- invested \$41 million to continue the solar and energy efficiency program in schools
- invested \$24 million to acquire new employee housing and refurbish existing housing stock
- continued to remove asbestos from Queensland state schools, as part of the maintenance and capital works program
- invested \$126.4 million, including the prioritisation of \$45 million from the State Schools of Tomorrow program, to undertake the School Annual Maintenance program
- allocated \$22.2 million, including the prioritisation of \$15 million from the State Schools of Tomorrow program, for maintenance of employee housing
- completed Peregrine Springs State School and Bay View State School as part of the Public-Private Partnership Schools Project. Commenced the development of primary schools located at the wider Bellbird Park area (Augustine Heights) and Collingwood Park in Ipswich and at East Coomera on the Gold Coast (opening 2011)
- delivered projects totalling approximately \$1.295 billion, as part of the National School Pride, Science and Language Centres, and Primary Schools for the 21<sup>st</sup> Century components of the Australian Government's Building the Education Revolution initiative
- continued the implementation of the Trade Training Centres in Schools Program with the establishment of 29 Trade Training Centres in metropolitan and regional Queensland.

### **Tertiary Education - VET and Higher Education**

In 2009-10, 280,300 students were enrolled in vocational education and training and Queensland awarded 64,600 qualifications at the highly valued Certificate III and above level through the public provider network of TAFE institutes, statutory TAFE institutes, the Australian Agricultural College Corporation and private registered training organisations.

In 2009-10, the department:

- employed a range of initiatives to develop the skills of Queenslanders including:
  - delivering career information and training referral services to over 27,000 Queenslanders through Skilling Solutions Queensland, with over 10,000 being referred for recognition of prior learning;
  - launching 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;
  - reaching more than 730 enrolments in the first year of the four year Green Building Skills Fund to assist building and construction industry participants to gain a better understanding of green building practices;
  - allocating more than 1,270 places under the Pre-apprenticeship Skilling Pathway, implemented to assist prospective apprentices with employment opportunities; and
  - commencing a review of teacher pre-service preparation.
- worked with the Australian Government to create additional training places under the National Partnership Agreement on Productivity Places Program
- enabled Queensland to have a high participation in VET in Schools programs with over 40% of national School-Based Apprentice and Trainees (SATs) commencements
- provided funding of \$5 million to formally recognise the skills and experience of individuals in trades and other occupations through recognition of prior learning

- allocated \$4.8 million to support a range of industry engagement models that promote industry leadership of skills formation and workforce development
- contributed \$9 million in 2009-10 to the Government's Green Army initiative for training projects that have significant environmental and community benefit
- continued to tailor specific support to meet the training and education needs of Indigenous Queenslanders through:
  - \$ 2.7 million of state funding for the third year of the four-year Training Initiatives for Indigenous Adults in Regional and Remote Communities Program, a joint dollar-for-dollar state-federal initiative;
  - the expansion and development of the Indigenous Transition Support Service and continuation of the Indigenous Lighthouse Grants programs;
  - 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
  - the development of an Indigenous Higher Education Action Plan.

## **VET Infrastructure**

Significant investment in training infrastructure during 2009-10 included:

- \$24 million to develop a major trade and technician skills campus at Townsville
- \$31 million for the continued development of the SkillsTech Australia major trade and technician skills campus at Acacia Ridge
- \$13 million to develop the Coomera Education precinct of the Gold Coast Institute of TAFE
- \$5.8 million, funded jointly by the Queensland and Australian Governments and Ports North, to commence development of the Great Barrier Reef International Marine College in Cairns.

## **Early Childhood Education and Care (ECEC)**

- In 2009-10, the department continued funding through the Department of Education Community Kindergarten Assistance Scheme (DECKAS) with the provision of \$41.5 million to support the delivery of early education programs in community kindergartens.
- In December 2009, the Government announced that 141 long day care centres were eligible to offer an approved kindergarten program as part of the 2010 Kindergarten Pilot Program.
- The department commenced Queensland's new kindergarten funding scheme, including additional subsidies for services in socio-economically disadvantaged and remote areas and targeted subsidies for low income families.
- Pre-prep early learning programs were provided across 35 Indigenous communities.
- As part of the Best Start Reading to Children initiative, funding was provided to The Smith Family to deliver their Let's Read program in three locations in Far North Queensland, Cape York and Torres Strait.
- The *Child Care Act 2002* was amended to provide for the publishing of serious non-compliance by child care services and requiring services to keep and maintain a compliance history logbook.
- The *Education (Queensland College of Teachers) Act 2005* was amended to enable the recognition of teaching in non-school settings (including kindergarten) for the purposes of teacher registration including renewals and moving from provisional to full registration.

- The *Education (Queensland Studies Authority) Act 2002* was amended to enable the Authority to develop the Queensland Kindergarten Learning Guideline.

## **Early Childhood Infrastructure**

In 2009-10, the department:

- committed \$11.8 million for new kindergarten services on state school sites including sites at Stretton State College, Moorooka, Mudgeeraba, Beaconsfield, Oonoonba and Woodford State Schools as well as an extension to an existing kindergarten service located at Carina State School
- committed funding to establish extra kindergarten services on non-state school sites at St Andrew's Catholic College (Redlynch, Cairns), Forest Lake College and Prince of Peace Lutheran College (Everton Hills)
- commenced operation of an early years centre at Browns Plains and planning commenced for a further early years centre at Cairns to open in 2011
- commenced operation of the early learning and care centre at Amberley District State School providing long day care and a kindergarten program
- expanded child care capacity in the Bowen Basin communities of Clermont and Theodore
- opened new early childhood education and care services at Nanango, Beenleigh, Toowoomba North, and Ayr. Funding has also been committed to refurbish and extend The Gap C&K community kindergarten.

## **DEPARTMENTAL SERVICES**

The Government's Performance Management Framework is being progressively implemented. The Framework no longer uses the concepts of 'outputs' and 'performance measures' that were previously used in Service Delivery Statements. These are replaced with 'services' and 'service standards'. These terms are defined in the Budget Readers' Guide. Together, they begin to provide information about how efficiently and effectively agencies deliver services within their approved Budget.

All agencies reviewed their service structures and service standards as part of this transition year. Approved changes are included in this year's Service Delivery Statement. Results against measures that have been discontinued are included in Appendix A (Book 5 of the Service Delivery Statements) for this year only. A key aspect of improving performance information is reviewing performance data. As such, each year agencies will continue to review and improve their service standards to provide better information on the effectiveness and efficiency of their services.

The department's transition from 'outputs' to 'services' is summarised as follows:

2009-10 Outputs	2010-11 Services
Early Childhood Education and Care	Early Childhood Education and Care
Early Phase of Learning	School Education
Middle Phase of Learning	
Senior Phase of Learning	
Students with Disabilities	
Non-State Education	
Vocational Education and Training	Tertiary Education – VET and Higher Education
Higher Education	

The department's services are:

### **Early Childhood Education and Care**

Providing children with access to quality early childhood education including establishing and funding kindergarten services, funding a range of parent and family support programs and licensing and regulating 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 and delivery of vocational education and training and providing support to higher education providers.

## STAFFING<sup>1</sup>

Service	Notes	2009-10 Budget	2009-10 Est. actual	2010-11 Estimate
<b>Services</b>				
Early Childhood Education and Care		173	182	206
School Education	2,3,4	56,904	57,337	57,840
Tertiary Education – VET and Higher Education	5	7,273	7,220	7,156
<b>Total services</b>		<b>64,350</b>	<b>64,739</b>	<b>65,202</b>
<b>Total</b>		<b>64,350</b>	<b>64,739</b>	<b>65,202</b>

Notes:

1. Full-time equivalents (FTEs) as at 30 June.
2. FTEs in School Education include employees from Corporate and Professional Services which was subsumed into the Department of Education and Training during 2009-10.
3. The increase in FTEs in 2010-11 is due mainly to the appointment of 316 FTE additional teachers and teacher aides to meet enrolment growth in Queensland state schools, and 131 FTE teacher aides to meet the Government three year commitment to provide an additional 15,000 teacher aide hours per week.
4. FTEs for School Education include all program funded, Australian Government funded, school funded employees and long service leave numbers, as an Estimated Actual for 30 June 2010 and as an estimate for 30 June 2011.
5. FTEs include employees utilised by the Gold Coast Institute of TAFE and Southbank Institute of Technology.

## 2010-11 SERVICE SUMMARY<sup>1</sup>

Service area	Total cost \$'000	Sources of revenue			
		State Contribution \$'000	User charges \$'000	C'wealth revenue \$'000	Other revenue \$'000
Early Childhood Education and Care	118,881	82,922	..	35,959	..
School Education <sup>2</sup>	5,962,528	4,819,943	45,242	822,568	274,775
Tertiary Education – VET and Higher Education	1,393,754	736,566	153,701	369,026	134,461
<b>Total</b>	<b>7,475,163</b>	<b>5,639,431</b>	<b>198,943</b>	<b>1,227,553</b>	<b>409,236</b>

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 Government provides financial assistance to non-state schools for both capital and recurrent purposes. In 2010-11 a total of \$573.3 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 2010-11 also include:

- \$0.35 million in financial support to student hostels
- approximately \$3.4 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.

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	2009-10 Budget \$'000	2009-10 Est. act. \$'000	2010-11 Estimate \$'000
<b>EDUCATION</b>				
<b>STATE FUNDING</b>				
<b>Assistance to non-state sector</b>				
<b>Assistance to non-state schools</b>				
<b>Recurrent funding for non-state schools</b>				
General recurrent grants	4,9	435,721	435,721	467,114
Grammar school endowments		164	164	164
School Transport		4,649	4,581	4,696
<b>Total recurrent funding for non-state schools</b>		<b>440,534</b>	<b>440,466</b>	<b>471,974</b>
<b>Capital assistance for non-state schools</b>				
Capital assistance	1,5,10	47,591	45,982	95,982
External Infrastructure		5,567	5,393	5,393
<b>Total capital assistance for non-state schools</b>		<b>53,158</b>	<b>51,375</b>	<b>101,375</b>
<b>Total assistance for non-state schools</b>		<b>493,692</b>	<b>491,841</b>	<b>573,349</b>
<b>Assistance to other non-state sector</b>				
<b>Community kindergarten assistance scheme</b>				
Recurrent	6,11	41,097	41,287	43,704
Capital		204	242	189
<b>Total Community kindergarten assistance scheme</b>		<b>41,301</b>	<b>41,529</b>	<b>43,893</b>
<b>Student Hostels</b>				
Recurrent		261	248	254
Capital		100	114	100
<b>Total Student Hostels</b>		<b>361</b>	<b>362</b>	<b>354</b>
Living away from home allowances		6,524	6,480	6,652
Textbook and resource allowances		16,058	15,730	16,540
Weekend and vacation travel		44	44	44
Community Organisations		3,399	3,350	3,434
Non-state Accreditation Board		54	54	54
<b>Total Assistance to other non-state sector</b>		<b>67,741</b>	<b>67,549</b>	<b>70,971</b>
<b>Total Assistance to non-state sector</b>		<b>561,433</b>	<b>559,390</b>	<b>644,320</b>
<b>Other</b>				
Textbook and resource allowance - state	2	27,879	26,660	27,497
Queensland Studies Authority	7,12	31,217	31,217	32,413
Other		100	100	100
<b>TOTAL STATE FUNDING</b>		<b>620,629</b>	<b>617,367</b>	<b>704,330</b>

Department of Education and Training	Notes	2009-10 Budget \$'000	2009-10 Est. act. \$'000	2010-11 Estimate \$'000
<b>COMMONWEALTH ASSISTANCE TO NON-STATE EDUCATION</b>	3,8,13	1,816,851	2,066,969	1,920,281
<b>TOTAL ADMINISTERED ITEMS</b>		<b>2,437,480</b>	<b>2,684,336</b>	<b>2,624,611</b>

Notes:

Major variations between 2009-10 Budget and 2009-10 Estimated actual include:

1. Decrease due to lower levels of indexation.
2. Decrease due to lower levels of indexation and movement in enrolments.
3. Increase due to Australian Government priorities.

Major variations between 2009-10 Budget and 2010-11 Estimate include:

4. Increase due to the flow on impact of increased expenditure in schools.
5. Increase due to a one-off State capital contribution.
6. Increase due to indexation and changes in the number of crèche and kindergarten units and centres in receipt of benefits.
7. Increase due to the provision of enterprise bargaining outcomes.
8. Increase due to Australian Government priorities.

Major variations between 2009-10 Estimated actual and 2010-11 Estimate include:

9. Increase due to the flow on impact of increased expenditure in schools.
10. Increase due to a one-off State capital contribution.
11. Increase due to indexation and changes in the number of crèche and kindergarten units and centres in receipt of benefits.
12. Increase due to the provision of enterprise bargaining outcomes.
13. Decrease due to the winding down of the Australian Government program Building the Education Revolution.

## DEPARTMENTAL STATEMENTS

### PERFORMANCE STATEMENT

Service standards	Notes	2009-10 Target/est.	2009-10 Est. actual	2010-11 Target/est.
<b>Service: Early Childhood Education and Care</b>				
<i>Access</i>				
Proportion of Queensland children enrolled in a quality kindergarten program	1	New measure	32%	36%
Proportion of enrolments in a quality kindergarten program:				
– Indigenous children	1	New measure	27%	33%
– children in disadvantaged communities	1	New measure	52%	55%
<i>Regulation</i>				
Percentage of licensed child care services receiving at least one visit per annum from the Office		98%	98%	98%
Percentage of complaints relating to serious safety breaches in licensed child care services that are responded to by the Office within two working days		100%	100%	100%
<b>State contribution (\$'000)</b>		<b>62,456</b>	<b>43,915</b>	<b>82,922</b>
<b>Other revenue (\$'000)</b>		<b>38,303</b>	<b>17,775</b>	<b>35,959</b>
<b>Total cost (\$'000)</b>		<b>100,759</b>	<b>61,690</b>	<b>118,881</b>

### Service: School Education

<i>Literacy and Numeracy Outcomes</i>	2			
Year 3 Test – Percentage of students at or above the National Minimum Standard for	3,4			
All:				
• Reading		89%	90.7%	92%
• Writing		92%	90.3%	93%
• Numeracy		91%	87.8%	92%
Indigenous students	5			
• Reading		69%	78.4%	79%
• Writing		74%	75.7%	76%
• Numeracy		73%	69.1%	73%
Year 5 Test – Percentage of students at or above the National Minimum Standard for	3,4			
All:				
• Reading		86%	85.5%	88%
• Writing		89%	86.3%	90%

Service standards	Notes	2009-10 Target/est.	2009-10 Est. Actual	2010-11 Target/est.
<ul style="list-style-type: none"> <li>Numeracy</li> </ul>		90%	91.8%	93%
Indigenous students:	5			
<ul style="list-style-type: none"> <li>Reading</li> </ul>		60%	65.5%	66%
<ul style="list-style-type: none"> <li>Writing</li> </ul>		70%	67%	70%
<ul style="list-style-type: none"> <li>Numeracy</li> </ul>		70%	77.2%	78%
Year 7 Test – Percentage of students at or above the National Minimum Standard for	3,4			
All:				
<ul style="list-style-type: none"> <li>Reading</li> </ul>		93%	90.4%	93%
<ul style="list-style-type: none"> <li>Writing</li> </ul>		89%	88.6%	91%
<ul style="list-style-type: none"> <li>Numeracy</li> </ul>		95%	93.1%	95%
Indigenous students:	5			
<ul style="list-style-type: none"> <li>Reading</li> </ul>		76%	73.3%	76%
<ul style="list-style-type: none"> <li>Writing</li> </ul>		72%	71.6%	72%
<ul style="list-style-type: none"> <li>Numeracy</li> </ul>		85%	78.9%	85%
Year 9 Test – Percentage of students at or above the National Minimum Standard for	3,4			
All:				
<ul style="list-style-type: none"> <li>Reading</li> </ul>		90%	85.2%	90%
<ul style="list-style-type: none"> <li>Writing</li> </ul>		84%	82.1%	84%
<ul style="list-style-type: none"> <li>Numeracy</li> </ul>		92%	93.1%	94%
Indigenous students:	5			
<ul style="list-style-type: none"> <li>Reading</li> </ul>		72%	64.8%	72%
<ul style="list-style-type: none"> <li>Writing</li> </ul>		63%	62%	63%
<ul style="list-style-type: none"> <li>Numeracy</li> </ul>		75%	81.3%	82%
<i>Attainment</i>	2			
Percentage of students awarded as Queensland Certificate of Education (QCE) by the end of Year 12		69%	71.1%	71%
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of: QCE, IBD or VET qualification		90%	89.6%	90%
Percentage of OP/International Baccalaureate Diploma (IBD) eligible students with an OP 1 to 15 or IBD		67%	66.9%	68%
Number of students with disabilities who have:				
- awarded a Queensland Certificate of Individual Achievement		540	496	500
- completed 12 years of schooling		1,030	910	980
<i>Post-schooling destinations</i>	2			

Service standards	Notes	2009-10 Target/est.	2009-10 Est. Actual	2010-11 Target/est.
Percentage of students who, six months after completing Year 12, are participating in education, training or employment	1,4,6,7	New measure	87.1%	88%
<i>Cost and satisfaction measures</i>	2			
Average cost of service per student (\$):	8			
- Prep and Primary (Prep -Year 7)		10,085	9,913	10,144
- Secondary (Year 8- Year 12)		12,616	12,138	12,205
- Students with Disabilities		27,127	26,152	26,031
Satisfaction of parents with their child's school	1,9	New measure	82.8%	84%
<b>State contribution (\$'000)</b>		<b>4,548,312</b>	<b>4,637,696</b>	<b>4,819,943</b>
<b>Other revenue (\$'000)</b>		<b>1,394,060</b>	<b>1,181,286</b>	<b>1,142,585</b>
<b>Total cost (\$'000)</b>		<b>5,942,372</b>	<b>5,818,982</b>	<b>5,962,528</b>

### Service: Tertiary Education (VET and Higher Education)

#### *VET Participation*

Number of 15-19 years olds enrolled in VET at Certificate II and above	1,10	New measure	71,800	75,400
Number of Indigenous 15-19 year olds enrolled in VET at Certificate II and above	1,10	New measure	3,900	4,200
Number of apprenticeship commencements	1,11	New measure	16,500	18,000
Number of traineeship commencements	1,11	New measure	42,000	44,000
Number of School-based Apprenticeship and Traineeship (SAT) commencements	1,12	New measure	8,700	9,000

#### *VET Outcomes*

Number of students completing Certificate III and above	1,13	New measure	57,600	60,000
Number of Indigenous students completing Certificate III and above	1,14	New measure	2,200	2,300
Number of apprenticeships completed	1,15	New measure	11,500	12,000
Number of traineeships completed	1,16	New measure	23,500	23,500
Number of School-based Apprenticeship and Traineeships completed	1,17	New measure	4,000	4,000
Percentage of successful competencies as a proportion of all attempted competencies	1,18	New measure	89%	87%

#### *Satisfaction with VET training services and products*

Student Outcome Survey (level of stakeholder satisfaction)	19	89%	89%	89%
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Service standards	Notes	2009-10 Target/est.	2009-10 Est. Actual	2010-11 Target/est.
Survey of Employer Views (level of stakeholder satisfaction)	20			
- nationally recognised training		81%	83%	83%
- apprentices and trainees		84%	84%	84%
<b>Cost</b>				
Average cost per competency successfully completed (\$)	21	668	701	720
<b>Higher Education</b>				
Stakeholder's rating of:				
- departmental management of approval processes (percentage of applicants rating satisfactory/good or better)		75%	92.0%	80%
- departmental contribution to quality improvement in the higher education sector (percentage of higher education institutions rating satisfactory/good or better)	1,22	New measure	96.0%	90%
<b>State contribution (\$'000)</b>		<b>660,816</b>	<b>673,173</b>	<b>736,566</b>
<b>Other revenue (\$'000)</b>		<b>513,382</b>	<b>578,885</b>	<b>657,188</b>
<b>Total cost (\$'000)</b>		<b>1,174,198</b>	<b>1,252,058</b>	<b>1,393,754</b>

Notes:

1. New service standards reflect the Government's focus on efficiency and effectiveness.
2. These service standards are confined to only the State schooling sector.
3. The first national tests for literacy and numeracy were conducted in May 2008.
4. The 2009-10 Estimated actual is an estimate and the errors bounds are not reported.
5. This is based on self identified Aboriginal and Torres Strait Islander students.
6. This service standard is constructed from voluntary responses to the *Next Step* survey conducted in May 2009.
7. This service standard does not separate students engaged in employment and/or education/training to ensure students are not counted more than once.
8. This service standard was previously reported as average cost of service per student of (i) Early phase of learning, (ii) Middle phase of learning, (iii) Senior phase of learning and (iv) Students with disabilities.
9. New service standard is based on information provided by parents/caregivers in the *School Opinion Survey* administered in all State schools in August 2009. From 2010-11, data will be reported for all state schools rather than by (i) Early phase of learning, (ii) Middle phase of learning, (iii) Senior phase of learning and (iv) Students with disabilities as in previous years in order to provide a more valid and reliable overall measure. Satisfaction is calculated as those respondents either satisfied or very satisfied.
10. New service standard introduced to disclose the number of 15-19 year old enrolled. This reflects Queensland's contribution to meeting the expectations of the National Youth Transitions Agreement.
11. New service standard introduced to disclose the estimated number of individuals who commenced, or are expected to commence, an apprenticeship or traineeship during the reporting period. Recent improvements in the economic situation are reflected in higher apprenticeship numbers.
12. New service standard introduced indicates a small growth from an already high School-based Apprenticeships and Traineeships (SATS) base. Queensland currently has over 40% of Australia's School Based Apprenticeships and Traineeships (SATS) commencements.
13. New service standard introduced to monitor the number of students completing a Certificate III and above. This has an immediate contribution to Queensland meeting Tomorrow's Queensland Smart target – three out of four Queenslanders will hold trade, training or tertiary qualifications. Growth in Certificate III and above completions is a continuation of recent trends where students undertake and complete higher value courses.
14. New service standard introduced to monitor the number of Indigenous students completing higher level courses. The increasing number is indicative of successful training support mechanisms that have been facilitated across the communities.
15. New service standard introduced to monitor the number of apprenticeships completed. An increase in numbers reflects a history of higher commencements and higher retention rates.
16. New service standard introduced to monitor the number of traineeships completed. An increase in numbers reflects a history of higher commencements and higher retention rates.
17. New service standard introduced to monitor the number of School Based Apprenticeships and Traineeships (SATs) completed include those school students that transition into a mainstream apprenticeship or traineeship after leaving school.

18. New service standard introduced to disclose the student success rate. Increased intakes of the target groups (i.e. job seekers) relative to the overall Vocational Education and Training (VET) student population are expected to slightly decrease the overall success rate.
19. Student satisfaction is obtained from the annual National Centre for Vocational Education Research (NCVER) *Student Outcomes Survey* using the measure for the percentage of VET graduates satisfied with the overall quality of their training.
20. Employer satisfaction regarding VET is obtained from the biennial NCVER survey, *Employers' Use and Views of the VET System*.
21. Service standard represents the average cost to the department of purchasing each successful training competency. Movement to higher level courses, in line with the Queensland Skills Plan (QSP) and Q2 goals, is expected to result in an increase in the cost per successfully completed competency.
22. Service standard introduced to monitor stakeholder satisfaction of the department's contribution to quality improvement in the higher education sector.

## INCOME STATEMENT

Department of Education and Training	Notes	2009-10 Adjusted Budget \$'000	2009-10 Est. act. \$'000	2010-11 Estimate \$'000
<b>Income</b>				
Service revenue	1,10,19	6,666,656	6,460,992	6,843,379
User charges	2,11	167,849	203,492	198,943
Grants and other contributions	3,12,20	266,839	336,793	298,552
Other revenue	4,13	115,985	131,454	134,289
Gains on sale/revaluation of property, plant and equipment and investments		..	..	..
<b>Total income</b>		<b>7,217,329</b>	<b>7,132,731</b>	<b>7,475,163</b>
<b>Expenses</b>				
Employee expenses	14,21	4,855,645	4,862,302	5,131,875
Supplies and services	5,15,22	1,700,104	1,525,728	1,507,143
Grants and subsidies	6,16,23	239,776	252,295	293,116
Depreciation and amortisation	7,17,24	337,586	419,266	454,852
Finance/borrowing costs		30,284	27,444	31,645
Other expenses	8,25	53,930	45,696	56,532
Losses on sale/revaluation of property, plant and equipment and investments		4	..	..
<b>Total expenses</b>		<b>7,217,329</b>	<b>7,132,731</b>	<b>7,475,163</b>
<b>OPERATING SURPLUS/(DEFICIT)</b>		<b>..</b>	<b>..</b>	<b>..</b>

## STATEMENT OF CHANGES IN EQUITY

Department of Education and Training	Notes	2009-10 Adjusted Budget \$'000	2009-10 Est. act. \$'000	2010-11 Estimate \$'000
Net effect of the changes in accounting policies and prior year adjustments		..	..	..
Increase/(decrease) in asset revaluation reserve		296,484	296,484	304,769
Net amount of all revenue and expense adjustments direct to equity not disclosed above		3,327	3,327	..
<b>Net income recognised directly in equity</b>		<b>299,811</b>	<b>299,811</b>	<b>304,769</b>
Surplus/(deficit) for the period		..	..	..
<b>Total recognised income and expense for the period</b>		<b>299,811</b>	<b>299,811</b>	<b>304,769</b>
Equity injection/(withdrawal)	9,18,26	1,259,691	1,528,325	818,587
Equity adjustments (MoG transfers)		(402)	(402)	..
<b>Total movement in equity for period</b>		<b>1,559,100</b>	<b>1,827,734</b>	<b>1,123,356</b>

## BALANCE SHEET

Department of Education and Training	Notes	2009-10 Adjusted Budget \$'000	2009-10 Est. act. \$'000	2010-11 Estimate \$'000
<b>CURRENT ASSETS</b>				
Cash assets	27,38,50	392,828	318,999	254,520
Receivables	28,39	87,348	125,052	124,804
Other financial assets		..	..	..
Inventories		2,560	2,653	2,653
Other	29,40,51	97,884	122,668	106,428
Non-financial assets held for sale	30,41	40,315	30,325	30,325
<b>Total current assets</b>		<b>620,935</b>	<b>599,697</b>	<b>518,730</b>
<b>NON-CURRENT ASSETS</b>				
Receivables		..	..	..
Other financial assets		..	..	..
Property, plant and equipment	31,42,52	17,544,291	18,709,408	19,913,042
Intangibles		13,005	18,111	18,111
Other		..	..	..
<b>Total non-current assets</b>		<b>17,557,296</b>	<b>18,727,519</b>	<b>19,931,153</b>
<b>TOTAL ASSETS</b>		<b>18,178,231</b>	<b>19,327,216</b>	<b>20,449,883</b>
<b>CURRENT LIABILITIES</b>				
Payables	43,53	506,822	516,900	385,900
Accrued employee benefits	32,44	16,108	80,366	81,021
Interest-bearing liabilities and derivatives	33,45,54	80,596	55,117	184,773
Provisions		745	695	695
Other	34,46	110,148	98,104	98,104
<b>Total current liabilities</b>		<b>714,419</b>	<b>751,182</b>	<b>750,493</b>
<b>NON-CURRENT LIABILITIES</b>				
Payables		..	..	..
Accrued employee benefits		..	..	..
Interest-bearing liabilities and derivatives	35,47	318,345	238,228	238,228
Provisions		304	304	304
Other		..	..	..
<b>Total non-current liabilities</b>		<b>318,649</b>	<b>238,532</b>	<b>238,532</b>
<b>TOTAL LIABILITIES</b>		<b>1,033,068</b>	<b>989,714</b>	<b>989,025</b>
<b>NET ASSETS/(LIABILITIES)</b>		<b>17,145,163</b>	<b>18,337,502</b>	<b>19,460,858</b>
<b>EQUITY</b>				
Capital/contributed equity	36,48,55	3,837,013	4,098,438	4,917,025
Retained surplus/(accumulated deficit)		40,439	40,472	40,472
Reserves:				
- Asset revaluation reserve	37,49,56	13,267,711	14,198,592	14,503,361
- Other (specify)		..	..	..
<b>TOTAL EQUITY</b>		<b>17,145,163</b>	<b>18,337,502</b>	<b>19,460,858</b>

## CASH FLOW STATEMENT

Department of Education and Training	Notes	2009-10 Adjusted Budget \$'000	2009-10 Est. act. \$'000	2010-11 Estimate \$'000
<b>CASH FLOWS FROM OPERATING ACTIVITIES</b>				
<b>Inflows:</b>				
Service receipts	57,70,81	6,666,656	6,460,992	6,843,379
User charges	58,71	173,445	209,092	204,543
Grants and other contributions	59,72,82	266,839	332,793	294,552
Other	60,73	187,473	205,112	206,537
<b>Outflows:</b>				
Employee costs	61,74,83	(5,001,963)	(5,057,585)	(5,114,980)
Supplies and services	62,75,84	(1,804,104)	(1,628,278)	(1,609,693)
Grants and subsidies	63,76,85	(239,776)	(252,295)	(293,116)
Borrowing costs		(30,284)	(27,444)	(31,645)
Other	64,86	(27,530)	(16,746)	(27,582)
<b>Net cash provided by/(used in) operating activities</b>		<b>190,756</b>	<b>225,641</b>	<b>471,995</b>
<b>CASH FLOWS FROM INVESTING ACTIVITIES</b>				
<b>Inflows:</b>				
Sales of property, plant and equipment	65,87	28,920	12,373	27,700
Investments redeemed		..	..	..
Loans and advances redeemed		..	..	..
<b>Outflows:</b>				
Payments for property, plant and equipment and intangibles	66,77,88	(1,498,258)	(1,869,902)	(1,441,311)
Payments for investments		..	..	..
Loans and advances made		..	..	..
<b>Net cash provided by/(used in) investing activities</b>		<b>(1,469,338)</b>	<b>(1,857,529)</b>	<b>(1,413,611)</b>
<b>CASH FLOWS FROM FINANCING ACTIVITIES</b>				
<b>Inflows:</b>				
Borrowings	67,78,89	145,139	..	60,000
Equity injections	68,79,90	1,259,691	1,528,325	818,587
<b>Outflows:</b>				
Borrowing redemptions	69,80	(13,704)	..	..
Finance lease payments		(129)	(600)	(1,450)
Equity withdrawals		..	..	..
<b>Net cash provided by/(used in) financing activities</b>		<b>1,390,997</b>	<b>1,527,725</b>	<b>877,137</b>
<b>Net increase/(decrease) in cash held</b>		<b>112,415</b>	<b>(104,163)</b>	<b>(64,479)</b>
<b>Cash at the beginning of financial year</b>		<b>278,237</b>	<b>420,986</b>	<b>318,999</b>
Cash transfers from restructure		2,176	2,176	..
<b>Cash at the end of financial year</b>		<b>392,828</b>	<b>318,999</b>	<b>254,520</b>

## ADMINISTERED INCOME STATEMENT

Department of Education and Training	Notes	2009-10 Budget \$'000	2009-10 Est. act. \$'000	2010-11 Estimate \$'000
<b>Revenues</b>				
Commonwealth grants	1,4,8	1,816,851	2,112,754	1,922,228
Taxes, fees and fines		374	270	270
Royalties, property income and other territorial revenue		..	..	..
Interest		..	..	..
Administered revenue	2,5,9	2,437,480	2,684,336	2,624,611
Other	6,10	12,000	9,998	..
<b>Total revenues</b>		<b>4,266,705</b>	<b>4,807,358</b>	<b>4,547,109</b>
<b>Expenses</b>				
Supplies and services		23	23	23
Depreciation and amortisation		..	..	..
Grants and subsidies	3,7,11	2,436,712	2,683,592	2,623,850
Benefit payments		745	721	738
Borrowing costs		..	..	..
Other		..	..	..
<b>Total expenses</b>		<b>2,437,480</b>	<b>2,684,336</b>	<b>2,624,611</b>
<b>Net surplus or deficit before transfers to Government</b>		<b>1,829,225</b>	<b>2,123,022</b>	<b>1,922,498</b>
<b>Transfers of administered revenue to Government</b>		<b>1,829,225</b>	<b>2,123,022</b>	<b>1,922,498</b>
<b>OPERATING SURPLUS/(DEFICIT)</b>		<b>..</b>	<b>..</b>	<b>..</b>

## ADMINISTERED BALANCE SHEET

Department of Education and Training	Notes	2009-10 Budget \$'000	2009-10 Est. act. \$'000	2010-11 Estimate \$'000
<b>CURRENT ASSETS</b>	12,14			
Cash assets		429	9,790	9,790
Receivables		82	498	498
Inventories		..	..	..
Other		..	..	..
Non-financial assets held for sale		..	..	..
<b>Total current assets</b>		<b>511</b>	<b>10,288</b>	<b>10,288</b>
<b>NON-CURRENT ASSETS</b>				
Receivables		..	..	..
Other financial assets		..	..	..
Property, plant and equipment		..	..	..
Intangibles		..	..	..
Other		..	..	..
<b>Total non-current assets</b>		<b>..</b>	<b>..</b>	<b>..</b>
<b>TOTAL ADMINISTERED ASSETS</b>		<b>511</b>	<b>10,288</b>	<b>10,288</b>
<b>CURRENT LIABILITIES</b>	13,15			
Payables		226	328	328
Transfers to Government payable		..	9,675	9,675
Interest-bearing liabilities		..	..	..
Other		..	..	..
<b>Total current liabilities</b>		<b>226</b>	<b>10,003</b>	<b>10,003</b>
<b>NON-CURRENT LIABILITIES</b>				
Payables		..	..	..
Interest-bearing liabilities		..	..	..
Other		..	..	..
<b>Total non-current liabilities</b>		<b>..</b>	<b>..</b>	<b>..</b>
<b>TOTAL ADMINISTERED LIABILITIES</b>		<b>226</b>	<b>10,003</b>	<b>10,003</b>
<b>ADMINISTERED NET ASSETS/(LIABILITIES)</b>		<b>285</b>	<b>285</b>	<b>285</b>
<b>EQUITY</b>				
Capital/Contributed equity		..	..	..
Retained surplus/(Accumulated deficit)		285	285	285
Reserves:				
- Asset revaluation reserve		..	..	..
- Other (specify)		..	..	..
<b>TOTAL ADMINISTERED EQUITY</b>		<b>285</b>	<b>285</b>	<b>285</b>

## ADMINISTERED CASH FLOW STATEMENT

Department of Education and Training	Notes	2009-10 Budget \$'000	2009-10 Est. act. \$'000	2010-11 Estimate \$'000
<b>CASH FLOWS FROM OPERATING ACTIVITIES</b>				
<b>Inflows:</b>				
Administered item receipts	16,20,24	2,437,480	2,684,338	2,624,611
Grants and other contributions	17,21,25	1,828,851	2,122,752	1,922,228
Taxes, fees and fines		374	270	270
Royalties, property income and other territorial revenues		..	..	..
Other		..	..	..
<b>Outflows:</b>				
Transfers to Government	18,22,26	(1,829,225)	(2,123,022)	(1,922,498)
Grants and subsidies	19,23,27	(2,437,457)	(2,684,313)	(2,624,588)
Supplies and services		(23)	(23)	(23)
Borrowing costs		..	..	..
Other		..	..	..
<b>Net cash provided by/(used in) operating activities</b>		..	2	..
<b>CASH FLOWS FROM INVESTING ACTIVITIES</b>				
<b>Inflows:</b>				
Sales of property, plant and equipment		..	..	..
Investments redeemed		..	..	..
Loans and advances redeemed		..	..	..
<b>Outflows:</b>				
Payments for property, plant and equipment and intangibles		..	..	..
Payments for investments		..	..	..
Loans and advances made		..	..	..
<b>Net cash provided by/(used in) investing activities</b>		..	..	..
<b>CASH FLOWS FROM FINANCING ACTIVITIES</b>				
<b>Inflows:</b>				
Borrowings		..	..	..
Equity injections		..	..	..
<b>Outflows:</b>				
Borrowing redemptions		..	..	..
Finance lease payments		..	..	..
Equity withdrawals		..	..	..
<b>Net cash provided by/(used in) financing activities</b>		..	..	..
<b>Net increase/(decrease) in cash held</b>		..	2	..
<b>Administered cash at beginning of financial year</b>		429	9,788	9,790
Cash transfers from restructure		..	..	..
<b>Administered cash at end of financial year</b>		429	9,790	9,790

# EXPLANATION OF VARIANCES IN THE FINANCIAL STATEMENTS

## Department of Education and Training

The financial statements reflect adjustments for Machinery of Government changes which took effect during 2009-10. The 2009-10 Adjusted Budget column (where indicated) in the financial statements has been recast for the entity Corporate and Professional Services, the department's shared services provider, which merged operationally with the department from 1 July 2009.

### Income statement

Major variations between 2009-10 Adjusted Budget and 2009-10 Estimated actual include:

1. Decrease due to the transfer of the Australian Government program Building the Education Revolution recurrent funding to capital; partially offset by increased funding for depreciation due to a re-assessment of asset useful lives.
2. Increase due to a higher level of international education projects and TAFE student fees.
3. Increase due to Australian Government grants and higher than expected contributions by school based Parents and Citizens' Associations.
4. Increase due to anticipated additional recoveries from statutory TAFE institutes; offset by the re-classification of Queensland Government Insurance Fund claim recoveries from revenues to an offset to expenses.
5. Decrease due the transfer of Australian Government program Building the Education Revolution recurrent funding to capital; offset by higher than expected contributions by school based Parents and Citizens' Associations.
6. Increase due to the re-classification of supplies and services payments to grants.
7. Increase due to a re-assessment of asset useful lives.
8. Decrease due to the re-classification of Queensland Government Insurance Fund claim recoveries from revenues to an offset to expenses.
9. Increase due to the Australian Government program Building the Education Revolution, including the transfer of recurrent funding to capital; offset by the transfer of equity to depreciation recurrent funding following a re-assessment of asset useful lives.

Major variations between 2009-10 Adjusted Budget and 2010-11 Estimate include:

10. Increase due to funding for depreciation following a re-assessment of asset useful lives, enterprise bargaining outcomes and enrolment growth; offset by the transfer of the Australian Government program Building the Education Revolution recurrent funding to capital.
11. Increase due to a higher level of TAFE student fees.
12. Increase due to higher than expected contributions by school based Parents and Citizens' Associations.
13. Increase due to anticipated additional recoveries from statutory TAFE institutes.
14. Increase due to enterprise bargaining outcomes and enrolment growth.
15. Decrease due to the transfer of the Australian Government program Building the Education Revolution recurrent funding to capital and the winding down of the program; offset by additional expenditure in relation to higher than expected contributions by school based Parents and Citizens' Associations.
16. Increase due to additional grant funding for early childhood education and care.
17. Increase due to a re-assessment of asset useful lives.
18. Decrease due to the winding down of the Australian Government program Building the Education Revolution and the transfer of equity to depreciation recurrent funding following a re-assessment of asset useful lives.

Major variations between 2009-10 Estimated actual and 2010-11 Estimate include:

19. Increase due to funding for depreciation following asset revaluation, enterprise bargaining outcomes and enrolment growth; offset by a decrease under the Australian Government program Building the Education Revolution due to the winding down of the program.
20. Decrease in Australian Government grants due to the cessation of some programs.
21. Increase due to enterprise bargaining outcomes and enrolment growth.
22. Decrease due to the winding down of the Australian Government program Building the Education Revolution.
23. Increase due to additional grant funding for early childhood education and care.
24. Increase due to asset revaluation.
25. Increase due to a decrease in expenditure offsets in relation to Queensland Government Insurance Fund claim recoveries.
26. Decrease due to the winding down of the Australian Government program Building the Education Revolution and the transfer of equity to depreciation recurrent funding following a re-assessment of asset useful lives.

### Balance sheet

Major variations between 2009-10 Adjusted Budget and 2009-10 Estimated actual include:

27. Decrease due to an anticipated reduction in capital payables in relation to the Australian Government program Building the Education Revolution and borrowing deferrals to future years.
28. Reflects increased asset values based on 2008-09 audited actual balances.
29. Reflects increased asset values based on 2008-09 audited actual balances.
30. Reflects a re-assessment of the existing asset disposal program and the level of planned disposals.
31. Increase due to Australian Government programs including Building the Education Revolution, State programs including State Schools of Tomorrow and increased asset values based on 2008-09 audited actual balances.
32. Increase reflecting movement in employee liabilities based on accrual accounting treatments at end-of-year.
33. Decrease due to the deferral of borrowings; offset by an increase in the South East Queensland Public Private Partnership financing arrangements.
34. Reflects decreased liability values based on 2008-09 audited actual balances.
35. Decrease in relation to the South East Queensland Public Private Partnership financing arrangements.

36. Increase due to the Australian Government program Building the Education Revolution; offset by the transfer of equity to depreciation recurrent funding following a re-assessment of asset useful lives.
37. Increase due to asset revaluation.

Major variations between 2009-10 Adjusted Budget and 2010-11 Estimate include:

38. Decrease due to a reduction in capital payables in relation to the Australian Government program Building the Education Revolution and settlement of employee liabilities.
39. Reflects increased asset values based on 2008-09 audited actual balances.
40. Reflects increased asset values based on 2008-09 audited actual balances.
41. Reflects a re-assessment of the existing asset disposal program and the level of planned disposals.
42. Increase due to the Australian Government programs including Building the Education Revolution, and State programs including the South East Queensland Public Private Partnership and State Schools of Tomorrow; and increased asset values based on 2008-09 audited actual balances.
43. Decrease due to an anticipated reduction in capital payables in relation to the Australian Government program Building the Education Revolution.
44. Increase reflecting movement in employee liabilities based on accrual accounting treatments at end-of-year.
45. Increase due to the South East Queensland Public Private Partnership financing arrangements.
46. Reflects decreased liability values based on 2008-09 audited actual balances.
47. Decrease in relation to South East Queensland Public Private Partnership financing arrangements.
48. Increase due to the Australian Government program Building the Education Revolution; offset by the transfer of equity to depreciation recurrent funding following a re-assessment of asset useful lives.
49. Increase due to asset revaluation.

Major variations between 2009-10 Estimated actual and 2010-11 Estimate include:

50. Decrease due to an anticipated reduction in capital payables in relation to the Australian Government program Building the Education Revolution.
51. Decrease reflecting movement in employee entitlement pre-payments based on accrual accounting treatments at end-of-year.
52. Increase due to Australian Government programs including Building the Education Revolution and other State programs including the South East Queensland Public Private Partnership and State Schools of Tomorrow.
53. Decrease due to an anticipated reduction in capital payables in relation to the Australian Government program Building the Education Revolution.
54. Increase due to the South East Queensland Public Private Partnership financing arrangements and deferred borrowings from 2009-10.
55. Increase due to the Australian Government program Building the Education Revolution; offset by the transfer of equity to depreciation recurrent funding following a re-assessment of asset useful lives.
56. Increase due to asset revaluation.

## Cash flow statement

Major variations between 2009-10 Adjusted Budget and 2009-10 Estimated actual include:

57. Decrease due to the transfer of Australian Government program Building the Education Revolution recurrent funding to capital; offset by increased funding for depreciation to due a re-assessment asset useful lives.
58. Increase due to a higher level of international education projects and TAFE student fees.
59. Increase due to Australian Government grants and higher than expected contributions from school based Parents and Citizens' Associations.
60. Increase due to anticipated additional recoveries from statutory TAFE institutes; offset by the re-classification of Queensland Government Insurance Fund claim recoveries from revenues to an offset to expenses.
61. Increase due to the settlement of employee liabilities.
62. Decrease due to the transfer of Australian Government program Building the Education Revolution recurrent funding to capital; offset by higher than expected contributions by school based Parents and Citizens' Associations.
63. Increase due to the re-classification of supplies and services payments to grants.
64. Decrease due to the re-classification of Queensland Government Insurance Fund claim recoveries from revenues to an offset to expenses.
65. Reflects a re-assessment of the existing asset disposal program and the level of planned disposals.
66. Increase due to State capital works acceleration, and Australian Government programs including Building the Education Revolution.
67. Decrease in relation to the South East Queensland Public Private Partnership financing arrangements and the deferral of borrowings to future years.
68. Increase due to the Australian Government program Building the Education Revolution; offset by the transfer of equity to depreciation recurrent funding following a re-assessment of asset useful lives.
69. Decrease due to the settlement of Queensland Treasury Corporation borrowings.

Major variations between 2009-10 Adjusted Budget and 2010-11 Estimate include:

70. Increase due to funding for depreciation to due a re-assessment of asset useful lives, enterprise bargaining outcomes and enrolment growth; offset by a decrease in the expense portion of the Australian Government program Building the Education Revolution including the winding down of the program.
71. Increase due to a higher level of TAFE student fees.
72. Increase due to higher than expected contributions by school based Parents and Citizens' Associations.
73. Increase due to anticipated additional recoveries from statutory TAFE institutes.
74. Increase due to enterprise bargaining outcomes and enrolment growth.
75. Decrease due to the transfer of Australian Government program Building the Education Revolution recurrent funding to capital including the winding down of the program; offset by additional expenditure in relation to higher than expected contributions by school based Parents and Citizens' Associations.
76. Increase due to additional grant funding for early childhood education and care.
77. Decrease due to the South East Queensland Public Private Partnership financing arrangements and State Schools of Tomorrow.

78. Decrease due to the South East Queensland Public Private Partnership financing arrangements.
79. Decrease due to the Australian Government program Building the Education Revolution winding down, State program State Schools of Tomorrow, and the transfer of equity to depreciation recurrent funding following a re-assessment of asset useful lives.
80. Decrease due to the settlement of Queensland Treasury Corporation borrowings.

Major variations between 2009-10 Estimated actual and 2010-11 Estimate include:

81. Increase due to funding for depreciation due to asset revaluation, enterprise bargaining outcomes and enrolment growth; offset by the winding down of the Australian Government program Building the Education Revolution.
82. Decrease in Australian Government grants due to the cessation of some programs.
83. Increase due to enterprise bargaining outcomes and enrolment growth.
84. Decrease due to winding down of the Australian Government program Building the Education Revolution.
85. Increase due to additional grant funding for early childhood education and care.
86. Increase due to a decrease in expenditure offsets in relation to Queensland Government Insurance Fund claim recoveries.
87. Reflects a re-assessment of the existing asset disposal program and the level of planned disposals.
88. Decrease due to the Australian Government program Building the Education Revolution winding down, and State program State Schools of Tomorrow prior year acceleration.
89. Increase due to the deferral of borrowings from prior year.
90. Decrease due to Australian Government program Building the Education Revolution winding down, and State program State Schools of Tomorrow prior year acceleration.

## Administered income statement

Major variations between 2009-10 Budget and 2009-10 Estimated actual include:

1. Increase in Australian Government grants assistance to non-state schools.
2. Increase in Australian Government grants assistance to non-state schools.
3. Increase in Australian Government grants assistance to non-state schools.

Major variations between 2009-10 Budget and 2010-11 Estimate include:

4. Increase in Australian Government grants assistance to non-state schools.
5. Increase in Australian Government grants assistance to non-state schools, one-off State capital contribution to non-state schools and an increase in State per capita funding to non-state schools.
6. Decrease in local government capital contributions for state school capital projects.
7. Increase in Australian Government grants assistance to non-state schools, one-off State capital contribution to non-state schools and an increase in State per capita funding to non-state schools.

Major variations between 2009-10 Estimated actual and the 2010-11 Estimate include:

8. Decrease in Australian Government grants assistance to non-state schools due to the winding down of the Australian Government program Building the Education Revolution.
9. Decrease in Australian Government grants assistance to non-state schools due to the winding down of the Australian Government program Building the Education Revolution; offset by a one-off State capital contribution to non-state schools and an increase in State per capita funding to non-state schools.
10. Decrease in local government capital contributions for state school capital projects.
11. Decrease in Australian Government grants assistance to non-state schools due to the winding down of the Australian Government program Building the Education Revolution; offset by a one-off State capital contribution to non-state schools and an increase in State per capita funding to non-state schools.

## Administered balance sheet

Major variations between 2009-10 Budget and 2009-10 Estimated actual include:

12. Increase due to residual funds held at end of year for transfer to government.
13. Increase due to residual funds held at end of year for transfer to government.

Major variations between 2009-10 Budget and 2010-11 Estimate include:

14. Increase due to residual funds held at end of year for transfer to government.
15. Increase due to residual funds held at end of year for transfer to government.

## Administered cash flow statement

Major variations between 2009-10 Budget and 2009-10 Estimated actual include:

16. Increase in Australian Government grants assistance to non-state schools.
17. Increase in Australian Government grants assistance to non-state schools.
18. Increase in Australian Government grants assistance to non-state schools.
19. Increase in Australian Government grants assistance to non-state schools.

Major variations between 2009-10 Budget and 2010-11 Estimate include:

20. Increase in Australian Government grants assistance to non-state schools, one-off State capital contribution to non-state schools and an increase in State per capita funding to non-state schools.
21. Increase in Australian Government grants assistance to non-state schools.
22. Increase in Australian Government grants assistance to non-state schools.
23. Increase in Australian Government grants assistance to non-state schools, one-off State capital contribution to non-state schools and an increase in State per capita funding to non-state schools.

Major variations between 2009-10 Estimated actual and the 2010-11 Estimate include:

24. Decrease in Australian Government grants assistance to non-state schools due to the winding down of the Australian Government program Building the Education Revolution; offset by a one-off State capital contribution to non-state schools and an increase in State per capita funding to non-state schools.
25. Decrease in Australian Government grants assistance to non-state schools due to the winding down of the Australian Government program Building the Education Revolution.
26. Decrease in Australian Government grants assistance to non-state schools due to the winding down of the Australian Government program Building the Education Revolution.
27. Decrease in Australian Government grants assistance to non-state schools due to the winding down of the Australian Government program Building the Education Revolution; offset by a one-off State capital contribution to non-state schools and an increase in State per capita funding to non-state schools.

# Statutory Bodies

## Queensland Studies Authority

### OVERVIEW

The Queensland Studies Authority (QSA) develops, approves, accredits and revises syllabuses and guidelines for the Kindergarten Year to Year 12. It also provides support to schools through assessment, testing, reporting and vocational education and training services, and provides information on requirements for tertiary entrance. The Authority's vision is to provide quality, innovative and future-focused products and services to assist all Queensland education communities. The alignment of QSA's curriculum, assessment, reporting and certification products and services provides Queensland schools with a solid foundation for the introduction of the Australian curriculum from 2011.

QSA supports the delivery of 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

- Issued 43,545 Senior Statements to Year 12 Queensland students in 2009, 34,064 (78.2%) of whom also received a Queensland Certificate of Education (QCE) (up from 75.5% in 2008). Another 557 students received a Queensland Certificate of Individual Achievement and 25,305 Tertiary Entrance Statements were issued to students.
- Administered the implementation of the Queensland Comparable Assessment Tasks (QCATs), a component of the Queensland Curriculum, Assessment and Reporting (QCAR) Framework. The QCAR Framework supports teachers by aligning curriculum, assessment and reporting in Years 1 to 9 to improve student learning.
- Developed 100 additional science assessment tasks and enhanced the QCATs in response to recommendation 4 of the Queensland Education Performance Review.
- Administered the 2010 National Assessment Program - Literacy and Numeracy (NAPLAN) to approximately 213,000 Years 3, 5, 7 and 9 students in Queensland.
- Commenced development of the Queensland Kindergarten Learning Guideline (QKLG) to assist Queensland children to transition to the Prep Year.
- Participated in the Australian Curriculum, Assessment and Reporting Authority's (ACARA's) curriculum development and consultation activities to ensure that Queensland schools are well prepared for the transition to the Australian Curriculum.

#### Future developments

- Finalise the development of the QKLG and work with early childhood education and care centres to accredit quality kindergarten programs already being delivered.
- Work with the school sectors to implement Phase 1 of the Australian Curriculum in Queensland and continue to assist ACARA in the development of Phases 2 and 3.
- Work with the schooling community to enable more students to achieve a QCE by promoting the range of learning options available for students and improving quality and timeliness of data.

## **AGENCY SERVICES**

The Government's Performance Management Framework is being progressively implemented. The Framework no longer uses the concepts of 'outputs' and 'performance measures' that were previously used in Service Delivery Statements. They are replaced with 'services' and 'service standards'. These terms are defined in the Budget Readers' Guide. Together, they begin to provide information about how efficiently and effectively agencies deliver services within their approved Budget.

All agencies reviewed their service structures and service standards as part of this transition year. Approved changes are included in this year's Service Delivery Statement. Results against measures that have been discontinued are included in Appendix A (Book 5 of the Service Delivery Statements) for this year only. A key aspect of improving performance information is reviewing performance data. As such, each year agencies will continue to review and improve their service standards to provide better information on the effectiveness and efficiency of their services.

## STATEMENTS

### STAFFING<sup>1</sup>

	Notes	2009-10 Budget	2009-10 Est. actual	2010-11 Estimate
	2	228.9	246.3	226.3

Notes:

1. Full-time equivalents (FTEs) as at 30 June.
2. The majority of QSA's FTE staff are based at the Brisbane office, the remainder are located in 13 district offices across Queensland. The 2009-10 Est. actual figure includes permanent and temporary FTEs.

### PERFORMANCE STATEMENT

Service standards	Notes	2009-10 Target/est.	2009-10 Est. actual	2010-11 Target/est.
Percentage of stakeholders surveyed who consider the syllabuses and support materials developed by the authority to be satisfactory		83%	83%	85%
External Audit of the QSA VET management processes demonstrates compliance with the Australian Quality Training Framework Standards and national benchmarks	1	N/A	N/A	Compliance Achieved
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	2	New measure	0.2%	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 (%)	3	..	..	..
Percentage of principals rating the communication and test preparation material for National Assessment Program – Literacy and Numeracy (NAPLAN) as good or very good	4	New measure	90%	90%
Testing and the distribution of reports for the National Assessment Program – Literacy and Numeracy (NAPLAN) are delivered within agreed stakeholders' timeframes		Timelines met	Timelines met	Timelines met

Service standards	Notes	2009-10 Target/est.	2009-10 Est. actual	2010-11 Target/est.
Testing and the distribution of reports for Senior Education Profiles are delivered within agreed stakeholders' timeframes		Timelines met	Timelines met	Timelines met
Average cost per school of external audit as a Registered Training Organisation (\$)	5	10,995	10,802	9,411
Average cost per syllabus revision (\$)	6	83,602	121,374	87,086
Average cost per student of developing and issuing Senior Education Profiles (\$)	7	245	249	265
Average cost per student of developing and issuing the National Assessment Program – Literacy and Numeracy (NAPLAN) student report (\$)	8	32	31	34
Average cost per student of tertiary entrance and pathways information programs (\$)		8	9	9
<b>State contribution (\$'000)</b>		<b>38,163</b>	<b>38,496</b>	<b>39,212</b>
<b>Other revenue (\$'000)</b>		<b>3,198</b>	<b>2,894</b>	<b>2,962</b>
<b>Total cost (\$'000)</b>		<b>41,111</b>	<b>42,347</b>	<b>42,174</b>

Notes:

1. External audit was not required for 2009-10 under the current delegation from the Training and Employment Recognition Council (TERC). The 2010-11 Target/est is related to the National Regulator for Vocational Education and Training (VET) which will be established from 1 January 2011. This Australian Government body will replace the state-based TERC. It is unclear whether QSA will have a delegation from this new body to register schools as Registered Training Organisations (RTOs).
2. This new service standard reflects the introduction of the new Queensland Certificate of Education (QCE).
3. There are usually a very small numbers of successful appeals each year. In 2009, the percentage was 0.0038. Please note that this measure has undergone a change of wording from 'of the tertiary entrance statement' to 'or review of information'.
4. This new service standard reflects the introduction of administration responsibilities as part of the National Literacy and Numeracy Assessment Program (NAPLAN).
5. Decreased average cost of audit in 2010-11 is due to an increase in the number of audits as part of the normal cycle. When applied to relatively fixed costs, this results in a decrease to the average cost.
6. Increased average cost of syllabus revision in 2009-10 is due to a decrease in the number of revisions pending the introduction of the Australian Curriculum. When applied to relatively fixed costs, this results in an increase to the average cost.
7. Increased cost of developing and issuing the Senior Education Profile in 2010-11 is due to a decrease in the number of students receiving a Senior Education Profile. When applied to relatively fixed costs, this results in an increase to the average cost.
8. 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.

## INCOME STATEMENT

Queensland Studies Authority	Notes	2009-10 Budget \$'000	2009-10 Est. act. \$'000	2010-11 Estimate \$'000
<b>Income</b>				
User charges		2,298	2,414	2,374
Grants and other contributions	3,6	38,163	38,496	39,212
Other revenue		900	480	588
Gains on sale/revaluation of property, plant and equipment and investments		..	..	..
<b>Total income</b>		<b>41,361</b>	<b>41,390</b>	<b>42,174</b>
<b>Expenses</b>				
Employee expenses	4	26,710	26,924	27,245
Supplies and services	1,5	12,299	13,441	13,127
Grants and subsidies		..	..	..
Depreciation and amortisation		2,010	1,899	1,741
Finance/borrowing costs		20	13	..
Other expenses		72	70	61
Losses on sale/revaluation of property, plant and equipment and investments		..	..	..
<b>Total expenses</b>		<b>41,111</b>	<b>42,347</b>	<b>42,174</b>
<b>OPERATING SURPLUS/(DEFICIT)</b>	2,7	<b>250</b>	<b>(957)</b>	<b>..</b>

## STATEMENT OF CHANGES IN EQUITY

Queensland Studies Authority	Notes	2009-10 Budget \$'000	2009-10 Est. act. \$'000	2010-11 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		..	..	..
<b>Net income recognised directly in equity</b>		<b>..</b>	<b>..</b>	<b>..</b>
Surplus/(deficit) for the period		250	(957)	..
<b>Total recognised income and expense for the period</b>		<b>250</b>	<b>(957)</b>	<b>..</b>
Equity injection/(withdrawal)		..	..	..
Equity adjustments (MoG transfers)		..	..	..
<b>Total movement in equity for period</b>		<b>250</b>	<b>(957)</b>	<b>..</b>

## BALANCE SHEET

Queensland Studies Authority	Notes	2009-10 Budget \$'000	2009-10 Est. act. \$'000	2010-11 Estimate \$'000
<b>CURRENT ASSETS</b>				
Cash assets	8,12	8,192	6,704	8,311
Receivables		399	437	462
Other financial assets		..	..	..
Inventories		105	100	90
Other		300	375	315
Non-financial assets held for sale		..	..	..
<b>Total current assets</b>		<b>8,996</b>	<b>7,616</b>	<b>9,178</b>
<b>NON-CURRENT ASSETS</b>				
Receivables		..	..	..
Other financial assets		..	..	..
Property, plant and equipment		1,242	1,279	877
Intangibles	10,13	7,538	7,905	6,696
Other		..	..	..
<b>Total non-current assets</b>		<b>8,780</b>	<b>9,184</b>	<b>7,573</b>
<b>TOTAL ASSETS</b>		<b>17,776</b>	<b>16,800</b>	<b>16,751</b>
<b>CURRENT LIABILITIES</b>				
Payables		3,525	3,612	3,603
Accrued employee benefits		1,652	1,673	1,632
Interest-bearing liabilities and derivatives		..	..	..
Provisions		..	..	..
Other		55	48	49
<b>Total current liabilities</b>		<b>5,232</b>	<b>5,333</b>	<b>5,284</b>
<b>NON-CURRENT LIABILITIES</b>				
Payables		..	..	..
Accrued employee benefits		..	..	..
Interest-bearing liabilities and derivatives		163	..	..
Provisions		..	..	..
Other		..	..	..
<b>Total non-current liabilities</b>		<b>163</b>	<b>..</b>	<b>..</b>
<b>TOTAL LIABILITIES</b>		<b>5,395</b>	<b>5,333</b>	<b>5,284</b>
<b>NET ASSETS/(LIABILITIES)</b>		<b>12,381</b>	<b>11,467</b>	<b>11,467</b>
<b>EQUITY</b>				
Capital/contributed equity		4,832	4,832	4,832
Retained surplus/(accumulated deficit)	9,11	7,549	6,635	6,635
Reserves:				
- Asset revaluation reserve		..	..	..
- Other (specify)		..	..	..
<b>TOTAL EQUITY</b>		<b>12,381</b>	<b>11,467</b>	<b>11,467</b>

## CASH FLOW STATEMENT

Queensland Studies Authority	Notes	2009-10 Budget \$'000	2009-10 Est. act. \$'000	2010-11 Estimate \$'000
<b>CASH FLOWS FROM OPERATING ACTIVITIES</b>				
<b>Inflows:</b>				
User charges		2,290	2,577	2,353
Grants and other contributions	15,20	38,163	38,496	39,212
Other		1,081	705	743
<b>Outflows:</b>				
Employee costs	16	(26,716)	(27,041)	(27,286)
Supplies and services	14,17	(12,312)	(12,959)	(13,069)
Grants and subsidies		..	..	..
Borrowing costs		(20)	(13)	..
Other		(259)	(299)	(216)
<b>Net cash provided by/(used in) operating activities</b>		<b>2,227</b>	<b>1,466</b>	<b>1,737</b>
<b>CASH FLOWS FROM INVESTING ACTIVITIES</b>				
<b>Inflows:</b>				
Sales of property, plant and equipment		..	..	..
Investments redeemed		..	..	..
Loans and advances redeemed		..	..	..
<b>Outflows:</b>				
Payments for property, plant and equipment and intangibles	18,21	(1,228)	(1,219)	(130)
Payments for investments		..	..	..
Loans and advances made		..	..	..
<b>Net cash provided by/(used in) investing activities</b>		<b>(1,228)</b>	<b>(1,219)</b>	<b>(130)</b>
<b>CASH FLOWS FROM FINANCING ACTIVITIES</b>				
<b>Inflows:</b>				
Borrowings		..	..	..
Equity injections		..	..	..
<b>Outflows:</b>				
Borrowing redemptions	19,22	(553)	(716)	..
Finance lease payments		..	..	..
Equity withdrawals		..	..	..
<b>Net cash provided by/(used in) financing activities</b>		<b>(553)</b>	<b>(716)</b>	<b>..</b>
<b>Net increase/(decrease) in cash held</b>		<b>446</b>	<b>(469)</b>	<b>1,607</b>
<b>Cash at the beginning of financial year</b>		<b>7,746</b>	<b>7,173</b>	<b>6,704</b>
Cash transfers from restructure		..	..	..
<b>Cash at the end of financial year</b>		<b>8,192</b>	<b>6,704</b>	<b>8,311</b>

## EXPLANATION OF VARIANCES IN THE FINANCIAL STATEMENTS

### Income statement

Major variations between 2009-10 Budget and 2009-10 Estimated actual include:

1. In 2008-09, the Department of Education and Training (DET) provided \$3.8 million in funding for the 2009 National Assessment Program – Literacy and Numeracy (NAPLAN). Actual additional expenditure was only \$2.8 million, meaning that QSA should have refunded \$0.96 million in 2008-09. The refund will occur in 2009-10 resulting in an apparent deficit. Increase is also due to office relocation costs.
2. Variation due to refund of surplus 2009 NAPLAN funding to DET combined with office relocation costs.

Major variations between 2009-10 Budget and 2010-11 Estimate include:

3. Variation relates to additional funding for NAPLAN, Enterprise Bargaining (EB) increase, long service leave levy rate increase and development of kindergarten guideline.
4. Increase due to EB funding partially reduced by cessation of temporarily funded positions.
5. Increase primarily due to property lease costs, with contributing increases across other supplies and services.

Major variations between 2009-10 Estimated actual and the 2010-11 Estimate include:

6. Variation relates to additional funding for NAPLAN, EB increase and long service leave levy rate increase.
7. Variation due to refund of surplus 2009 NAPLAN funding to DET.

### Balance sheet

Major variations between 2009-10 Budget and 2009-10 Estimated actual include:

8. Variation due to refund of surplus 2009 NAPLAN funding to DET, office relocation costs and capital expenditure on Senior Learning Information Management System (SLIMS) and Data Warehouse software applications.
9. Impact of operating deficit.

Major variations between 2009-10 Budget and 2010-11 Estimate include:

10. Variation relates to reduction in capital expenditure following the completion of SLIMS and Data Warehouse software applications.
11. Impact of operating deficit.

Major variations between 2009-10 Estimated actual and the 2010-11 Estimate include:

12. Variation due to refund of surplus 2009 NAPLAN funding to DET, office relocation costs and capital expenditure on SLIMS and Data Warehouse software applications.
13. Variation relates to reduction in capital expenditure following the completion of SLIMS and Data Warehouse software applications.

### Cash flow statement

Major variations between 2009-10 Budget and 2009-10 Estimated actual include:

14. Variation due to refund of surplus 2009 NAPLAN funding to DET combined with office relocation costs.

Major variations between 2009-10 Budget and 2010-11 Estimate include:

15. Variation relates to additional funding for NAPLAN, EB increase, long service leave levy rate increase and development of kindergarten guideline.
16. Variation due to EB increase partially reduced by cessation of temporarily funded positions.
17. Increase primarily due to property lease costs, with contributing increases across other supplies and services.
18. Variation relates to reduction in capital expenditure following the completion of SLIMS and Data Warehouse software applications.
19. Variation due to early repayment of borrowings.

Major variations between 2009-10 Estimated actual and the 2010-11 Estimate include:

20. Variation relates to additional funding for NAPLAN, EB increase and long service leave levy rate increase.
21. Variation relates to reduction in capital expenditure following the completion of SLIMS and Data Warehouse software applications.
22. Variation due to early repayment of borrowings.

# 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 mission is to 'empower people for rewarding careers in the global community' as Queensland's lead vocational education and training provider of high-level skills training.

SBIT delivers high quality, industry ready graduates and associate professionals and is the leader in Nursing and Allied Health; Engineering and Built Environment; Music and Performing Arts; Hospitality and IT and Digital media training.

At the end of 2009-10, it is estimated that the institute will utilise over 650 full-time equivalent departmental staff and nine full-time equivalent staff directly engaged by the statutory institute.

On behalf of the Department of Education and Training, SBIT acts as the contract manager for two Australian Government programs jointly valued at over \$30 million annually - the Adult Migrant English Program and the Language, Literacy and Numeracy Program, delivered in TAFE institutes across Queensland.

## REVIEW OF PERFORMANCE

### Recent achievements

Continuing to position SBIT as the State's premier provider of higher level vocational training and qualifications, in 2009-10, the Institute:

- further expanded participation of senior high school students in the Southbank Tertiary Entrance Program (STEP) with over 450 enrolments across 19 Diploma programs
- attained approval as a VET-FEE HELP and FEE-HELP provider which will assist eligible students undertaking certain Vocational Education and Training (VET) courses and higher education programs with a payment option for all or part of their tuition costs
- celebrated the opening in February 2010 of "Urbanest South Bank" student accommodation which features 713 rooms and studios located on the Southbank campus
- offered vocational programs to over 3,700 international students from approximately 90 countries
- partnered with a private provider to facilitate the provision of higher education qualifications to 320 international students
- increased educational pathways for students moving between University and SBIT from 83 pathways to 119 pathways.

### Future developments

- Complete the consolidation of three campuses to one with the move of Queensland School of Print and Graphic Arts (QSPGA) to the Southbank Campus.
- Continue to partner with industry to enhance employment opportunities and practical applications for students.
- Commence offering eligible VET courses as a VET-FEE HELP provider.
- 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, with the expected delivery of over 8,500 qualifications with at least 85% at Certificate III level or higher.

## **AGENCY SERVICES**

The Government's Performance Management Framework is being progressively implemented. The Framework no longer uses the concepts of 'outputs' and 'performance measures' that were previously used in Service Delivery Statements. They are replaced with 'services' and 'service standards'. These terms are defined in the Budget Readers' Guide. Together, they begin to provide information about how efficiently and effectively agencies deliver services within their approved Budget.

All agencies reviewed their service structures and service standards as part of this transition year. Approved changes are included in this year's Service Delivery Statement. Results against measures that have been discontinued are included in Appendix A (Book 5 of the Service Delivery Statements) for this year only. A key aspect of improving performance information is reviewing performance data. As such, each year agencies will continue to review and improve their service standards to provide better information on the effectiveness and efficiency of their services.

# STATEMENTS

## STAFFING<sup>1</sup>

	Notes	2009-10 Budget	2009-10 Est. actual	2010-11 Estimate
	1,2	10	8.7	21

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 who are utilised by the Institute. The 2010-11 Estimate reflects the expected appointment of management and commercial sales roles directly by the Institute.

## PERFORMANCE STATEMENT

Service standards	Notes	2009-10 Target/est.	2009-10 Est. actual	2010-11 Target/est.
<i>Number of students</i>				
Total number of students	1	32,000	30,000	32,000
Number of students completing Certificate III and above	2	New measure	22,200	25,280
<i>Completions</i>				
Percentage of successful competencies as a proportion of all attempted competencies		84%	82%	84%
<i>Post training outcomes</i>				
Student post training outcome (employed or in further study after training)	3	New measure	88%	90%
<i>Efficiency and effectiveness</i>				
Level of stakeholder satisfaction with services and products:				
• Student Satisfaction Survey		89%	81%	82%
• Employer Satisfaction Survey		85%	72%	78%
Average cost per competency successfully completed (\$)		760	632	635
<b>State contribution (\$'000)</b>		<b>77,010</b>	<b>65,553</b>	<b>65,270</b>
<b>Other revenue (\$'000)</b>		<b>41,814</b>	<b>53,320</b>	<b>62,424</b>
<b>Total cost (\$'000)</b>		<b>118,824</b>	<b>116,968</b>	<b>127,190</b>

Notes

1. An increase in students completing higher-level training has impacted total student numbers. This is because time taken to complete higher-level training is longer.
2. New service standard introduced to monitor the number of students completing a Certificate III and above. This has an immediate contribution to Queensland meeting Tomorrow's Queensland Smart target – three out of four Queenslanders will hold trade, training or tertiary qualifications. Student numbers completing higher-level training (Cert IV and above) is estimated to be 11,800 against a target of 9,500.
3. New service standard introduced to monitor the post training outcomes of students.

## INCOME STATEMENT

Southbank Institute of Technology	Notes	2009-10 Budget \$'000	2009-10 Est. act. \$'000	2010-11 Estimate \$'000
<b>Income</b>				
User charges	1,5,8	41,618	52,124	61,649
Grants and other contributions	2,6	77,010	65,553	65,270
Other revenue	3	196	1,196	775
Gains on sale/revaluation of property, plant and equipment and investments		..	..	..
<b>Total income</b>		<b>118,824</b>	<b>118,873</b>	<b>127,694</b>
<b>Expenses</b>				
Employee expenses		3,184	3,495	3,474
Supplies and services	4,7,9	113,236	110,718	122,049
Grants and subsidies		..	..	..
Depreciation and amortisation		1,995	1,966	1,272
Finance/borrowing costs		..	..	..
Other expenses		409	789	395
Losses on sale/revaluation of property, plant and equipment and investments		..	..	..
<b>Total expenses</b>		<b>118,824</b>	<b>116,968</b>	<b>127,190</b>
<b>OPERATING SURPLUS/(DEFICIT)</b>		<b>..</b>	<b>1,905</b>	<b>504</b>

## STATEMENT OF CHANGES IN EQUITY

Southbank Institute of Technology	Notes	2009-10 Budget \$'000	2009-10 Est. act. \$'000	2010-11 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		..	..	..
<b>Net income recognised directly in equity</b>		<b>..</b>	<b>..</b>	<b>..</b>
Surplus/(deficit) for the period		..	1,905	504
<b>Total recognised income and expense for the period</b>		<b>..</b>	<b>1,905</b>	<b>504</b>
Equity injection/(withdrawal)		..	..	..
Equity adjustments (MoG transfers)		..	..	..
<b>Total movement in equity for period</b>		<b>..</b>	<b>1,905</b>	<b>504</b>

## BALANCE SHEET

Southbank Institute of Technology	Notes	2009-10 Budget \$'000	2009-10 Est. act. \$'000	2010-11 Estimate \$'000
<b>CURRENT ASSETS</b>				
Cash assets	10,14	3,327	12,447	12,265
Receivables	11,15	2,164	12,697	14,347
Other financial assets		..	..	..
Inventories		32	18	18
Other		167	306	310
Non-financial assets held for sale	12,16	16,194	..	..
<b>Total current assets</b>		<b>21,884</b>	<b>25,468</b>	<b>26,940</b>
<b>NON-CURRENT ASSETS</b>				
Receivables		..	..	..
Other financial assets		..	..	..
Property, plant and equipment	12,16	32,876	19,798	19,023
Intangibles		219	417	224
Other		..	..	..
<b>Total non-current assets</b>		<b>33,095</b>	<b>20,215</b>	<b>19,247</b>
<b>TOTAL ASSETS</b>		<b>54,979</b>	<b>45,683</b>	<b>46,187</b>
<b>CURRENT LIABILITIES</b>				
Payables	13, 17	5,591	23,169	23,169
Accrued employee benefits		..	..	..
Interest-bearing liabilities and derivatives		..	..	..
Provisions		..	..	..
Other		2,447	..	..
<b>Total current liabilities</b>		<b>8,038</b>	<b>23,169</b>	<b>23,169</b>
<b>NON-CURRENT LIABILITIES</b>				
Payables		..	..	..
Accrued employee benefits		..	..	..
Interest-bearing liabilities and derivatives		..	..	..
Provisions		..	..	..
Other		..	..	..
<b>Total non-current liabilities</b>		<b>..</b>	<b>..</b>	<b>..</b>
<b>TOTAL LIABILITIES</b>		<b>8,038</b>	<b>23,169</b>	<b>23,169</b>
<b>NET ASSETS/(LIABILITIES)</b>		<b>46,941</b>	<b>22,514</b>	<b>23,018</b>
<b>EQUITY</b>				
Capital/contributed equity		43,199	43,199	43,199
Retained surplus/(accumulated deficit)	12	1,060	(20,685)	(20,181)
Reserves:				
- Asset revaluation reserve	12,14	2,682	..	..
- Other (specify)		..	..	..
<b>TOTAL EQUITY</b>		<b>46,941</b>	<b>22,514</b>	<b>23,018</b>

## CASH FLOW STATEMENT

Southbank Institute of Technology	Notes	2009-10 Budget \$'000	2009-10 Est. act. \$'000	2010-11 Estimate \$'000
<b>CASH FLOWS FROM OPERATING ACTIVITIES</b>				
<b>Inflows:</b>				
User charges	18,20,22	42,889	38,575	59,999
Grants and other contributions	19,21,23	77,010	75,963	65,270
Other		196	1,203	775
<b>Outflows:</b>				
Employee costs		(3,184)	(3,613)	(3,474)
Supplies and services		(118,546)	(115,384)	(122,053)
Grants and subsidies		..	..	..
Borrowing costs		..	..	..
Other		(409)	(806)	(395)
<b>Net cash provided by/(used in) operating activities</b>		<b>(2,044)</b>	<b>(4,062)</b>	<b>122</b>
<b>CASH FLOWS FROM INVESTING ACTIVITIES</b>				
<b>Inflows:</b>				
Sales of property, plant and equipment		..	..	..
Investments redeemed		..	..	..
Loans and advances redeemed		..	..	..
<b>Outflows:</b>				
Payments for property, plant and equipment and intangibles		(1,120)	(1,204)	(304)
Payments for investments		..	..	..
Loans and advances made		..	..	..
<b>Net cash provided by/(used in) investing activities</b>		<b>(1,120)</b>	<b>(1,204)</b>	<b>(304)</b>
<b>CASH FLOWS FROM FINANCING ACTIVITIES</b>				
<b>Inflows:</b>				
Borrowings		..	..	..
Equity injections		..	..	..
<b>Outflows:</b>				
Borrowing redemptions		..	..	..
Finance lease payments		..	..	..
Equity withdrawals		..	..	..
<b>Net cash provided by/(used in) financing activities</b>		<b>..</b>	<b>..</b>	<b>..</b>
<b>Net increase/(decrease) in cash held</b>		<b>(3,164)</b>	<b>(5,266)</b>	<b>(182)</b>
<b>Cash at the beginning of financial year</b>		<b>6,491</b>	<b>17,713</b>	<b>12,447</b>
Cash transfers from restructure		..	..	..
<b>Cash at the end of financial year</b>		<b>3,327</b>	<b>12,447</b>	<b>12,265</b>

## EXPLANATION OF VARIANCES IN THE FINANCIAL STATEMENTS

### Income statement

Major variations between 2009-10 Budget and 2009-10 Estimated actual include:

3. Increased growth in Fee for Service, Australian Government programs and international revenue.
4. Change in funding agreement with the Department of Education and Training. Revenue received under the user choice contract has been reclassified to user charges.
5. Increase in interest revenue due to increased cash balance and rising interest rates.
6. Supplies and services include cost of contracted staff from Department of Education and Training. These are below budget due to delays with recruitment. Southbank Education and Training Precinct service payments are below budget.

Major variations between 2009-10 Budget and 2010-11 Estimate include:

7. Increased growth in fee for service, Australian Government programs and international revenue.
8. Change in funding agreement with the Department of Education and Training. User choice contract has been reclassified to user charges.
9. Increase in costs of supplies and services to meet the growth in delivery of user charges revenue.

Major variations between 2009-10 Estimated actual and the 2010-11 Estimate include:

10. Increased growth in fee for service, Australian Government programs and international revenue.
11. Increase in costs of supplies and services to meet the growth in delivery of user charges revenue. Increased facilities maintenance expense for the Southbank Education Training Precinct.

### Balance sheet

Major variations between 2009-10 Budget and 2009-10 Estimated actual include:

12. Cash held to cover outstanding payables.
13. Receivables is higher than budgeted, resulting from revenue growth (and also includes future debt).
14. Book value of buildings was written down to nil at the end of 2008-09. Land previously classified as held-for-sale has been reclassified to non current assets.
15. Amounts payable to the Department of Education and Training for payroll and Southbank Education Training Precinct rental payments.

Major variations between 2009-10 Budget and 2010-11 Estimate include:

16. Higher cash balance required to cover outstanding payables.
17. Receivables are expected to increase as a result of revenue growth.
18. Book value of buildings was written down to nil at the end of last financial year. Land previously classified as held-for-sale has been reclassified to non current assets.
19. Increased amounts payable to the Department of Education and Training for payroll and Southbank Education Training Precinct rental payments.

### Cash flow statement

Major variations between 2009-10 Budget and 2009-10 Estimated actual include:

20. Increased growth in fee for service, Australian Government programs and International Revenue.
21. Change in funding agreement with the Department of Education and Training. User choice contract has been reclassified to user charges.

Major variations between 2009-10 Budget and 2010-11 Estimate include:

22. Increased growth in fee for service, Australian Government programs and International Revenue.
23. Change in funding agreement with the Department of Education and Training. User choice contract has been reclassified to user charges.

Major variations between 2009-10 Estimated actual and the 2010-11 Estimate include:

24. Increased growth in fee for service, Australian Government programs and international revenue.
25. Change in funding agreement with the Department of Education and Training. User choice contract has been reclassified to user charges.

# Gold Coast Institute of TAFE

## OVERVIEW

The Gold Coast Institute of TAFE (GCIT) was established as a statutory TAFE institute under the *Vocational Education, Training and Employment Act 2000* on 1 July 2008. GCIT's vision is to be an internationally renowned provider of outstanding vocational services. GCIT will achieve this vision by bringing together exceptional people to produce highly sought after graduates.

GCIT offers a broad range of vocational qualifications from Certificate to advanced diplomas, school and university pathways and articulation arrangements in many key industry specific areas. By the end of 2009-10, it is estimated that the Institute will utilise 590 full-time equivalent departmental staff and 24 full-time equivalent staff directly engaged by the statutory institute.

## REVIEW OF PERFORMANCE

### Recent achievements

- Delivered significant on-line nursing products to local, rural, remote and interstate students. Contributed to the skills development of existing nurses as well as training new graduates to assist in meeting the demands of industry. The on-line Advanced Diploma in Nursing has enabled GCIT to meet shortages in specialised areas of nursing.
- As part of developing the new GCIT English Language Centre brand, GCIT opened a new International English Language Teaching System (IELTS) testing centre to respond to the growing need for migrant English language education on the Gold Coast.
- Refurbished substantial components of the Ashmore campus through use of Australian Government Better TAFE Facilities (BTF) funding.
- Conducted an extensive review of the competitive marketplace to refine the GCIT 2010-2011 product offering and pricing to deliver demand-driven skills training options.
- Continued to increase recognised academic pathways from the Vocational and Education and Training (VET) sector to the university sector through articulation agreements with Griffith University, Bond University, Central Queensland University and Southern Cross University.

### Future developments

- Develop a flexible on-line suite of health products to allow rural and remote learners in Years 11 and 12 to achieve credits towards future health and nursing programs.
- Develop health products that can be studied online and face-to-face to enable existing nurses to maintain annual registration requirements as part of a new Continuing Professional Development (CPD) program being introduced by industry.
- Further develop relationships with universities to deliver Certificate III and IV products as electives in undergraduate degrees so students can gain industry recognition and experience whilst they are still studying.
- Develop market intelligence-led approach to identifying a demand-driven skills training delivery profile for GCIT to improve participation rates.
- Open the new Coomera campus to provide a centre of excellence in Creative Industries in South East Queensland. This new campus is planned to have a green-star rating, and a state-of-the-art teaching facility, with direct access to public transport.

The Government's Performance Management Framework is being progressively implemented. The Framework no longer uses the concepts of 'outputs' and 'performance measures' that were previously used in Service Delivery Statements. They are replaced with 'services' and 'service standards'. These terms are defined in the Budget Readers' Guide. Together, they begin to provide information about how efficiently and effectively agencies deliver services within their approved Budget.

All agencies reviewed their service structures and service standards as part of this transition year. Approved changes are included in this year's Service Delivery Statement. Results against measures that have been discontinued are included in Appendix A (Book 5 of the Service Delivery Statements) for this year only. A key aspect of improving performance information is reviewing performance data. As such, each year agencies will continue to review and improve their service standards to provide better information on the effectiveness and efficiency of their services.

# STATEMENTS

## STAFFING<sup>1</sup>

	Notes	2009-10 Budget	2009-10 Est. actual	2010-11 Estimate
	1,2	30	24	33

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 who are utilised by the Institute.

## PERFORMANCE STATEMENT

Service standards	Notes	2009-10 Target/est.	2009-10 Est. actual	2010-11 Target/est.
<i>Number of students</i>				
Total number of students		16,700	16,400	16,600
Number of students completing Certificate III and above	1	New measure	4,050	4,100
<i>Completions</i>				
Percentage of successful competencies as a proportion of all attempted competencies		91%	89%	91%
<i>Post training outcomes</i>	2			
Student post training outcome (employed or in further study after training)		New measure	84%	84%
<i>Efficiency and effectiveness</i>				
Level of stakeholder satisfaction with services and products:				
• Student satisfaction survey		80%	82%	84%
• Employer satisfaction survey		85%	74%	80%
Average cost per competency successfully completed (\$)	3	515	565	537
<b>State contribution (\$'000)</b>		<b>42,943</b>	<b>43,284</b>	<b>40,871</b>
<b>Other revenue (\$'000)</b>		<b>24,205</b>	<b>23,360</b>	<b>24,774</b>
<b>Total cost (\$'000)</b>		<b>63,870</b>	<b>66,099</b>	<b>63,868</b>

Notes:

1. New service standard introduced to monitor the number of students completing a Certificate III and above. This has an immediate contribution to Queensland meeting Tomorrow's Queensland Smart target – three out of four Queenslanders will hold trade, training or tertiary qualifications.
2. New service standard introduced to monitor the post training outcomes of students.
3. This measure includes full cost of facilities and infrastructure.

## INCOME STATEMENT

Gold Coast Institute of TAFE	Notes	2009-10 Budget \$'000	2009-10 Est. act. \$'000	2010-11 Estimate \$'000
<b>Income</b>				
User charges	1,8	23,048	21,757	23,350
Grants and other contributions	5,9	42,943	43,284	40,871
Other revenue		1,157	1,603	1,424
Gains on sale/revaluation of property, plant and equipment and investments		..	..	..
<b>Total income</b>		<b>67,148</b>	<b>66,644</b>	<b>65,645</b>
<b>Expenses</b>				
Employee expenses	2,6,10	4,281	3,895	4,995
Supplies and services	3,11	55,873	58,895	55,834
Grants and subsidies		..	..	..
Depreciation and amortisation	4,7	3,339	2,925	2,607
Finance/borrowing costs		..	..	..
Other expenses		315	315	362
Losses on sale/revaluation of property, plant and equipment and investments		62	69	70
<b>Total expenses</b>		<b>63,870</b>	<b>66,099</b>	<b>63,868</b>
<b>OPERATING SURPLUS/(DEFICIT)</b>		<b>3,278</b>	<b>545</b>	<b>1,777</b>

## STATEMENT OF CHANGES IN EQUITY

Gold Coast Institute of TAFE	Notes	2009-10 Budget \$'000	2009-10 Est. act. \$'000	2010-11 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		..	..	..
<b>Net income recognised directly in equity</b>		<b>..</b>	<b>..</b>	<b>..</b>
Surplus/(deficit) for the period		3,278	545	1,777
<b>Total recognised income and expense for the period</b>		<b>3,278</b>	<b>545</b>	<b>1,777</b>
Equity injection/(withdrawal)		..	..	..
Equity adjustments (MoG transfers)		..	..	..
<b>Total movement in equity for period</b>		<b>3,278</b>	<b>545</b>	<b>1,777</b>

## BALANCE SHEET

Gold Coast Institute of TAFE	Notes	2009-10 Budget \$'000	2009-10 Est. act. \$'000	2010-11 Estimate \$'000
<b>CURRENT ASSETS</b>				
Cash assets	12,17	15,773	13,211	16,518
Receivables		2,849	3,154	3,287
Other financial assets		..	..	..
Inventories		126	119	132
Other		137	150	150
Non-financial assets held for sale		..	..	..
<b>Total current assets</b>		<b>18,885</b>	<b>16,634</b>	<b>20,087</b>
<b>NON-CURRENT ASSETS</b>				
Receivables		..	..	..
Other financial assets		..	..	..
Property, plant and equipment	13,15,18	135,445	112,352	110,251
Intangibles		..	4	83
Other		..	..	..
<b>Total non-current assets</b>		<b>135,445</b>	<b>112,356</b>	<b>110,334</b>
<b>TOTAL ASSETS</b>		<b>154,330</b>	<b>128,990</b>	<b>130,421</b>
<b>CURRENT LIABILITIES</b>				
Payables		1,534	1,483	1,307
Accrued employee benefits		..	2	2
Interest-bearing liabilities and derivatives		..	..	..
Provisions		..	..	..
Other		6,475	6,625	6,416
<b>Total current liabilities</b>		<b>8,009</b>	<b>8,110</b>	<b>7,725</b>
<b>NON-CURRENT LIABILITIES</b>				
Payables		..	31	31
Accrued employee benefits		..	19	58
Interest-bearing liabilities and derivatives		..	..	..
Provisions		..	..	..
Other		..	..	..
<b>Total non-current liabilities</b>		<b>..</b>	<b>50</b>	<b>89</b>
<b>TOTAL LIABILITIES</b>		<b>8,009</b>	<b>8,160</b>	<b>7,814</b>
<b>NET ASSETS/(LIABILITIES)</b>		<b>146,321</b>	<b>120,830</b>	<b>122,607</b>
<b>EQUITY</b>				
Capital/contributed equity		141,052	141,047	141,047
Retained surplus/(accumulated deficit)	14,16	5,269	(20,217)	(18,440)
Reserves:				
- Asset revaluation reserve		..	..	..
- Other (specify)		..	..	..
<b>TOTAL EQUITY</b>		<b>146,321</b>	<b>120,830</b>	<b>122,607</b>

## CASH FLOW STATEMENT

Gold Coast Institute of TAFE	Notes	2009-10 Budget \$'000	2009-10 Est. act. \$'000	2010-11 Estimate \$'000
<b>CASH FLOWS FROM OPERATING ACTIVITIES</b>				
<b>Inflows:</b>				
User charges	19,21	24,235	23,442	22,930
Grants and other contributions	22,23	42,943	43,284	40,871
Other		2,077	3,211	2,626
<b>Outflows:</b>				
Employee costs		(4,281)	(3,876)	(4,956)
Supplies and services	20,24	(56,732)	(62,586)	(56,023)
Grants and subsidies		..	..	..
Borrowing costs		..	..	..
Other		(810)	(2,333)	(1,556)
<b>Net cash provided by/(used in) operating activities</b>		<b>7,432</b>	<b>1,142</b>	<b>3,892</b>
<b>CASH FLOWS FROM INVESTING ACTIVITIES</b>				
<b>Inflows:</b>				
Sales of property, plant and equipment		..	..	..
Investments redeemed		..	..	..
Loans and advances redeemed		..	..	..
<b>Outflows:</b>				
Payments for property, plant and equipment and intangibles	25	(2,564)	(2,463)	(585)
Payments for investments		..	..	..
Loans and advances made		..	..	..
<b>Net cash provided by/(used in) investing activities</b>		<b>(2,564)</b>	<b>(2,463)</b>	<b>(585)</b>
<b>CASH FLOWS FROM FINANCING ACTIVITIES</b>				
<b>Inflows:</b>				
Borrowings		..	..	..
Equity injections		..	..	..
<b>Outflows:</b>				
Borrowing redemptions		..	..	..
Finance lease payments		..	..	..
Equity withdrawals		..	..	..
<b>Net cash provided by/(used in) financing activities</b>		<b>..</b>	<b>..</b>	<b>..</b>
<b>Net increase/(decrease) in cash held</b>		<b>4,868</b>	<b>(1,321)</b>	<b>3,307</b>
<b>Cash at the beginning of financial year</b>		<b>10,905</b>	<b>14,532</b>	<b>13,211</b>
Cash transfers from restructure		..	..	..
<b>Cash at the end of financial year</b>		<b>15,773</b>	<b>13,211</b>	<b>16,518</b>

## EXPLANATION OF VARIANCES IN THE FINANCIAL STATEMENTS

### Income statement

Major variations between 2009-10 Budget and 2009-10 Estimated actual include:

26. Decrease due to a reduction in revenues from international enrolments following changes to the Migrations Occupation in Demand List (MODL) and Trade Recognition Australia's Job Ready Program on International revenues.
27. Decrease due to some common law contract positions being vacant throughout the year plus lower than budgeted incentive payments.
28. Increase predominantly due to higher than forecast contracted labour expense as efficiency savings within delivery areas targeted in budget were not achieved. Also due to higher than expected administration expense with the Institute's organisational restructure requiring greater emphasis on customer and delivery support than anticipated.
29. Decrease due to downward revaluation of non-current assets in 2008-09 (assessed after 2009-10 Budget was published).

Major variations between 2009-10 Budget and 2010-11 Estimate include:

5. Decrease due to one-off Better TAFE Facilities (BTF) funds in 2009-10 partially offset by higher Vocational Education and Training (VET) Revenue General funding and additional revenue from increased delivery of language/literacy/numeracy training.
6. Increase due to higher number of staff on common-law contracts to enhance the commercial focus and business development approach of internal delivery teams.
7. Decrease due to downward revaluation of non-current assets in 2008-09 (assessed after 2009-10 Budget was published).

Major variations between 2009-10 Estimated actual and the 2010-11 Estimate include:

8. Increase due to expansion of nursing delivery and re-introduction of Adult Community Education Programs plus additional revenues through new International English Language Testing System (IELTS) testing centre.
9. Decrease due to one-off BTF funds in 2009-10 partially offset by higher VET Revenue General funding and higher language/literacy/numeracy delivery.
10. Increase due to higher number of staff on common-law contracts to enhance the commercial focus and business development approach of internal delivery teams.
11. Decrease due to one-off BTF expenditure in 2009-10.

### Balance sheet

Major variations between 2009-10 Budget and 2009-10 Estimated actual include:

12. Decrease due to impact of revised forecast operating result in 2009-10.
13. Decrease due to land and buildings revaluation decrement in 2008-09 (assessed after 2009-10 Budget was published).
14. Decrease due to land and buildings revaluation decrement in 2008-09 (assessed after 2009-10 Budget was published).

Major variations between 2009-10 Budget and 2010-11 Estimate include:

15. Decrease due to land and buildings revaluation decrement in 2008-09 (assessed after 2009-10 budget published) plus further fully depreciated assets in 2010-11.
16. Decrease due to land and buildings revaluation decrement in 2008-09 (assessed after 2009-10 budget published).

Major variations between 2009-10 Estimated actual and the 2010-11 Estimate include:

17. Increase due to impact of revised forecast operating result in 2010-11.
18. Decrease due to net movement of capital expenditure in the year and depreciation charged on assets.

### Cash flow Statement

Major variations between 2009-10 Budget and 2009-10 Estimated actual include:

19. Decrease due to a reduction in revenues from international enrolments following changes to the Migration Occupations in Demand List (MODL) and Trade Recognition Australia's Job Ready Program.
20. Increase predominantly due to higher than forecast contracted labour expense as efficiency savings within delivery areas targeted in budget were not achieved. Also due to higher than expected administration expense with the Institute's organisational restructure requiring greater emphasis on customer and delivery support than anticipated.

Major variations between 2009-10 Budget and 2010-11 Estimate include:

21. Decrease due to a reduction in revenues from international enrolments following changes to the Migration Occupations in Demand List (MODL) and Trade Recognition Australia's Job Ready Program.
22. Decrease due to one-off BTF funds in 2009-10 partially offset by higher VET Revenue General funding and additional revenue from the increased delivery of higher language/literacy/numeracy training.

Major variations between 2009-10 Estimated actual and the 2010-11 Estimate include:

23. Decrease due to one-off BTF funds in 2009-10 partially offset by higher VET Revenue General funding and additional revenue from the increased delivery of language/literacy/numeracy training.
24. Decrease due to one-off BTF expenditure in 2009-10.
25. Decrease due to one-off BTF expenditure in 2009-10.