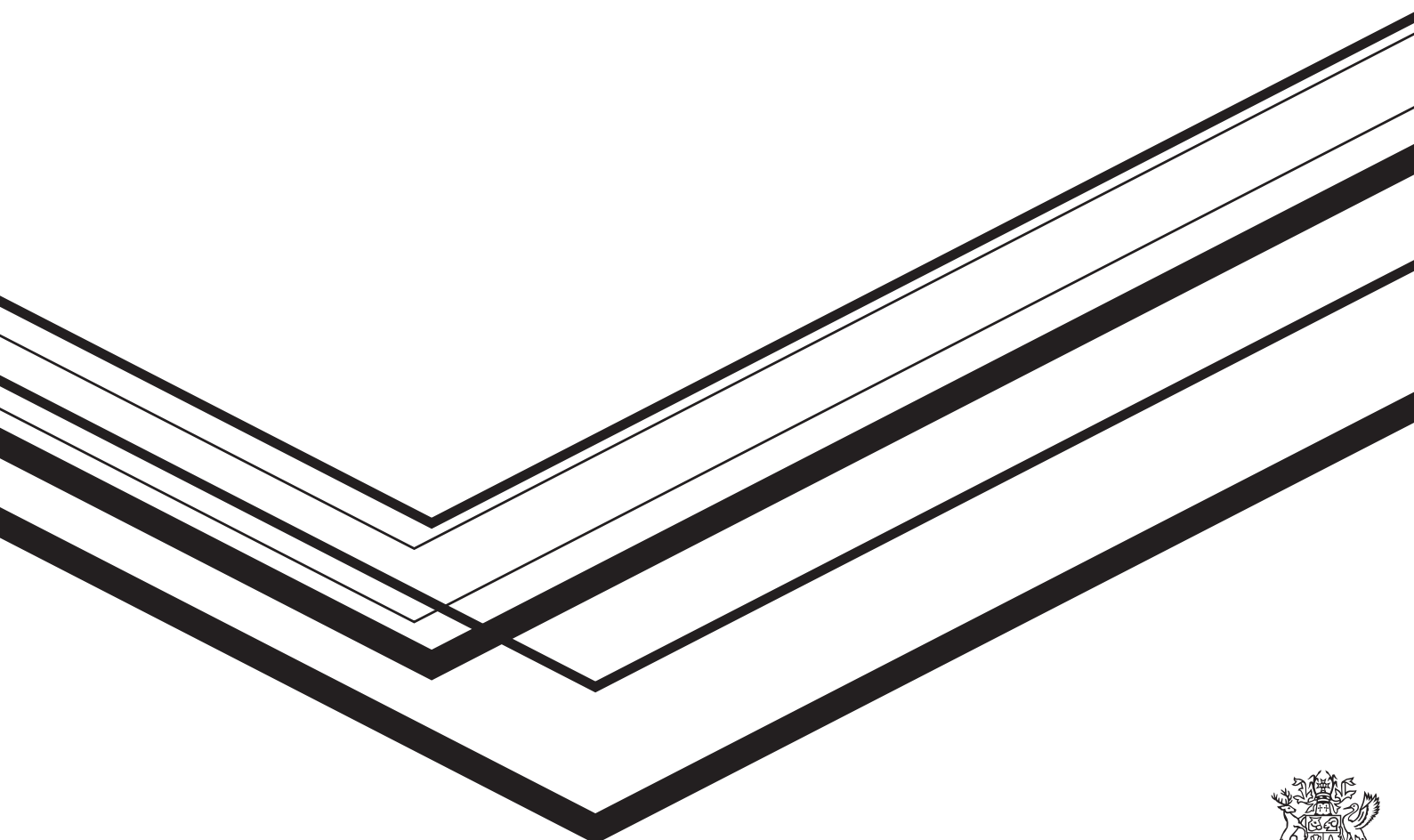


Service Delivery Statements

Department of Education and Training



2015-16 Queensland Budget Papers

- 1. Budget Speech**
- 2. Budget Strategy and Outlook**
- 3. Capital Statement**
- 4. Budget Measures**
- 5. Service Delivery Statements**

Appropriation Bills

Jobs Now, Jobs for the Future - Queensland Government employment plan

Budget Highlights

The suite of Budget Papers is similar to that published in 2014-15.

The Budget Papers are available online at www.budget.qld.gov.au

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Service Delivery Statements

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Department of Education and Training

Summary of portfolio

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49	TAFE Queensland

Portfolio overview

Ministerial and portfolio responsibilities

The table below represents the agencies and services which are the responsibility of the Minister for Education and the Minister for Training and Skills:

Minister for Education and Minister for Tourism, Major Events, Small Business and the Commonwealth Games

The Honourable Kate Jones MP

Attorney-General, Minister for Justice and Minister for Training and Skills

The Honourable Yvette D'Ath MP

Department of Education and Training

Director-General: Dr Jim Watterston

Service area 1: Early Childhood Education and Care

Service area 2: School Education

Service area 3: Training and Skills

The Minister for Education is also responsible for:

Queensland Curriculum and Assessment Authority

Chief Executive Officer: Chris Rider

Objective: To support the Queensland education community by providing high-quality syllabuses, assessment, certification and tertiary entrance services.

The Minister for Training and Skills is also responsible for:

TAFE Queensland

Chief Executive Officer: Jodi Schmidt

Objective: To be an efficient, effective, sustainable and responsive organisation that develops skills and employment opportunities for individuals to meet employer, industry and community demands.

Queensland Training Assets Management Authority

Chief Executive Officer: Peter Gallagher

Objective: The efficient and effective management of state-owned training facilities, primarily for the provision of vocational education and training.

Additional information can be sourced from:

www.dete.qld.gov.au

www.qcaa.qld.edu.au

www.tafeqld.edu.au

<http://www.training.qld.gov.au/documents-data/policies-procedures/qtama/index.html>

Departmental overview

The Department of Education and Training is creating opportunities for the success of Queenslanders through high quality learning and skilling services focused on preparing Queenslanders with the knowledge, skills and confidence to successfully participate in the community and the economy.

Through the delivery of learning and skilling services across Queensland the department is contributing to the Queensland Government's objectives for the community of:

- creating jobs and a diverse economy (through training and skills)
- delivering quality frontline services
- building safe, caring and connected communities.

A key focus of the department in contributing to these objectives is the shared responsibility, across service delivery areas, for the creation of connected and accessible pathways for students. Supporting this commitment to lifting learning outcomes through improved transitions are the strategic outcomes for each service delivery area:

- Early childhood education and care – children engaged in quality early years programs that support learning and development and making successful transitions to school.
- School education – students engaged in learning, achieving and successfully transitioning to further education, training and work.
- Training and skills – Queenslanders skilled to participate in the economy and the broader community.

The department continues to be committed to lifting outcomes for all students, in particular Indigenous and disadvantaged students.

Early childhood education and care

The early years are a critical phase in a child's development. The department is ensuring all Queensland children are given the best possible start in life through quality early years experiences.

Future developments to support the delivery of quality early years services across Queensland include:

- developing a new Workforce Action Plan co-designed with early childhood education and care stakeholders to strengthen the foundation for improved outcomes for Queensland children and their families
- working with early childhood education and care stakeholders and communities to lift the participation of disadvantaged and Aboriginal and Torres Strait Islander children in early childhood programs
- strengthening community partnerships to expand access to integrated services that respond to local needs.

School education

The learning outcomes achieved by students during their schooling years provide the basis for their development as successful citizens, engaged in the workforce and their communities. Lifting the learning outcomes of all students is essential to support the social development and economic growth of Queensland. The department is committed to improving performance across the schooling system to build a stronger base for Queensland's economic and social prosperity.

To achieve this lift in learning outcomes during the schooling years the Queensland Government is supporting teachers to focus on student needs through the provision of additional teachers, including specialist teachers, and additional guidance officers to support students to engage with their learning. This emphasis on quality teaching and student engagement will ensure optimal learning environments.

The department will also undertake work to identify opportunities for future developments including:

- supporting the Government's Advance Queensland policy by boosting the teaching of science, technology, engineering and mathematics (STEM) in state schools to improve learning
- progressing a final response to the review of senior assessment and tertiary entrance arrangements
- examining the resourcing arrangements for the teaching of English as an additional language or dialect.

Training and skills

The department's training and skilling services are key contributors to achieving the Government's objective of creating jobs and a diverse economy by skilling Queenslanders to participate effectively in the workforce. Participation in training

is critical to ensuring Queenslanders have the right skills to support the economy. Providing all Queenslanders with access to affordable and high quality training and skilling opportunities is a key focus for the department.

To grow a strong economy, Queensland must invest in skills and training that increase participation in the workforce and boost productivity. In 2014-15, public funding for the vocational education and training (VET) sector provided training opportunities for around 260,000 Queenslanders. This is helping to create a flexible and productive workforce capable of supporting sustainable economic growth.

The Queensland Government is strengthening the VET sector with improvements that will build a better future for Queensland students, workers, industry and employers through high quality training and skilling services. Future developments for VET in Queensland include:

- reinvigorating the VET sector to support eligible Queenslanders to undertake training in priority areas identified by industry for employment
- reviewing government VET investment arrangements to achieve a more sustainable balance of public and private training provision
- investing in TAFE Queensland to restore its status as Queensland's premier provider of VET
- re-establishing the successful Skilling Queenslanders for Work initiative
- creating an independent Queensland Training Ombudsman
- abolishing the Queensland Training Assets Management Authority (QTAMA) and developing a 10-year asset management plan to explore future options for asset use.

Service performance

Service approach

Our service areas reflect the continuum of learning from early childhood, into schooling, and beyond into post-school training and skilling options and, ultimately, employment. Our focus is on delivering high quality service in each of these phases of learning and enabling successful transitions between each service area.

Performance statement

Early Childhood Education and Care

Service area objective

Queensland children engaged in quality early years programs that support learning and development and making successful transitions to school.

Service area description

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

2015-16 service area highlights

Key initiatives for 2015-16 include:

- enhancing the qualifications, skills and capabilities of the early childhood education and care workforce through the release and implementation of the Early Childhood Education and Care Workforce Action Plan
- investing \$10 million to establish essential early years services in Redlands, Inala, Gordonvale and Tara
- improving the interface between intensive family support services and early childhood development through a \$2.3 million pilot program in six locations across Queensland
- provide ongoing funding, including \$7 million in 2015-16, to secure the future of Queensland's 10 Children and Family Centres
- rolling out stage two of the successful transitions to school initiative, including additional resources for schools and new materials for parents and early childhood services to strengthen collaboration and enhance children's continuity of learning
- breaking down barriers of disadvantage by strengthening the sector's capacity to assist vulnerable families build resilience and overcome challenges
- provide additional ongoing funding, including \$2.8 million in 2015-16, to support children with suspected or diagnosed disability to actively participate in a kindergarten program
- investing \$3.3 million over two years to reinvigorate learning environments for children attending kindergarten programs servicing discrete Indigenous communities across Queensland
- enriching early years experiences for children with disability and complex behaviours by developing a suite of professional development resources to support educators
- supporting learning in the early years by an action research pilot in selected schools in the Prep year to examine age appropriate pedagogies underpinning active, purposeful, creative learning experiences
- delivering quality early education to children in rural and remote locations through eKindy
- strengthening the capacity of Indigenous educators to deliver effective early childhood learning programs for Aboriginal and Torres Strait Islander children through professional development, mentoring and support.

Department of Education and Training	Notes	2014-15 Target/Est.	2014-15 Est. Actual	2015-16 Target/Est.
Service area: Early Childhood Education and Care				
Service standards				
<i>Effectiveness measures</i>				
Proportion of Queensland children enrolled in an early childhood education program	1,2,3,4,5,6	95%	106.4%	95%
Proportion of enrolments in an early childhood education program:				
Indigenous children	1,2,3,4,5,7, 8, 9, 10	95%	65.3%	95%
Children in disadvantaged communities	1,2,3,4,5,7, 8, 11	95%	91.8%	95%
<i>Efficiency measures</i>	12			

Notes:

1. The national early childhood education and care (ECEC) Census is conducted in the first week of August each year. The 2014-15 Estimated Actual reflects the 2014 Census results.
2. The nationally agreed benchmark established under the National Partnership Agreement on Universal Access to Early Childhood Education is 95%.
3. Early childhood education program: A quality play-based program in accordance with the Early Years Learning Framework and the National Quality Standard delivered by a degree qualified early childhood teacher to children in the year before full-time school.
4. Under the *National Partnership Agreement for Universal Access to Early Childhood Education*, Queensland is committed to achieving and maintaining access to an early childhood education program for all children in the year before full-time school.
5. Data is published by the Australian Bureau of Statistics in the Preschool Education Australia 2014 publication catalogue 4240.0.
6. Results of over 100% are possible as the nationally agreed measure is Number of Children Enrolled (aged four or five) divided by the Estimated Resident Population of 4 Year Olds.
7. Variance between the 2014-15 Target Estimate and 2014-15 Estimated Actual may be attributed to the voluntary nature of kindergarten participation and factors affecting participation by more vulnerable and disadvantaged groups such as affordability, physical access and cultural inclusiveness.
8. The measures represent the proportion of children enrolled from each cohort group as a proportion of the estimated total population of that cohort group in Queensland.
9. Indigenous: a person who identifies at enrolment to be of Aboriginal and/or Torres Strait Islander origin.
10. In 2014, the Australian Bureau of Statistics released updated Indigenous 4 year old Estimated Residential Population (ERP) data based on 2011 census information. This revised ERP has been used to calculate the 2014-15 Estimated Actual result. Given the use of the new population denominator, the result for 2014-15 represents a break in time series and is not comparable to results published in previous years.
11. Disadvantaged: a person that resides in statistical areas classified by the ABS in the bottom quintile using the Socio-Economic Indexes for Areas Index of Relative Socio Economic Disadvantaged.
12. An efficiency measure is being developed and will be included in a future Service Delivery Statement.

School Education

Service area objective

Queensland students engaged in learning, achieving and successfully transitioning to further education, training and work.

Service area description

Delivering Prep to Year 12 in Queensland state schools to prepare young people for successful transitions to further education, training and/or work; regulation of home education; and administering funding to Queensland non-state schools.

2015-16 service area highlights

Key initiatives for 2015-16 include:

- investing \$152.4 million over three years and \$86 million ongoing, to deliver initiatives under the government's Extra Teachers policy to lower class sizes and support high schools, including hiring up to an additional 875 teachers (including 275 specialist high school teachers) beyond normal growth in Queensland state schools
- investing \$1 million as part of the \$8.9 million over three years, to employ 45 additional guidance officers to increase counselling and career advice services for Queensland state high school students. The government is also providing ongoing funding of \$5 million per annum for this initiative
- investing \$6 million over three years, including \$2 million in 2015-16 as part of a program to establish an enhanced and rigorous teacher classification system and pay structure to modernise and improve the teaching profession
- commencing construction of a special school in Cairns, with total government investment (including both capital purchases and the component that is expensed) of \$25 million, with \$8 million in 2015-16
- investing an additional \$70 million for maintenance of existing state schools bringing the total investment to \$178 million in 2015-16, with a further \$230 million invested over three years from 2016-17 for the state schools maintenance program
- investing an additional \$30 million over three years for priority minor works across state schools
- investing \$2 million in 2015-16 to progressively upgrade fire protection systems in state schools to meet required pressure and flow requirements
- reviewing the delivery of maintenance in state schools to ensure efficiency and outcomes for schools. Key initiatives will be progressively implemented to effect maintenance cost and delivery efficiencies including:
 - Asset Life Cycle Assessments to inform more accurate long term maintenance planning and lead to a balanced preventative maintenance approach
 - integrated delivery trials incorporating unplanned/emergent and preventative maintenance
 - single service maintenance contracts in geographic areas over longer time periods (3-5 years)
 - integrating capital, renewal and maintenance activities to improve the functionality and condition of teaching areas.
- improving the participation of students in science, technology, engineering and mathematics (STEM) in state schools by strengthening implementation of the Australian Curriculum for Mathematics, Science and Technologies, teacher professional development and developing partnerships with key STEM stakeholders
- developing a needs-based allocation model for the language support of Queensland students who have English as an additional language or dialect.

Department of Education and Training	Notes	2014-15 Target/Est.	2014-15 Est. Actual	2015-16 Target/Est.
Service area: School Education				
Service standards				
<i>Effectiveness measures</i>				
Year 3 Test - Proportion of students at or above the National Minimum Standard:				
All students:				
Reading		93%	90.6%	93%
Writing		94%	92.3%	94%
Numeracy	1, 2, 3	94%	93.2%	94%
Indigenous students:				
Reading		85%	78.2%	85%
Writing		84%	82.6%	84%
Numeracy	1, 2, 3, 4	86%	83.3%	86%
Year 5 Test - Proportion of students at or above the National Minimum Standard:				
All students:				
Reading		95%	89.7%	95%
Writing		90%	82.9%	90%
Numeracy	1, 2, 3	93%	90.0%	93%
Indigenous students:				
Reading		88%	72.5%	88%
Writing		72%	62.3%	72%
Numeracy	1, 2, 3, 4	78%	71.3%	78%
Year 7 Test - Proportion of students at or above the National Minimum Standard:				
All students:				
Reading		94%	92.2%	94%
Writing		92%	83.2%	92%
Numeracy	1, 2, 3	95%	93.7%	95%
Indigenous students:				
Reading		85%	80.2%	85%
Writing		78%	64.3%	78%
Numeracy	1, 2, 3, 4	86%	84.3%	86%
Year 9 Test - Proportion of students at or above the National Minimum Standard:				
All students:				
Reading	1, 2, 3	90%	86.4%	90%

Department of Education and Training	Notes	2014-15 Target/Est.	2014-15 Est. Actual	2015-16 Target/Est.
Writing		86%	71.8%	86%
Numeracy		94%	93.0%	94%
Indigenous students:				
Reading		78%	69.0%	78%
Writing		69%	47.8%	69%
Numeracy	1, 2, 3, 4	82%	81.7%	82%
Proportion of Year 12 students awarded Certification	2, 5	New measure	New measure	93%
Proportion of Year 12 students who are completing or have completed a SAT or were awarded one or more of: QCE, IBD or VET qualification	2, 6	95%	96.0%	96%
Proportion of OP/IBD students who received an OP 1 to 15 or an IBD	2, 6	76%	75.7%	76%
Proportion of students who, six months after completing Year 12, are participating in education, training or employment	2, 7	88%	83.0%	88%
Proportion of parents satisfied with their child's school	2, 8	90%	93.9%	94%
<i>Efficiency measure</i>				
Average cost of service per student:				
Primary (Prep - Year 6)		\$11,410	\$11,553	\$12,420
Secondary (Year 7 - Year 12)		\$13,645	\$13,015	\$13,192
Students with Disabilities	2, 9	\$27,094	\$26,728	\$27,777

Notes:

1. The National Assessment Program - Literacy and Numeracy (NAPLAN) tests are conducted in May each year. The 2014-15 Estimated Actual reflects the 2014 NAPLAN outcomes.
2. These service standards relate to the state schooling sector only.
3. NAPLAN National Minimum Standard (NMS) targets represent the aspirational goals for achievement against these measures and should be read in conjunction with other NAPLAN data, which show broad improvements.
4. Indigenous: a person who identifies at enrolment to be of Aboriginal and/or Torres Strait Islander origin.
5. 'Proportion of Year 12 students awarded Certification' replaces (1) the 'Proportion of Year 12 students awarded a Queensland Certificate of Education' (QCE) and (2) the 'Number of students awarded a Queensland Certificate of Individual Achievement' (QCIA). The new measure is more inclusive as it represents the number of students that were awarded either a QCE or a QCIA as a proportion of the number of Year 12 students.
6. Attainment outcomes acronyms: SAT - School-based Apprenticeship and Traineeship, IBD - International Baccalaureate Diploma, OP - Overall Position, QCE - Queensland Certificate of Education, and QCIA - Queensland Certificate of Individual Achievement. Data as at March 2015.
7. 'Students' refers to Year 12 completers. Data is sourced from the Next Step survey conducted by the Department of Education and Training each year. The 2014-15 Estimated Actual reflect the 2014 Next Step survey data.
8. The measure is the aggregation of positive responses, that is, 'Somewhat Agree', 'Agree', and 'Strongly Agree' to the parent/caregiver item S2035 'This is a good school' sourced from the School Opinion Survey. The 2014-15 Estimated Actual reflects the 2014 School Opinion Survey data.
9. This measure has been updated to reflect that Year 7 has transitioned from Primary to Secondary in 2015. 2014-15 Target/Estimate has been maintained with Primary consisting of Prep to Year 7 and Secondary consisting of Year 8 to Year 12. The 2014-15 Estimated Actuals and the 2015-16 Target/Estimate have been updated to reflect Primary consisting of Prep to Year 6 and Secondary consisting of Year 7 to Year 12.

Training and Skills

Service area objective

Queenslanders skilled to participate in the economy and the broader community.

Service area description

Improving the skills profile of Queensland through targeting funding for the delivery of vocational education and training that leads directly to employment opportunities. Providing information, advice and support to vocational education and training providers, employers, students, apprentices and trainees.

2015-16 service area highlights

Key initiatives for 2015-16 include:

- investing \$60 million (as part of \$240 million over four years) to reinstate Skilling Queenslanders for Work initiative to support up to 32,000 Queenslanders back into work
- implementing actions and initiatives of the Queensland Government's Rescuing TAFE policy, including investing \$6.63 million (as part of \$34 million over three years) to restore TAFE Queensland's status as Queensland's premier provider of VET
- investing \$40 million over four years to establish Jobs Queensland, an independent statutory entity providing advice to government on skills demand and long-term workforce planning
- abolishing the Queensland Training Assets Management Authority and returning control of the state's training assets to the Department of Education and Training
- conducting a comprehensive audit of the state's training assets and developing a 10 year strategic asset management plan to guide future training asset management arrangements
- creating an independent Training Ombudsman with the power to investigate complaints about quality of training
- allocating 10 per cent of total labour hours on eligible government-funded infrastructure projects to apprentices and trainees, and for projects in Indigenous communities an additional amount equivalent to a further 10 per cent of total labour hours to provide additional opportunities for Aboriginal and Torres and Strait Islanders and the local economy, and extend this commitment to projects funded by Government-owned corporations and public private partnerships.

Department of Education and Training	Notes	2014-15 Target/est.	2014-15 Est. actual	2015-16 Target/est.
Service area: Training and Skills	1			
Service standards				
<i>Effectiveness measures</i>				
Proportion of all attempted competencies successfully completed		90%	93.9%	90%
Proportion of Queenslanders with higher qualifications	2	58%	59.1%	60%
Proportion of graduates in employment or further study	2, 3	87%	87.3%	87%
Number of completions:				
Apprenticeships		11,000	11,800	11,500
Traineeships		24,000	18,200	20,000
School-based Apprenticeships and Traineeships (SATs)	4, 5	5,500	5,300	5,500
Proportion of graduates satisfied with the overall quality of their training	2, 6	89%	88.2%	89%

Department of Education and Training	Notes	2014-15 Target/est.	2014-15 Est. actual	2015-16 Target/est.
Proportion of employers satisfied with graduates of:				
Nationally accredited training		85%	81.2%	85%
Apprenticeships and traineeships	2, 7	83%	77.8%	83%
<i>Efficiency measure</i>				
Average cost per competency successfully completed		\$690	\$496	\$560

Notes:

1. This service area has changed from 'Training and Employment' to 'Training and Skills' to reflect machinery of government changes.
2. Confidence intervals for estimates derived from sample survey responses need to be considered when interpreting relative performance.
3. Sourced from the ABS Survey of Education and Work, Australia Additional data cubes, Table 1.11, Proportion of Persons with a Non-school qualification at Certificate III level or above (person aged 25-64 years) 2014.
4. Sourced from the annual National Centre for Vocational Education Research (NCVER) Student Outcomes Survey. The last survey was conducted in 2014 and relates to students who graduated in 2013.
5. Apprenticeship and traineeship measures include school-based apprenticeships and traineeships (SATs).
6. Indicative completions targets were derived by applying completion rates to the corresponding cohort of commencements.
7. Employer satisfaction estimates are obtained from the biennial national survey Employers' Use and Views of the VET System, which was last conducted by NCVER in 2013. The 2014-15 Estimated Actual is statistically similar to the 2014-15 Target Estimate.

Administered items

Administered activities are those undertaken by departments on behalf of the Queensland Government.

The Department of Education and Training administers funds on behalf of the State, which includes financial assistance to non-state schools for both capital and recurrent purposes. In 2015-16 a total of \$757 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.

In addition, the Department of Education and Training administers funds on behalf of the State including:

- \$300,000 in financial support to student hostels
- \$3.9 million to community organisations for the provision of specialist support for students with special needs.

Financial statements and variance explanations in relation to Administered Items appear in the departmental financial statements.

Administered items statement

Department of Education and Training	Notes	2014-15 Budget \$'000	2014-15 Est. Actual \$'000	2015-16 Budget \$'000
STATE FUNDING				
Assistance to non-state sector				
Assistance to non-state schools				
Recurrent funding for non-state schools				
General recurrent grants	3,10	584,317	584,317	628,364
Grammar school endowments		164	164	164
School transport		5,177	5,474	5,880
Total recurrent funding for non-state schools		589,658	589,955	634,408
Capital assistance for non-state schools				
Capital assistance		45,982	45,982	45,982
External Infrastructure		5,393	5,393	5,393
Transition of Year 7 to Secondary	1,4,11	33,277	35,302	..
Building Queensland Schools of the future	5,12	18,750	18,750	30,000
Non-state capital grants - other	6,13	..	..	41,200
Total capital assistance for non-state schools		103,402	105,427	122,575
Total assistance for non-state schools		693,060	695,382	756,983
Assistance to other non-state sector				
Student Hostels				
Recurrent		214	157	162
Capital		100	100	100
Total Student Hostels		314	257	262
Living away from home allowances	7,14	6,757	6,937	7,703
Textbook and resource allowances	7,14	22,271	22,213	23,218
Weekend and vacation travel		44	44	44
Community Organisations		3,785	3,811	3,906
Non-state Accreditation Board		54	54	54
Total Assistance to other non-state sector		33,225	33,316	35,187
Total Assistance to non-state sector		726,285	728,698	792,170
Other				
Textbook and resource allowance - state	7,14	32,782	33,170	34,278
Queensland Curriculum and Assessment Authority	8,15	32,600	32,600	33,171
Other		100	100	100
Total State Funding		791,767	794,568	859,719

Department of Education and Training	Notes	2014-15 Budget \$'000	2014-15 Est. Actual \$'000	2015-16 Budget \$'000
Australian Government assistance to non-state education	2,9,16	2,132,867	2,106,513	2,249,181
TOTAL ADMINISTERED ITEMS		2,924,634	2,901,081	3,108,900

Notes:

The Administered Items Statement reflects benefits paid to the Non-State Sector and a range of other recipients which generally take the form of grants and allowances. Consequently the 2014-15 Budget and Estimated Actual columns differs to the Administered Income Statement due to the exclusion of a recognised loss (expense) on behalf of government in relation to the transfer of net assets and liabilities from the department to the Central Queensland University following the amalgamation of the university with the Central Queensland Institute of TAFE from 1 July 2014.

Major variations between 2014-15 Budget and 2014-15 Estimated Actual include:

1. Funding to finalise commitment to non-state sector for Transition of Year 7 to Secondary.
2. Reflects the change in the Australian Government funding to non-state schools.

Major variations between 2014-15 Budget and 2015-16 Budget include:

3. Increase due to flow on impact of Government funding for state schooling sector including enterprise bargaining outcomes, provisions, enrolment growth and election commitments.
4. Reflects the completion of the capital elements of the Transition of Year 7 into Secondary program.
5. Reflects the final instalment under the Building Queensland's Schools of the Future initiative.
6. Relates to new infrastructure funding for non-state schools as part of the Government's election commitment.
7. Increase due to the net impact of student enrolment movement and CPI indexation.
8. Increase due to the impact of provision for enterprise bargaining outcomes.
9. Reflects the change in the Australian Government funding to non-state schools.

Major variations between 2014-15 Estimated Actual and 2015-16 Budget include:

10. Increase due to flow on impact of Government funding for state schooling sector including enterprise bargaining outcomes, provisions, enrolment growth and election commitments.
11. Reflects the completion of the capital elements of the Transition of Year 7 into Secondary program.
12. Reflects the final instalment under the Building Queensland's Schools of the Future initiative.
13. Relates to new infrastructure funding for non-state schools as part of the Government's election commitment.
14. Increase due to the net impact of student enrolment movement and CPI indexation.
15. Increase due to the impact of provision for enterprise bargaining outcomes.
16. Reflects the change in the Australian Government funding to non-state schools.

Discontinued measures

Performance measures included in the 2014-15 Service Delivery Statements that have been discontinued or replaced are reported in the following table with estimated actual results. For those measures which are being discontinued from the Service Delivery Statement because they do not demonstrate the effectiveness or efficiency of services, please refer to the notes below for further information about where these measures will continue to be reported.

Department of Education and Training	Notes	2014-15 Target/Est.	2014-15 Est. Actual	2015-16 Target/Est.
Service area: School education				
Proportion of Year 12 students awarded a QCE	1, 2, 3	87%	90.6%	Discontinued measure
Number of students awarded a Queensland Certificate of Individual Achievement	1, 2	600	645	Discontinued measure

Notes:

1. The measure has been replaced by a new combined measure: 'Proportion of Year 12 students awarded Certification'. The new measure is considered more inclusive as it represents the number of students that were awarded either a QCE or a QCIA as a proportion of the number of Year 12 students.
2. These measures relate to the state schooling sector only.
3. QCE - Queensland Certificate of Education.

Departmental budget summary

The table below shows the total resources available in 2015-16 from all sources and summarises how resources will be applied by service area and by controlled and administered classifications.

Department of Education and Training	2014-15 Budget \$'000	2014-15 Est. Actual \$'000	2015-16 Budget \$'000
CONTROLLED			
Income			
Appropriation revenue ¹			
Deferred from previous year/s	240,022	92,029	110,287
Balance of service appropriation	7,815,985	7,816,593	8,451,649
Other revenue	496,842	497,043	441,805
Total income	8,552,849	8,405,665	9,003,741
Expenses			
Early childhood education and care	264,322	245,113	291,379
School education	7,227,795	7,137,023	7,633,718
Training and skills	1,060,732	945,460	1,078,644
Total expenses	8,552,849	8,327,596	9,003,741
Operating surplus/(deficit)²	..	78,069	..
Net assets	17,018,232	16,801,933	17,031,498
ADMINISTERED			
Revenue			
Commonwealth revenue	2,132,867	2,106,513	2,249,181
Appropriation revenue	2,924,634	2,901,081	3,108,900
Other administered revenue	..	..	..
Total revenue	5,057,501	5,007,594	5,358,081
Expenses			
Transfers to government	2,132,867	2,106,513	2,249,181
Administered expenses	3,083,848	3,021,234	3,108,900
Total expenses	5,216,715	5,127,747	5,358,081
Operating surplus/(deficit)³	(159,214)	(120,153)	..
Net assets	..	..	..

Notes:

1. Includes State and Commonwealth funding.
2. 2014-15 Estimated Actual surplus (Controlled) reflects gain on land disposals and increase in school bank account balances resulting mainly from additional Great Results Guarantee funding provided directly to schools.
3. 2014-15 deficit (Administered) reflects net assets transferred as part of the merger of Central Queensland Institute of TAFE and Central Queensland University from 1 July 2014.

Service area sources of revenue

Sources of revenue 2015-16 Budget ¹					
Service area	Total cost \$'000	State contribution \$'000	User charges and fees \$'000	C'wealth revenue \$'000	Other revenue \$'000
Early Childhood Education and Care	291,379	174,019	959	115,742	659
School Education ²	7,633,718	5,932,434	334,038	1,283,523	83,723
Training and Skills ³	1,078,644	633,804	336	428,620	15,884
Total	9,003,741	6,740,257	335,333	1,827,885	100,266

Notes:

1. Explanations of variances are provided in the financial statements.
2. School education also includes the Office of Non-State Schooling.
3. Training and skills also includes Assistance to Higher Education.

Budget measures summary

This table shows a summary of budget measures relating to the department since the 2014-15 State Budget. Further details are contained in Budget Paper 4.

Department of Education and Training	2014-15 \$'000	2015-16 \$'000	2016-17 \$'000	2017-18 \$'000	2018-19 \$'000
Revenue measures					
Up to including 2014-15 MYR					
Administered	..	..	..	..	..
Departmental	..	..	..	..	..
2015-16 Budget					
Administered	..	..	..	..	..
Departmental	..	..	..	..	..
Total revenue measures					
Administered	..	..	..	..	..
Departmental	..	..	..	..	..
Expense measures					
Up to including 2014-15 MYR					
Administered	380	380	380	380	380
Departmental	90,117	93,143	..	..	..
2015-16 Budget					
Administered	..	41,200	41,200	41,200	10,969
Departmental	..	60,506	102,292	136,110	183,415
Total expense measures					
Administered	380	41,580	41,580	41,580	11,349
Departmental	90,117	153,649	102,292	136,110	183,415
Capital measures					
Up to including 2014-15 MYR					
Administered	..	..	..	..	..
Departmental	..	..	..	..	..
2015-16 Budget					
Administered	..	..	..	..	..
Departmental	..	13,000	37,000	20,000	35,000
Total capital measures					
Administered	..	..	..	..	..
Departmental	..	13,000	37,000	20,000	35,000

Departmental capital program

The Department of Education and Training has an extensive capital program across the entire continuum of learning. The 2015-16 highlights of the department's capital program will include:

- \$10 million as part of \$90 million over four years for the construction of a new primary school in north-west Townsville and master planning works for a new high school in Townsville
- \$168.7 million to undertake new stages for four recently-opened schools and provide additional classrooms at existing schools in growth areas throughout the State, including \$7.1 million to commence construction for the new Cairns Special School
- \$23 million to continue delivery of round five of the Australian Government Trades Skills Centres Program
- \$12 million to undertake electrical upgrades and replace evaporative air-conditioning systems at Moranbah State High School, Moranbah State School, Moranbah East State School and Biloela State School
- \$35.3 million to replace and enhance facilities at existing schools
- \$4.8 million to continue refurbishment of existing Early Childhood Education and Care facilities
- \$4.1 million of \$10 million total funding to commence construction of integrated Early Years Services at Gordonvale State School and Serviceton South State School
- \$1.9 million to commence enhancement of pre-prep outdoor learning environments.

Capital budget

Department of Education and Training	Notes	2014-15 Budget \$'000	2014-15 Est. Actual \$'000	2015-16 Budget \$'000
Capital purchases¹				
Total land, buildings and infrastructure		353,006	296,644	386,760
Total plant and equipment		57,483	65,026	52,396
Total other capital		..	..	..
Total capital purchases	2	410,489	361,670	439,156

Notes:

1. For more detail on the agency's capital acquisitions please refer to Budget Paper 3.
2. Differences between the years relate largely to deferrals of funding for Early Childhood Education and Care facilities, transition of Year 7 into Secondary, Public Private Partnerships Queensland Schools, and Commonwealth funded Trade Training Centres programs from 2014-15 into 2015-16, as well as increases to the capital works program to be funded from anticipated 2014-15 surplus.

Staffing^{1,2}

Service areas	Notes	2014-15 Budget	2014-15 Est. Actual	2015-16 Budget
Early Childhood Education and Care	3	232	285	285
School Education	4,5	60,465	61,929	62,931
Training and Skills	6	691	380	380
TOTAL	7	61,388	62,594	63,596

Notes:

1. Full-time equivalents (FTEs) as at 30 June.
2. Corporate FTEs are allocated across the service to which they mainly relate.
3. Additional FTEs associated with Early Childhood Education and Care (ECEC) reflects the department's increased focus on regional front line services to the ECEC sector and families, and working with schools to support children's successful transitions into Prep.
4. The increase in FTEs of 1,464 from the 2014-15 Budget to 2014-15 Est. Actual FTE primarily relates to state schools utilising the additional Australian Government Students First funding to employ more teachers and support.
5. The 2015-16 Budget include the impact of election commitments for the first year of an additional 875 teachers and 45 guidance officers over 3 years and forecast school enrolment growth. Actual growth in school based staff will be subject to enrolments in 2016.
6. The 2014-15 Budget also included 313 FTEs associated with TAFE infrastructure related services, which were anticipated to be transferred to the Queensland Training Assets Management Authority (QTAMA) as part of the Machinery of Government changes. These FTEs are currently being shown as employees within TAFE Queensland.
7. FTEs include staff funded through other sources, for example Commonwealth programs.

Budgeted financial statements

Analysis of budgeted financial statements

The Department of Education and Training will be impacted by the repeal legislation to incorporate the Queensland Training Assets Management Authority into the department in 2015-16. As the legislation has not been passed, the Queensland Training Assets Management Authority's 2015-16 budgeted financial statements are shown in the Queensland Training Assets Management Authority's section of this document. Changes to the budgeted financial statements to include the Queensland Training Assets Management Authority's 2015-16 budgeted financial statements into the department's financial statements will occur when the repeal legislation has passed.

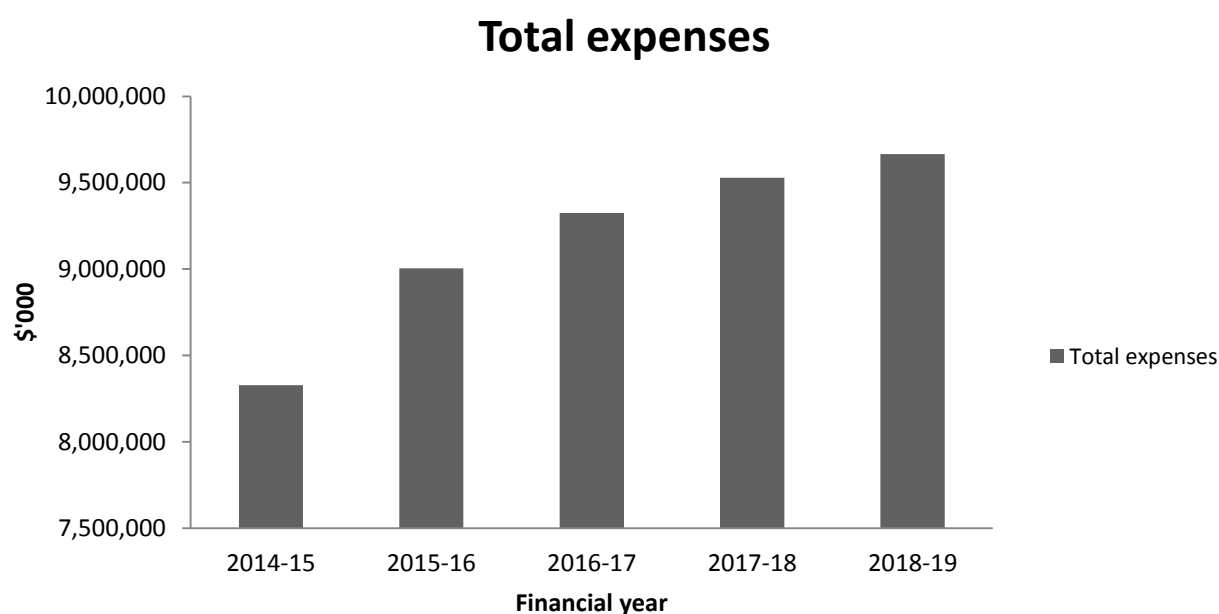
An analysis of the department's financial position, as reflected in the department's financial statements, is provided below.

Departmental income statement

The increase over the next few years is mainly the result of funding for the election commitments, and increases anticipated for student enrolment growth and enterprise bargaining outcomes.

Total controlled expenses are estimated to be \$9 billion in 2015-16, an increase of \$451 million from the 2014-15 financial year. The increase is mainly due to funding provided for election commitments and the Southbank Education and Training Precinct Public Private Partnership, expenses associated with anticipated student enrolment growth and enterprise bargaining outcomes, and the impact of increases in Australian Government funding for the Student First program and National Partnership programs (including deferrals) for Skills Reform and Universal Access. Funding for election commitments include funding provided for Extra Teachers, Supporting Students, Letting Teachers Teach, Education Minor Works fund, Skilling Queenslanders for Work, Jobs Queensland and Rescuing TAFE initiatives. This is partially offset by a reduction of expenses due mainly to the Whole of Government Reprioritisation measures.

Chart: Total departmental expenses across the Forward Estimates period



Departmental balance sheet

The Department's major assets are mainly in land and buildings (\$17.2 billion) and intangibles (\$51.2 million). The Department's main liabilities relate to payables (including accrued employee benefits) and finance lease liabilities (including the lease associated with the Public Private Partnership arrangements).

Controlled income statement

Department of Education and Training	Notes	2014-15 Budget \$'000	2014-15 Est. Act. \$'000	2015-16 Budget \$'000
INCOME				
Appropriation revenue	1,11,20	8,056,007	7,908,622	8,561,936
Taxes		..	..	..
User charges and fees	2,12,21	341,785	347,172	335,333
Royalties and land rents		..	..	..
Grants and other contributions	3,13,22	90,187	71,205	63,526
Interest	4,14	10,466	15,368	15,362
Other revenue	5,15,23	54,404	48,843	27,584
Gains on sale/revaluation of assets	6,24	..	14,455	..
Total income		8,552,849	8,405,665	9,003,741
EXPENSES				
Employee expenses	7,16,25	5,453,221	5,581,474	5,971,563
Supplies and services	8,17,26	2,020,036	1,597,875	1,860,687
Grants and subsidies	9,18	562,464	584,593	586,734
Depreciation and amortisation	10,19,27	441,350	487,375	504,835
Finance/borrowing costs		46,526	44,858	47,411
Other expenses		29,152	31,386	32,411
Losses on sale/revaluation of assets		100	35	100
Total expenses		8,552,849	8,327,596	9,003,741
OPERATING SURPLUS/(DEFICIT)		..	78,069	..

Controlled balance sheet

Department of Education and Training	Notes	2014-15 Budget \$'000	2014-15 Est. Act. \$'000	2015-16 Budget \$'000
CURRENT ASSETS				
Cash assets	28,37,44	407,733	661,295	593,809
Receivables		110,104	113,467	113,467
Other financial assets		..	..	..
Inventories		2,642	2,674	2,674
Other	29,38,45	75,618	67,869	96,892
Non financial assets held for sale	30,39	29,749	39,216	39,216
Total current assets		625,846	884,521	846,058
NON-CURRENT ASSETS				
Receivables		..	..	..
Other financial assets	31,40	2,494	..	..
Property, plant and equipment	32,41,46	17,330,464	16,851,969	17,202,965
Intangibles	33,47	52,788	64,447	51,226
Other		..	..	..
Total non-current assets		17,385,746	16,916,416	17,254,191
TOTAL ASSETS		18,011,592	17,800,937	18,100,249
CURRENT LIABILITIES				
Payables	34,42	283,115	321,408	320,005
Accrued employee benefits	35,48	138,067	106,479	149,880
Interest bearing liabilities and derivatives		11,868	13,615	11,938
Provisions		..	..	..
Other		11,270	11,092	11,092
Total current liabilities		444,320	452,594	492,915
NON-CURRENT LIABILITIES				
Payables		..	..	..
Accrued employee benefits		1,538	..	..
Interest bearing liabilities and derivatives	43,49	547,186	546,138	575,564
Provisions		316	272	272
Other		..	..	..
Total non-current liabilities		549,040	546,410	575,836
TOTAL LIABILITIES		993,360	999,004	1,068,751
NET ASSETS/(LIABILITIES)		17,018,232	16,801,933	17,031,498
EQUITY				
TOTAL EQUITY	36,50	17,018,232	16,801,933	17,031,498

Controlled cash flow statement

Department of Education and Training	Notes	2014-15 Budget \$'000	2014-15 Est. Act. \$'000	2015-16 Budget \$'000
CASH FLOWS FROM OPERATING ACTIVITIES				
Inflows:				
Appropriation receipts	51,63,74	8,056,007	7,916,033	8,561,936
User charges and fees	52,64,75	343,704	349,161	335,752
Royalties and land rent receipts		..	..	..
Grants and other contributions	53,65,76	85,187	68,705	61,026
Interest received	54,66	10,466	15,368	15,362
Taxes		..	..	..
Other	55,67,77	55,771	50,210	28,951
Outflows:				
Employee costs	56,68,78	(5,428,402)	(5,587,580)	(5,928,162)
Supplies and services	57,69,79	(2,008,253)	(1,591,092)	(1,863,459)
Grants and subsidies	58,70	(562,464)	(584,593)	(586,734)
Borrowing costs		(46,526)	(44,858)	(47,411)
Other		(29,669)	(29,403)	(30,428)
Net cash provided by or used in operating activities		475,821	561,951	546,833
CASH FLOWS FROM INVESTING ACTIVITIES				
Inflows:				
Sales of non financial assets	59,80	..	38,003	..
Investments redeemed		..	..	..
Loans and advances redeemed		..	..	..
Outflows:				
Payments for non financial assets	60,71,81	(410,274)	(360,785)	(427,754)
Payments for investments		..	..	..
Loans and advances made		..	..	..
Net cash provided by or used in investing activities		(410,274)	(322,782)	(427,754)
CASH FLOWS FROM FINANCING ACTIVITIES				
Inflows:				
Borrowings		..	..	..
Equity injections	61,72,82	29,310	(39,140)	(173,983)
Outflows:				
Borrowing redemptions		(5,463)	(5,463)	(5,772)
Finance lease payments		(6,108)	(5,795)	(6,810)
Equity withdrawals		..	..	..
Net cash provided by or used in financing activities		17,739	(50,398)	(186,565)
Net increase/(decrease) in cash held		83,286	188,771	(67,486)
Cash at the beginning of financial year		402,534	623,019	661,295
Cash transfers from restructure	62,73,83	(78,087)	(150,495)	..
Cash at the end of financial year		407,733	661,295	593,809

Administered income statement

Department of Education and Training	Notes	2014-15 Budget* \$'000	2014-15 Est. Act. \$'000	2015-16 Budget \$'000
INCOME				
Appropriation revenue	84,87,90	2,924,634	2,901,081	3,108,900
Taxes		..	..	..
User charges and fees		..	..	..
Royalties and land rents		..	..	..
Grants and other contributions	85,88,91	2,132,867	2,106,513	2,249,181
Interest		..	..	..
Other revenue		..	..	..
Gains on sale/revaluation of assets		..	..	..
Total income		5,057,501	5,007,594	5,358,081
EXPENSES				
Employee expenses		..	..	..
Supplies and services		23	23	23
Grants and subsidies	86,89,92	3,083,825	3,021,211	3,108,877
Depreciation and amortisation		..	..	..
Finance/borrowing costs		..	..	..
Other expenses		..	..	..
Losses on sale/revaluation of assets		..	..	..
Transfers of Administered Revenue to Government	85,88,91	2,132,867	2,106,513	2,249,181
Total expenses		5,216,715	5,127,747	5,358,081
OPERATING SURPLUS/(DEFICIT)		(159,214)	(120,153)	..

*Technical adjustments have been made in this statement to reallocate amounts between categories and facilitate consistency across agencies.

Administered balance sheet

Department of Education and Training	Notes	2014-15 Budget \$'000	2014-15 Est. Act. \$'000	2015-16 Budget \$'000
CURRENT ASSETS				
Cash assets		..	..	..
Receivables		..	..	..
Other financial assets		..	..	..
Inventories		..	..	..
Other		..	..	..
Non financial assets held for sale		..	..	..
Total current assets		..	..	..
NON-CURRENT ASSETS				
Receivables		..	..	..
Other financial assets		..	..	..
Property, plant and equipment		..	..	..
Intangibles		..	..	..
Other		..	..	..
Total non-current assets		..	..	..
TOTAL ASSETS		..	..	..
CURRENT LIABILITIES				
Payables		..	..	..
Transfers to Government payable		..	..	..
Accrued employee benefits		..	..	..
Interest bearing liabilities and derivatives		..	..	..
Provisions		..	..	..
Other		..	..	..
Total current liabilities		..	..	..
NON-CURRENT LIABILITIES				
Payables		..	..	..
Accrued employee benefits		..	..	..
Interest bearing liabilities and derivatives		..	..	..
Provisions		..	..	..
Other		..	..	..
Total non-current liabilities		..	..	..
TOTAL LIABILITIES		..	..	..
NET ASSETS/(LIABILITIES)		..	..	..
EQUITY				
TOTAL EQUITY		..	..	..

Administered cash flow statement

Department of Education and Training	Notes	2014-15 Budget \$'000	2014-15 Est. Act. \$'000	2015-16 Budget \$'000
CASH FLOWS FROM OPERATING ACTIVITIES				
Inflows:				
Appropriation receipts	93,95,97	2,924,634	2,901,081	3,108,900
User charges and fees		..	119	..
Royalties and land rent receipts		..	..	..
Grants and other contributions	94,96,98	2,132,867	2,106,513	2,249,181
Interest received		..	..	..
Taxes		..	..	..
Other		..	1	..
Outflows:				
Employee costs		..	..	..
Supplies and services		(23)	(24)	(23)
Grants and subsidies	93,95,97	(2,924,611)	(2,901,058)	(3,108,877)
Borrowing costs		..	..	..
Other		..	..	..
Transfers to Government	94,96,98	(2,132,867)	(2,106,513)	(2,249,181)
Net cash provided by or used in operating activities		..	119	..
CASH FLOWS FROM INVESTING ACTIVITIES				
Inflows:				
Sales of non financial assets		..	..	..
Investments redeemed		..	..	..
Loans and advances redeemed		..	..	..
Outflows:				
Payments for non financial assets		..	..	..
Payments for investments		..	..	..
Loans and advances made		..	..	..
Net cash provided by or used in investing activities		..	..	..
CASH FLOWS FROM FINANCING ACTIVITIES				
Inflows:				
Borrowings		..	..	..
Equity injections		..	..	..
Outflows:				
Borrowing redemptions		..	..	..
Finance lease payments		..	..	..
Equity withdrawals		..	..	..
Net cash provided by or used in financing activities		..	..	..
Net increase/(decrease) in cash held		..	119	..
Cash at the beginning of financial year		..	(119)	..
Cash transfers from restructure		..	..	..
Cash at the end of financial year		..	..	..

Explanation of variances in the financial statements

Income statement

Major variations between 2014-15 Budget and 2014-15 Estimated Actual include:

1. Decrease mainly due to deferral of funding for Australian Government National Partnership programs including Skills Reform and Universal Access to Early Childhood Education, savings from the Transition of Year 7 to Secondary, anticipated end-of-year operating surplus transferred to equity to fund future capital works, partially offset by technical adjustments to reflect higher depreciation costs transferred from equity and funding for voluntary separation payments associated with TAFE Queensland.
2. Reflects increased revenue from international education services partially offset by lower revenues received directly by schools.
3. Decrease mainly due to a change in Australian Government funding arrangements.
4. Change mainly due to higher interest received by schools as a result of increased school bank account balances.
5. Decrease reflects the change in arrangements relating to salary recoveries from the Queensland Training Asset Management Authority, with staff being employed by TAFE Queensland rather than the department; partially offset by Queensland Government Insurance Fund claim recoveries and contributions received under National Disaster Relief Assistance.
6. Increase due to gain on land disposals.
7. Increase mainly due to schools utilising Great Results Guarantee funding to employ more staff.
8. Decrease mainly due to deferral of Australian Government National Partnership program including Skills Reform, reclassification of expenses to reflect additional staff employed from the Great Results Guarantee funding to schools, and the reclassification of funding for TAFE Queensland as Grants and Subsidies.
9. Increase mainly due to voluntary separation payments to TAFE Queensland; partially offset by deferral of the Australian Government funded Universal Access National Partnership program.
10. Reflects the changes in the level of depreciable assets.

Major variations between 2014-15 Budget and 2015-16 Budget include:

11. Increase mainly due to additional funding from the Australian Government's Students First program, State funded provisions for school enrolment growth, enterprise bargaining outcomes and other school based costs increases, technical adjustments for higher depreciation costs and capital works expensed component (including funding for minor works) transferred from equity, additional funding for maintenance, election commitments and for the Southbank Education and Training Precinct Public Private Partnership; partially offset by Whole of Government reprioritisation measures, savings from the Transition of Year 7 into Secondary and the completion of the Fixing Our Schools program.
12. Decrease mainly due to anticipated lower revenues received directly by schools and from TAFE Queensland using an alternative provider for their shared services functions from 2015-16.
13. Decrease mainly due to a change in Australian Government funding arrangements.
14. Change mainly due to higher interest received by schools as a result of increased school bank account balances.
15. Reflects the change in arrangements relating to salary recoveries from the Queensland Training Asset Management Authority with staff being employed by TAFE Queensland rather than the department.
16. Increase mainly reflects schools utilising the Great Results Guarantee funding to employ more staff and provisions for enterprising bargaining outcomes and student enrolment growth.
17. Decrease mainly due to reclassification of expense to reflect additional school based staff employed from the Great Results Guarantee funding to schools, savings from the Transition of Year 7 into Secondary, and the completion of the Fixing Our Schools program; partially offset by additional funding under the Australian Government's Students First program, additional maintenance and technical adjustments to reflect the appropriate level of the capital works program that is expensed.
18. Increase mainly due to reclassification of expense from supplies and services to reflect funding paid to TAFE Queensland as well as the impact of new election commitments funding.
19. Reflects the level of depreciable assets.

Major variations between 2014-15 Estimated Actual and the 2015-16 Budget include:

20. Increase mainly due to the Australian Government's Students First program and National Partnership program Skills Reform (including deferral impacts), State funded provisions for school enrolment growth, enterprise bargaining outcomes and other school based costs increases, technical adjustments to reflect the capital works expensed component and depreciation expense, additional funding for maintenance, election commitments and for the Southbank Education and Training Precinct Public Private Partnership; partially offset by Whole of Government reprioritisation measures, savings from the Transition of Year 7 into Secondary and completion of the Fixing Our Schools program.
21. Decrease mainly due to TAFE Queensland using an alternative provider for their shared services function from 2015-16.
22. Decrease mainly due to a change in Australian Government funding arrangements.
23. Decrease mainly due to lower levels of Queensland Government Insurance Fund claim recoveries and contributions received under National Disaster Relief Assistance.
24. Reflects gains on land disposals in 2014-15.
25. Increase mainly reflects schools utilising the Great Results Guarantee funding to employ more staff and provisions for enterprising bargaining outcomes and student enrolment growth.
26. Increase mainly due to the Australian Government's Students First program and National Partnership program Skills Reform (including deferral impacts), additional maintenance and technical adjustments to reflect the capital works expensed component; partially offset by reclassification of accounts to reflect additional staff employed from the Great Results Guarantee funding to schools, savings from the Transition of Year 7 into Secondary and the completion of the Fixing Our Schools program.
27. Reflects the changes in the level of depreciable assets.

Balance sheet

Major variations between 2014-15 Budget and 2014-15 Estimated Actual include:

28. Increase mainly due to anticipated higher school bank account balances, anticipated departmental operating surplus for 2014-15 set aside to fund the department's 2015-16 capital works program, partly offset by changes in cash at bank transferred to TAFE Queensland as part of the Machinery of Government changes in 2014-15.
29. Reflects the changes in actual asset values transferred to TAFE Queensland as part the Machinery of Government changes from 1 July 2014.
30. Reflects the level of assets no longer required by the department.
31. Decrease due to the re-classification of assets as current receivables.
32. Decrease mainly due to annual asset revaluations being lower than anticipated and higher levels of depreciation.
33. Increase mainly due to capitalisation of more intangible assets in 2014-15 partly offset by changes in actual asset values transferred to TAFE Queensland as part the Machinery of Government changes from 1 July 2014.
34. Increase mainly due to anticipated higher level of trade and capital creditors.
35. Decrease mainly due to a re-assessment of accrued salaries following Machinery of Government changes, including the transfer out of TAFE functions from 1 July 2014.
36. Decrease mainly due to asset annual revaluations being lower than anticipated; offset in part by technical adjustments to reflect the expensed component of the capital works program, lower net actual asset values transferred to Central Queensland University and the Queensland Training Assets Management Authority under Machinery of Government changes, anticipated departmental operating surplus in 2014-15 set aside to fund the 2015-16 capital works program, and recognition of higher school bank account balances and gain on disposals.

Major variations between 2014-15 Budget and 2015-16 Budget include:

37. Increase mainly due to anticipated increased school bank account balances at end of 2014-15, partly offset by changes in actual cash asset values transferred to TAFE Queensland as part of the Machinery of Government changes in 2014-15.
38. Increase mainly due to capital prepayments under the Queensland Schools Public Private Partnership lease; offset in part by changes in actual asset values transferred to TAFE Queensland as part the Machinery of Government changes in 2014-2015.

39. Reflects assets no longer required by the department.
40. Decrease due to the re-classification of assets as current receivables.
41. Decrease mainly due to asset annual revaluations being lower than anticipated, winding down of the capital program for the Transition of Year 7 to Secondary from 2015; offset in part due to increases in the department's capital works program.
42. Increase mainly due to anticipated higher levels of trade and capital creditors.
43. Increase reflects the Queensland Schools Public Private Partnership lease arrangements.

Major variations between 2014-15 Estimated Actual and the 2015-16 Budget include:

44. Decrease mainly due to anticipated 2014-15 departmental operating surplus to fund 2015-16 capital works program.
45. Increase mainly due to capital prepayments in relation to the Queensland Schools Public Private Partnership.
46. Reflects increases to the department's capital works program offset in part by the winding down of the capital program for the Transition of Year 7 to Secondary from January 2015.
47. Reflects the ongoing amortisation of limited-life assets.
48. Reflects the changes in the number of accrued paid days for employee salaries at the year end.
49. Increase reflects the Queensland Schools Public Private Partnership lease arrangements.
50. Increase mainly due to cumulative impact of annual asset revaluations; offset in part due to the winding down of the capital program for the Transition of Year 7 to Secondary from 2015 and the impact of depreciation technical adjustment to asset values associated with the Central Queensland University and the Queensland Training Assets Management Authority Machinery of Government changes in 2014-15.

Cash flow statement

Major variations between 2014-15 Budget and 2014-15 Estimated Actual include:

51. Decrease mainly due to deferral of funding for Australian Government National Partnership programs including Skills Reform and Universal Access to Early Childhood Education, savings from the Transition of Year 7 to Secondary, anticipated end-of-year operating surplus transferred to equity to fund future capital works, partially offset by technical adjustments to reflect higher depreciation costs transferred from equity and funding for voluntary separation payments associated with TAFE Queensland.
52. Reflects increased revenue from international education services partially offset by lower revenues received directly by schools.
53. Decrease mainly due to a change in Australian Government funding arrangements.
54. Change mainly due to higher interest received by schools as a result of increased school bank account balances.
55. Decrease reflects the change in arrangements relating to salary recoveries from the Queensland Training Asset Management Authority, with staff being employed by TAFE Queensland rather than the department; partially offset by Queensland Government Insurance Fund claim recoveries and contributions received under National Disaster Relief Assistance.
56. Increase mainly reflects schools utilising the Great Results Guarantee funding to employ more staff.
57. Decrease mainly due to deferral of Australian Government National Partnership program including Skills Reform, reclassification of expense to reflect schools utilising the Great Results Guarantee funding to employ more staff, and the reclassification of funding for TAFE Queensland as Grants and Subsidies.
58. Increase mainly due to voluntary separation payments to TAFE Queensland; partially offset by deferral of the Australian Government funded Universal Access National Partnership program.
59. Reflects disposal proceeds received by the department.
60. Reflects the lower level of capital spend due largely to deferrals of Early Childhood infrastructure, Transition of Year 7 to Secondary and works associated with Australian Government funded Trade Training Centres program.
61. Change resulting mainly from the technical adjustments associated with depreciation and the expensed component of the capital works program.
62. Reflects the actual cash transferred to TAFE Queensland as part of the Machinery of Government changes in 2014-15.

Major variations between 2014-15 Budget and 2015-16 Budget include:

63. Increase mainly due to additional funding from the Australian Government's Students First program, State funded provisions for school enrolment growth, enterprise bargaining outcomes and other school based costs increases, technical adjustments for higher depreciation costs and capital works expensed component (including funding for minor works) transferred from equity, additional funding for maintenance, election commitments and for the Southbank Education and Training Precinct Public Private Partnership; partially offset by Whole of Government reprioritisation measures, savings from the Transition of Year 7 into Secondary and the completion of the Fixing Our Schools program.
64. Decrease mainly due to anticipated lower revenues received directly by schools and from TAFE Queensland using an alternative provider for their shared services functions from 2015-16.
65. Decrease mainly due to a change in Australian Government funding arrangements.
66. Change mainly due to higher interest received by schools as a result of increased school bank account balances.
67. Reflects the change in arrangements relating to salary recoveries from the Queensland Training Asset Management Authority with staff being employed by TAFE Queensland rather than the department.
68. Increase mainly reflects schools utilising the Great Results Guarantee funding to employ more staff and provisions for enterprising bargaining outcomes and student enrolment growth.
69. Decrease mainly due to reclassification of expense to reflect more staff employed as a result of the Great Results Guarantee funding to schools, savings from the Transition of Year 7 into Secondary and the completion of the Fixing Our Schools program; partially offset by additional funding under the Australian Government's Students First program, additional maintenance and technical adjustments to reflect the appropriate level of the capital works program that is expensed.
70. Reflects changes mainly associated with reclassification of funding to TAFE Queensland from Supplies and Services, as well as the impact of the new election commitment funding.
71. Reflects higher level of capital spend due largely to deferrals of Early Childhood infrastructure, Transition of Year 7 to Secondary and works associated with the Queensland Schools Public Private Partnership from 2014-15, and additional works (including Cairns Special School), partially offset by the winding down of the Transition of Year 7 to Secondary capital program.
72. Change resulting mainly from the winding down of the Transition of Year 7 to Secondary program, as well as technical adjustments associated with depreciation and the expensed component of the capital works program.
73. Reflects the one off cash transferred to TAFE Queensland as part of the Machinery of Government changes in 2014-15.

Major variations between 2014-15 Estimated Actual and the 2015-16 Budget include:

74. Increase mainly due to the Australian Government's Students First program and National Partnership program Skills Reform (including deferral impacts), State funded provisions for school enrolment growth, enterprise bargaining outcomes and other school based costs increases, technical adjustments to reflect the capital works expensed component and depreciation expense, additional funding for maintenance, election commitments and for the Southbank Education and Training Precinct Public Private Partnership; partially offset by Whole of Government reprioritisation measures, savings from the Transition of Year 7 into Secondary and the completion of the Fixing Our Schools program.
75. Decrease mainly due to TAFE Queensland using an alternative provider for their shared services functions from 2015-16.
76. Decrease mainly due to anticipated lower revenues in relation to Australian Government funding across a range of minor education programs that were previously received directly by the department.
77. Decrease mainly due to lower levels of Queensland Government Insurance Fund claim recoveries anticipated.
78. Increase mainly reflects schools utilising the Great Results Guarantee funding to employ more staff and provisions for enterprising bargaining outcomes and student enrolment growth.
79. Increase mainly due to the Australian Government's Students First program and National Partnership program Skills Reform (including deferral impacts), additional maintenance and technical adjustments to reflect the capital works expensed component; partially offset by reclassification of expense to reflect more staff employed from the Great Results Guarantee funding to schools, savings from the Transition of Year 7 into Secondary and the completion of the Fixing Our Schools program.
80. Reflects disposal proceeds received by the department in 2014-15.

81. Reflects higher level of capital spend due largely to deferrals of Early Childhood infrastructure, Transition of Year 7 to Secondary and works associated with the Queensland Schools Public Private Partnership from 2014-15, and additional works (including Cairns Special School).
82. Change resulting mainly from the winding down of the Transition of Year 7 to Secondary program, as well as technical adjustments associated with depreciation and the expensed component of the capital works program.
83. Reflects the one off cash transferred to TAFE Queensland as part of the Machinery of Government changes in 2014-15.

Administered income statement

Major variations between 2014-15 Budget* and 2014-15 Estimated Actual include:

84. Decrease mainly due to Australian Government grant assistance to Non-State schools; partially offset by an increase in State Government funded capital grants to Non-State schools.
85. Reflects reduction in Australian Government grant assistance to Non-State schools.
86. Decrease reflects lower levels of Australian Government grant assistance to Non-State schools and lower than anticipated net assets transferred to Central Queensland University as part of the merger with Central Queensland Institute of TAFE.

Major variations between 2014-15 Budget* and 2015-16 Budget include:

87. Increase reflects higher level of Australian Government grant assistance to Non-State schools and higher level of State Government recurrent funding to the Non-State schools, increase in capital assistance for Non-State schools and increased levels of State Government grants for Textbook Allowance for both State and Non-State schools.
88. Increase reflects higher level of Australian Government grant assistance to Non-State schools.
89. Increase reflects higher level of Australian Government grant assistance to Non-State schools and higher level of State Government recurrent funding to the Non-State schools, increase in capital assistance for Non-State schools and increased levels of State Government grants for Textbook Allowance for both State and Non-State schools; partly offset by a one-off asset transfer to Central Queensland University as part of the merger with Central Queensland Institute of TAFE.

Major variations between 2014-15 Estimated Actual and the 2015-16 Budget include:

90. Increase reflects higher level of Australian Government grant assistance to Non-State schools and higher level of State Government recurrent funding to the Non-State schools, increase in capital assistance for Non-State schools and increased levels of State Government grants for Textbook Allowance for both State and Non-State schools.
91. Increase reflects higher level of Australian Government grant assistance to Non-State schools.
92. Increase reflects higher level of Australian Government grant assistance to Non-State schools and higher level of State Government recurrent funding to the Non-State schools, increase in capital assistance for Non-State schools and increased levels of State Government grants for Textbook Allowance for both State and Non-State schools; partly offset by a one-off asset transfer to Central Queensland University as part of the merger with Central Queensland Institute of TAFE.

Administered cash flow statement

Major variations between 2014-15 Budget and 2014-15 Estimated Actual include:

93. Decrease mainly due to reduction in Australian Government grant assistance to Non-State schools; partially offset by an increase in State Government funded capital grants to Non-State schools.
94. Decrease due to reduction in Australian Government grants to Non-State schools.

Major variations between 2014-15 Budget and 2015-16 Budget include:

- 95. Increase reflects higher level of Australian Government grant assistance to Non-State schools and higher level of State Government recurrent funding to the Non-State schools, increase in capital assistance for Non-State schools and increased levels of State Government grants for Textbook Allowance for both State and Non-State schools.
- 96. Increase reflects higher level of Australian Government grant assistance to Non-State schools.

Major variations between 2014-15 Estimated Actual and the 2015-16 Budget include:

- 97. Increase reflects higher level of Australian Government grant assistance to Non-State schools and higher level of State Government recurrent funding to the Non-State schools, increase in capital assistance for Non-State schools and increased levels of State Government grants for Textbook Allowance for both State and Non-State schools.
- 98. Increase reflects higher level of Australian Government grant assistance to Non-State schools.

Statutory body

Queensland Curriculum and Assessment Authority

Overview

Established on 1 July 2014, the Queensland Curriculum and Assessment Authority (QCAA) replaced the Queensland Studies Authority (QSA) as the statutory body responsible for providing kindergarten to Year 12 syllabuses and guidelines and assessment, testing, reporting, certification and tertiary entrance services to Queensland schools. The QCAA plays a leadership role in supporting over 65,000 teachers to deliver high-quality education programs to more than 700,000 students enrolled at more than 1750 schools.

The QCAA's strategic priorities reflect its vision to provide a world class curriculum, learning and assessment system for Queensland students:

- strengthen senior curriculum and assessment
- support the P–10 Australian Curriculum and Queensland Kindergarten Learning Guideline
- lead initiatives aimed at lifting student achievement in literacy and numeracy
- cultivate a high performing and innovative workforce
- improve the delivery of services and client engagement by renewing information systems and communication channels, and streamlining processes and services.

The QCAA supports the Queensland Government's objective for the community to deliver quality frontline services to achieve better education and training outcomes. It does this by providing teachers and educators with resources and training to enable them to develop curriculum and assessment programs that improve the education experience and outcomes of all young Queenslanders.

Technological change and Government reforms, at both the national and state levels, present the greatest challenges to this work program. The QCAA will ensure that these challenges do not negatively impact on its commitment to educational reform and continuous business improvement.

Service performance

In 2014, Senior Education Profiles issued by the QCAA were received by 49,248 Year 12 Queensland students. Of these, a record 90% achieved a Queensland Certificate of Education (QCE) — an increase of more than 2% from 2013. The number of Aboriginal and Torres Strait Islander students receiving a QCE also increased in 2014 to 81% — up from 73% in 2013. Queensland Certificates of Individual Achievement were awarded to 699 students, and 26,123 students received Tertiary Entrance Statements.

In 2015, the National Assessment Program – Literacy and Numeracy (NAPLAN) was successfully delivered to approximately 226,560 Queensland students in Years 3, 5, 7 and 9. The QCAA continues to assist schools to develop teaching and learning programs that lift student achievement in literacy and numeracy by delivering quality data and analysis, resources and targeted training programs.

The QCAA will continue to build on its work to support Queensland schools to implement the Australian Curriculum. It will also develop and deliver resources for schools and early childhood education and care services to better prepare and support children to make the transition to school.

Informed by the findings of the recently-completed Review of Senior Assessment and Tertiary Entrance Processes, the QCAA will continue to strengthen Queensland's system of senior curriculum, assessment and tertiary entrance so that it better supports young Queenslanders to transition to work, further education or training.

Over the past twelve months, the QCAA has worked to streamline many of its processes to provide earlier release of student data and other information to inform the teaching and learning process in schools. Providing this data earlier supported schools to identify students experiencing difficulty and reflect on their curriculum and teaching with a view to taking early action to address any issues.

The QCAA will continue to monitor and review its processes and systems to ensure they are efficient and customer focused. It will also continue to use inclusive consultation and communication strategies in the development and implementation of its products and services.

Service performance

Performance statement

Queensland Curriculum and Assessment Authority

Service area objective

To deliver high quality curriculum and assessment that meets the needs of all Queensland schools

Services area description

The QCAA is responsible for providing kindergarten to Year 12 syllabuses and guidelines, and assessment, testing, reporting, certification and tertiary entrance services to Queensland schools.

Queensland Curriculum and Assessment Authority	Notes	2014-15 Target/Est.	2014-15 Est. Actual	2015-16 Target/Est.
Service standards				
<i>Effectiveness measures</i>				
Percentage of stakeholders surveyed who consider the syllabuses and support materials developed by the Authority to be satisfactory		90%	88%	90%
Quality of certification processes: the percentage of Year 12 students whose Queensland Certificate of Education (QCE) eligibility status changed as a result of internal review		0.1%	0.1%	0.1%
Quality of certification processes: the percentage of all OP eligible Year 12 students whose Tertiary Entrance Statement changed for reasons other than school data error		0.02%	0.02%	0.02%
<i>Efficiency measures</i>				
Average cost per syllabus revision	1, 2, 3	\$90,995	\$122,097	\$0
Average cost per student of developing and issuing Senior Education Profiles	4, 5	\$263	\$261	\$254
Average cost per student of developing and issuing the National Assessment Program – Literacy and Numeracy (NAPLAN) student report	6	\$33	\$35	\$34
Average cost per student of tertiary entrance and pathways information programs	7	\$9	\$10	\$10

Notes:

1. The average cost is calculated by allocating direct labour and non-labour costs plus overheads divided by the number of syllabuses developed or revised.
2. The increase in the 2014-15 Estimated Actual is the result of a decrease in the number of syllabus revisions. This is due to a delay in the planned development of five Adjusted Subject Area Syllabuses awaiting the outcome of a trial.
3. A nil amount is shown for the 2015-16 Target/Estimate as no syllabus revisions will be scheduled until the outcomes of the Australian Council for Educational Research (ACER) Review of Senior Assessment and Tertiary Entrance Processes are known.
4. The average cost is calculated by allocating direct labour and non-labour costs plus overheads divided by the number of students receiving Senior Education Profiles.
5. The decrease in 2015-16 Target/Estimate is due to an increase in the number of students receiving a Senior Education Profile. When this is applied to relatively fixed labour costs, the average cost per student is decreased.
6. The average cost is calculated by allocating direct labour and non-labour costs plus overheads divided by the number of students undertaking NAPLAN.
7. The average cost is calculated by allocating direct labour and non-labour costs plus overheads divided by the number of students in Years 11 and 12.

Staffing¹

Queensland Curriculum and Assessment Authority	Notes	2014-15 Budget	2014-15 Est. Actual	2015-16 Budget
Queensland Curriculum and Assessment Authority	1, 2, 3	205	206	204

Notes:

1. Full-time equivalents (FTEs) as at 30 June.
2. The majority of the QCAA's FTE staff are based at the South Brisbane office, with the remainder located at 11 district offices across Queensland. The figures include permanent and temporary funded positions
3. The decrease in the number of FTEs in 2015-16 Budget is due to temporary positions not funded past 30 June 2015.

Income statement

Queensland Curriculum and Assessment Authority	Notes	2014-15 Budget \$'000	2014-15 Est. Act. \$'000	2015-16 Budget \$'000
INCOME				
Taxes		..	..	..
User charges and fees	1,6,10	1,508	2,042	1,802
Grants and other contributions	2,7,11	37,344	38,033	38,464
Interest		373	379	330
Other revenue		4	7	4
Gains on sale/revaluation of assets		..	..	..
Total income		39,229	40,461	40,600
EXPENSES				
Employee expenses	3,8,12	26,194	26,689	27,063
Supplies and services	4,9,13	11,702	12,269	12,151
Grants and subsidies		..	..	..
Depreciation and amortisation		1,298	1,305	1,311
Finance/borrowing costs		..	..	..
Other expenses		35	76	75
Losses on sale/revaluation of assets	5,14	..	122	..
Total expenses		39,229	40,461	40,600
OPERATING SURPLUS/(DEFICIT)		..	..	..

Balance sheet

Queensland Curriculum and Assessment Authority	Notes	2014-15 Budget \$'000	2014-15 Est. Act. \$'000	2015-16 Budget \$'000
CURRENT ASSETS				
Cash assets	15,20,25	12,292	11,830	12,789
Receivables		818	813	827
Other financial assets		..	..	..
Inventories		32	11	11
Other		266	270	246
Non financial assets held for sale		..	..	..
Total current assets		13,408	12,924	13,873
NON-CURRENT ASSETS				
Receivables		..	..	..
Other financial assets		..	..	..
Property, plant and equipment	16,21	1,035	790	803
Intangibles	17,22,26	3,657	3,158	2,369
Other		..	..	..
Total non-current assets		4,692	3,948	3,172
TOTAL ASSETS		18,100	16,872	17,045
CURRENT LIABILITIES				
Payables		3,639	3,659	3,661
Accrued employee benefits	18,23	1,880	593	755
Interest bearing liabilities and derivatives		..	..	..
Provisions		..	..	..
Other		245	255	264
Total current liabilities		5,764	4,507	4,680
NON-CURRENT LIABILITIES				
Payables		..	..	..
Accrued employee benefits		..	..	..
Interest bearing liabilities and derivatives		..	..	..
Provisions		..	..	..
Other		..	..	..
Total non-current liabilities		..	..	..
TOTAL LIABILITIES		5,764	4,507	4,680
NET ASSETS/(LIABILITIES)		12,336	12,365	12,365
EQUITY				
TOTAL EQUITY	19,24	12,336	12,365	12,365

Cash flow statement

Queensland Curriculum and Assessment Authority	Notes	2014-15 Budget \$'000	2014-15 Est. Act. \$'000	2015-16 Budget \$'000
CASH FLOWS FROM OPERATING ACTIVITIES				
Inflows:				
User charges and fees	27,32,37	1,478	2,004	1,811
Grants and other contributions	28,33,38	37,344	38,033	38,464
Interest received		373	379	330
Taxes		..	..	..
Other		169	161	158
Outflows:				
Employee costs	29,34,39	(26,154)	(28,189)	(26,915)
Supplies and services	30,35	(11,780)	(12,064)	(12,127)
Grants and subsidies		..	..	..
Borrowing costs		..	..	..
Other		(192)	(256)	(227)
Net cash provided by or used in operating activities		1,238	68	1,494
CASH FLOWS FROM INVESTING ACTIVITIES				
Inflows:				
Sales of non financial assets		..	(1)	..
Investments redeemed		..	..	..
Loans and advances redeemed		..	..	..
Outflows:				
Payments for non financial assets	31,36	(1,181)	(704)	(535)
Payments for investments		..	..	..
Loans and advances made		..	..	..
Net cash provided by or used in investing activities		(1,181)	(705)	(535)
CASH FLOWS FROM FINANCING ACTIVITIES				
Inflows:				
Borrowings		..	..	..
Equity injections		..	..	..
Outflows:				
Borrowing redemptions		..	..	..
Finance lease payments		..	..	..
Equity withdrawals		..	..	..
Net cash provided by or used in financing activities		..	..	..
Net increase/(decrease) in cash held		57	(637)	959
Cash at the beginning of financial year		..	..	11,830
Cash transfers from restructure		12,235	12,467	..
Cash at the end of financial year		12,292	11,830	12,789

Explanation of variances in the financial statements

Income statement

Major variations between 2014-15 Budget and 2014-15 Estimated Actual include:

1. Increase due to higher than anticipated income from copyright charges, combined with higher than expected attendance at professional development workshops.
2. Increase relates to additional funding received from the Department of Education and Training (DET) for the National Assessment Program - Literacy and Numeracy (NAPLAN) and for the development and delivery of professional development programs promoting continuity of learning across early childhood services and the early years of school.
3. Increase due to additional temporary staff employed to undertake trial activities in response to the recommendations of the Australian Council for Educational Research (ACER) review of Queensland senior assessment and tertiary entrance processes.
4. Increase due to additional expenditure related to the trial activities in response to the recommendations of the ACER Review, NAPLAN and the development of professional development programs promoting continuity of learning across early childhood services and the early years of school.
5. Amount represents write-down of surplus publications held-for-sale.

Major variations between 2014-15 Budget and 2015-16 Budget include:

6. Increase due to indexation of fees and charges by Consumer Price Index (CPI) combined with income from a conference planned for 2016.
7. Increase relates to additional funding from DET for Enterprise Bargaining Agreement (EBA) increase, NAPLAN, and for the development of professional development programs promoting continuity of learning across early childhood services and the early years of school.
8. Variation due to EBA increase combined with additional temporary staff for the development of professional development resources, NAPLAN and to continue the work on measurement of student results and tertiary entrance in response to the ACER Review.
9. Increase due to additional expenditure related to the development of professional development programs promoting continuity of learning across early childhood services and the early years of school, NAPLAN and costs of the conference planned for 2016.

Major variations between 2014-15 Estimated Actual and the 2015-16 Budget include:

10. Decrease due to higher than anticipated copyright income in 2014-15.
11. Variation largely due to additional funding for EBA increase.
12. Variation largely due to EBA increase, partially offset by cessation of trial activities in response to the recommendations of the ACER Review.
13. Reduction largely due to cessation of trial activities in response to the recommendations of the ACER Review.
14. Amount represents write-down of surplus publications held-for-sale.

Balance sheet

Major variations between 2014-15 Budget and 2014-15 Estimated Actual include:

15. Impact of cash contribution to the Consolidated Fund required to join the Annual Leave Central Scheme (ALCS), partially offset by lower than anticipated capital expenditure.
16. Decrease mainly due to planned capital expenditure on ICT network equipment being deferred until 2015-16.
17. Decrease in capital expenditure due to the decision to suspend further development of the Enrolments and Achievements for Senior Learners (EASEL) software application pending outcomes of the ACER Review.
18. Reduction due to the transfer of annual leave liability to the ALCS.
19. Transfer of accumulated surpluses from the Queensland Studies Authority (QSA) to contributed equity of the Queensland Curriculum and Assessment Authority (QCAA).

Major variations between 2014-15 Budget and 2015-16 Budget include:

20. Movement largely due to reduction in capital expenditure.
21. Decrease due to lower capital expenditure in 2015-16.
22. Decrease in capital expenditure due to the decision to suspend further development of the EASeL software application pending outcomes of the ACER Review.
23. Reduction due to the transfer of annual leave liability to the ALCS.
24. Transfer of accumulated surpluses from the QSA to contributed equity of the QCAA.

Major variations between 2014-15 Estimated Actual and the 2015-16 Budget include:

25. Impact of cash contribution to the Consolidated Fund required to join the ALCS in 2014-15.
26. Decrease in capital expenditure due to the decision to suspend further development of the EASeL software application pending outcomes of the ACER Review.

Cash flow statement

Major variations between 2014-15 Budget and 2014-15 Estimated Actual include:

27. Increase due to higher than anticipated income from copyright charges, combined with higher than expected attendance at professional development workshops.
28. Increase relates to additional funding received from DET for NAPLAN and for the development and delivery of professional development programs promoting continuity of learning across early childhood services and the early years of school.
29. Increase due to cash contribution to join the ALCS combined with additional temporary staff employed to undertake trial activities in response to the recommendations of the ACER Review.
30. Increase due to additional expenditure related to the trial activities in response to the recommendations of the ACER Review, NAPLAN and the development of professional development programs promoting continuity of learning across early childhood services and the early years of school.
31. Decrease in capital expenditure due to the decision to suspend further development of the EASeL software application pending outcomes of the ACER Review combined with planned capital expenditure on ICT network equipment being deferred until 2015-16.

Major variations between 2014-15 Budget and 2015-16 Budget include:

32. Increase due to indexation of fees and charges by CPI combined with income from a conference planned for 2016.
33. Increase relates to additional funding from DET for EBA increase, NAPLAN, and for the development of professional development programs promoting continuity of learning across early childhood services and the early years of school.
34. Variation due to EBA increase combined with additional temporary staff for the development of professional development resources, NAPLAN and to continue the work on measurement of student results and tertiary entrance in response to the ACER Review.
35. Increase due to additional expenditure related to the development of professional development programs promoting continuity of learning across early childhood services and the early years of school, NAPLAN and catering and venue hire costs of the conference planned for 2016.
36. Decrease in capital expenditure due to the decision to suspend further development of the EASeL software application pending outcomes of the ACER Review.

Major variations between 2014-15 Estimated Actual and the 2015-16 Budget include:

37. Decrease due to higher than anticipated copyright income in 2014-15.
38. Variation largely due to additional funding for EBA increase.
39. Reduction largely due to impact of cash contribution to join the ALCS in 2014-15.

Statutory body

Queensland Training Assets Management Authority

Overview

Queensland Training Assets Management Authority (QTAMA) was established as a statutory body on 1 July 2014 under the *Queensland Training Assets Management Authority Act 2014* (QTAMA Act).

QTAMA's objectives are to:

- effectively and efficiently manage its training assets, primarily for the provision of vocational education and training, in accordance with sound commercial principles
- facilitate third party access, thereby improving asset utilisation
- rationalise the state's vocational education and training asset base
- provide assets to facilitate appropriate levels of vocational education and training services in Regional Queensland.

Service performance

QTAMA manages the leasing of 40 training sites and provides property and equipment maintenance and repair. Vocational education service providers and other training providers provide commercially-based rents or hiring charges to QTAMA for the use of their training facilities.

In 2014-15, QTAMA:

- developed the first asset management plan required under sections 38 and 80 of the QTAMA Act which sets out the performance objectives for QTAMA
- established a management structure including a statutory and non-statutory governance and compliance system
- assessed the condition and value of vocational education and training real property assets transferred to QTAMA
- assessed the risk profile of the QTAMA assets and completed a work, health and safety audit
- implemented standardised hire/leasing arrangements, and contract management services
- marketed the leasing of under-utilised facilities to vocational education and training and other organisations
- leased 14,300 square meters of building space and several ground leases on long-term contracts
- completed 127 short-term hires
- ensured all tenants carry public risk insurance.

As part of the Queensland Government's 'Rescuing TAFE' policy, QTAMA's assets, liabilities, records and instruments are to transfer to a new asset management entity within, or established by, the Department of Education and Training (DET) under the act of parliament that repeals the QTAMA Act. The repeal legislation is expected to be passed during or soon after July 2015. QTAMA financial statements currently reflect QTAMA as a separate entity for the full 2015-16 year for comparative purposes. These statements will be adjusted to reflect the Machinery of Government arrangements once the repeal legislation has been passed.

Service performance

Performance statement

Queensland Training Assets Management Authority

Service area objective

QTAMA's statutory objective is to effectively and efficiently manage its assets for the provision of vocational education and training, in accordance with sound commercial principles.

Service area description

Under the QTAMA Act, QTAMA's functions are to:

- provide training assets for vocational education and training, including entering into hiring, leasing, licensing and similar arrangements with TAFE Queensland and other registered training organisations for use of these assets
- manage training assets, including by owning, acquiring, developing, maintaining, disposing, valuing and commercially exploiting the assets
- develop an asset management plan for each financial year
- report to the Minister about the management of training assets and on the performance of QTAMA's functions.

The Government is currently working to transition the functions of QTAMA to DET.

Queensland Training Assets Management Authority	Notes	2014-15 Target/Est.	2014-15 Est. Actual	2015-16 Target/Est.
Service standards	1	..	..	..

Note:

1. The development of service standards was terminated in 2014-15 due to the government's decision to abolish QTAMA in early 2015-16.

Staffing¹

Queensland Training Assets Management Authority	Notes	2014-15 Budget	2014-15 Est. Actual	2015-16 Budget
Queensland Training Assets Management Authority	2, 3	26	7.6	7.6

Notes:

1. Full-time equivalents (FTEs) as at 30 June.
2. The 2014-15 Budget includes seven board members. The 2014-15 Est. Actual and 2015-16 Budget excludes contractors and members of the Board.
3. DET will meet the terms and conditions of the existing contracts for all fixed term employees. Those who held permanent public service appointments prior to entering into those contracts will continue to be treated as permanent public servants. The remainder will be given the opportunity to be permanently appointed to appropriate roles in the public service as vacancies arise.

Income statement

Queensland Training Assets Management Authority	Notes	2014-15 Budget \$'000	2014-15 Est. Act. \$'000	2015-16 Budget \$'000
INCOME				
Taxes		..	..	..
User charges and fees		88,736	88,736	83,531
Grants and other contributions		..	..	..
Interest		..	..	..
Other revenue		1,731	1,731	1,731
Gains on sale/revaluation of assets		..	..	..
Total income		90,467	90,467	85,262
EXPENSES				
Employee expenses	1	4,044	4,044	1,820
Supplies and services		58,683	58,683	53,094
Grants and subsidies		..	..	..
Depreciation and amortisation	2	4,904	4,904	8,928
Finance/borrowing costs		..	..	..
Other expenses		2,100	2,100	1,907
Losses on sale/revaluation of assets		..	..	..
Total expenses		69,731	69,731	65,749
OPERATING SURPLUS/(DEFICIT)		20,736	20,736	19,513

Balance sheet

Queensland Training Assets Management Authority	Notes	2014-15 Budget \$'000	2014-15 Est. Act. \$'000	2015-16 Budget \$'000
CURRENT ASSETS				
Cash assets	3	12,220	12,220	39,495
Receivables		7,954	7,954	8,260
Other financial assets		..	..	..
Inventories		..	..	..
Other		..	..	..
Non financial assets held for sale		..	..	..
Total current assets		20,174	20,174	47,755
NON-CURRENT ASSETS				
Receivables		..	..	..
Other financial assets		..	..	..
Property, plant and equipment		422,355	422,355	413,427
Intangibles		..	..	..
Other		..	..	..
Total non-current assets		422,355	422,355	413,427
TOTAL ASSETS		442,529	442,529	461,182
CURRENT LIABILITIES				
Payables		6,482	6,482	5,728
Accrued employee benefits		147	147	41
Interest bearing liabilities and derivatives		..	..	..
Provisions		..	..	..
Other		..	..	..
Total current liabilities		6,629	6,629	5,769
NON-CURRENT LIABILITIES				
Payables		..	..	..
Accrued employee benefits		..	..	..
Interest bearing liabilities and derivatives		..	..	..
Provisions		..	..	..
Other		..	..	..
Total non-current liabilities		..	..	..
TOTAL LIABILITIES		6,629	6,629	5,769
NET ASSETS/(LIABILITIES)		435,900	435,900	455,413
EQUITY				
TOTAL EQUITY		435,900	435,900	455,413

Cash flow statement

Queensland Training Assets Management Authority	Notes	2014-15 Budget \$'000	2014-15 Est. Act. \$'000	2015-16 Budget \$'000
CASH FLOWS FROM OPERATING ACTIVITIES				
Inflows:				
User charges and fees	4	81,397	81,397	91,627
Grants and other contributions		..	..	..
Interest received		..	..	..
Taxes		..	..	..
Other		5,090	5,090	6,940
Outflows:				
Employee costs	5	(3,918)	(3,918)	(1,910)
Supplies and services		(55,968)	(55,968)	(59,792)
Grants and subsidies		..	..	..
Borrowing costs		..	..	..
Other	6	(2,286)	(2,286)	(9,590)
Net cash provided by or used in operating activities		24,315	24,315	27,275
CASH FLOWS FROM INVESTING ACTIVITIES				
Inflows:				
Sales of non financial assets		..	..	..
Investments redeemed		..	..	..
Loans and advances redeemed		..	..	..
Outflows:				
Payments for non financial assets		..	..	..
Payments for investments		..	..	..
Loans and advances made		..	..	..
Net cash provided by or used in investing activities		..	..	..
CASH FLOWS FROM FINANCING ACTIVITIES				
Inflows:				
Borrowings		..	..	..
Equity injections		..	..	..
Outflows:				
Borrowing redemptions		..	..	..
Finance lease payments		..	..	..
Equity withdrawals	7	(12,095)	(12,095)	..
Net cash provided by or used in financing activities		(12,095)	(12,095)	..
Net increase/(decrease) in cash held		12,220	12,220	27,275
Cash at the beginning of financial year		..	..	12,220
Cash transfers from restructure		..	..	..
Cash at the end of financial year		12,220	12,220	39,495

Explanation of variances in the financial statements

Income statement

Major variations between 2014-15 Budget and 2015-16 Budget include:

1. The 2014-15 budget included employee expenses based on 26 Full Time Equivalents (FTE) however the 2015-16 employee expenses budget only allows for 15 FTE which is based on the current number at the time of this SDS preparation. Both figures for 2014-15 and 2015-16 include 7 board members. Staff numbers are expected to be 'nil' by 30 June 2016 due to the planned disestablishment of the Queensland Training Assets Management Authority (QTAMA).
2. The total allocation assets that transferred to QTAMA at 1 July 2014 were still being determined at the time of preparing the 2014-15 SDS. As such, an estimate was made in relation to the likely value of the assets that will transfer and the depreciation expense was estimated based on this. The estimate made in 2014-15 did not accurately reflect the actual value of assets that transferred, and therefore, the depreciation expense was less than actuals. For the 2014-15 financial year, the QTAMA fixed assets register was maintained by the Department of Education and Training (DET) on QTAMA's behalf.

Balance sheet

Major variations between 2014-15 Budget and 2015-16 Budget include:

3. The increase in cash assets is mostly attributable to the operating surplus for the year.

Cash flow statement

Major variations between 2014-15 Budget and 2015-16 Budget include:

4. The increase in User charges and fees better reflects actuals. In addition, 2014-15, it was assumed that QTAMA would be GST grouped with TAFE Queensland (TQ) and therefore, transactions between QTAMA and TQ would not include GST. The assumption did not continue into 2015-16.
5. The reduction in employee costs outflow is due to FTE numbers reduced in 2015-16 compared to 2014-15.
6. The increase in Other Outflows is mostly attributable to Goods and Services Tax (GST) paid to the Australian Taxation Office (ATO). In 2014-15, it was assumed that QTAMA would be GST grouped with TQ and therefore, transactions between QTAMA and TQ would not include GST. The assumption did not continue into 2015-16.
7. In 2014-15, as part of the Public Provider Grant arrangements between Department of Education and Training, QTAMA and TAFE Queensland, QTAMA was required to pay \$12.095M to the Consolidated Fund in order for the State position to be budget neutral. QTAMA is not required to make this payment for the 2015-16 financial year.

Statutory body

TAFE QUEENSLAND

Overview

TAFE Queensland was established as a statutory body under the *TAFE Queensland Act 2013* on 1 July 2013. From 1 July 2014, all TAFE institutes, excluding land and property, and corporate functions were transferred from the former Department of Education, Training and Employment to TAFE Queensland. TAFE Queensland operates state-wide training centres managed through five regions including Brisbane, Gold Coast, East Coast, South West, and North, and SkillsTech, a trade training registered training organisation in metropolitan Brisbane. TAFE Queensland develops skills across a range of industry areas that contribute to the Queensland Government's objective for the community of creating jobs and a diverse economy.

TAFE Queensland offers high-level vocational qualifications, degrees, associate degrees, university pathways and articulation arrangements in key industries. The vocational education and training (VET) sector in Queensland is critical to the supply of skills for occupations linked to growth sectors that will contribute to the State's future economic prosperity.

In 2015-16, TAFE Queensland will focus organisational effort on achieving profitable growth in target markets; consolidate market position in traditional markets; and improve operating efficiency.

TAFE Queensland's objectives will continue to:

- define its market position as an independent, commercially successful organisation
- sharpen its industry, employer and student focus to deliver real solutions and benefits for customers
- build capability and focus on outcomes to deliver against customer and stakeholder expectations
- innovate its products and services to produce graduates who can 'make great happen'
- embed sustainability through an enterprising approach to business development and economies of scale.

Service performance

During 2014-15, TAFE Queensland achieved the following:

- named in BRW Magazine's Most Innovative Companies List for the third year in a row occupying 25th place of 350 (TAFE Queensland SkillsTech)
- awarded Gold in the World Federation of Colleges and Polytechnics first annual Awards of Excellence for outstanding contribution and commitment to social development, community engagement, diversity and sustainability (Australia-Pacific Technical College)
- awarded Tourism Education Provider of the Year (TAFE Queensland Brisbane) at the Queensland Tourism awards and Education Provider of the Year (TAFE Queensland North) for the third year in a row at the Tropical North Queensland Tourism Awards
- improved community perceptions of the TAFE Queensland brand through the Make Great Happen campaign
- launched bachelor degrees in Dental Prosthetics and Creative Arts and Entertainment and formed a strategic partnership with the University of Canberra that enables TAFE Queensland to deliver a further 12 bachelor degrees from 2016
- managed a major business transformation program while maintaining high levels of customer satisfaction
- achieved a 10% increase in non-state government training revenue from 2013-14 to 2014-15.

As the largest and most experienced provider in the Queensland VET sector, TAFE Queensland aims to play a key role in meeting the demand for skills in Queensland's dynamic economy. In 2015-16, TAFE Queensland will:

- work with key stakeholders to achieve the results of the Government's policy agenda for VET and in particular the Government's commitments under the Rescuing TAFE package
- leverage relationships with educational partners to enhance capacity to deliver higher education programs
- invest in learning products and services and solutions that enhance TAFE Queensland's competitiveness

- implement Educator Capability and Leadership Capability Frameworks
- contribute to the development of a 10-year Strategic Asset Management Plan for state training assets
- implement new student and learning management, and financial and human resource management ICT systems.

Service performance

Performance statement

TAFE Queensland

Service area objective

To be an efficient, effective, sustainable and responsive organisation that develops skills and employment opportunities for individuals to meet employer, industry and community demands.

Service area description

Delivering vocational and higher education qualifications that provide skilling opportunities and lead to employment or further study.

Engaging with individuals, employers and communities to provide information that supports informed choices about skills pathways and ensures the relevance of course offerings.

TAFE Queensland	Notes	2014-15 Target/Est.	2014-15 Est. Actual	2015-16 Target/Est.
Service standards				
<i>Effectiveness measures</i>				
Proportion of all attempted competencies successfully completed		90%	90%	90%
Student post training outcome (employed or in further study after training)	1	89%	87.1%	89%
Proportion of graduates satisfied with the overall quality of their training	1	89%	87.9%	89%
Proportion of employers satisfied with the overall quality of training	2	85%	85%	85%
<i>Efficiency measure</i>				
Average cost per competency successfully completed (\$)	3	\$781	\$780	\$767

Notes:

1. Survey results reported in 2015-16 will relate to students who have completed their study with TAFE Queensland in 2015.
2. Survey results reported in 2015-16 will relate to employers in 2015.
3. Total expenses divided by successfully completed competencies.

Staffing¹

TAFE Queensland	Notes	2014-15 Budget	2014-15 Est. Actual	2015-16 Budget
TAFE Queensland	2	4,265	4,039	4,045

Notes:

1. Full-time equivalents (FTEs) as at 30 June.
2. TAFE Queensland is undertaking an ongoing process to assess and realign its staffing needs to meet changing market demands, in line with the Government's policy agenda for VET.

Income statement

TAFE Queensland	Notes	2014-15 Budget* \$'000	2014-15 Est. Act. \$'000	2015-16 Budget \$'000
INCOME				
Taxes		..	..	..
User charges and fees	1,9,16	432,192	405,354	417,892
Grants and other contributions	2,10,17	274,540	280,570	211,876
Interest	3,11	2,067	4,002	4,600
Other revenue	4,12	6,061	8,668	8,060
Gains on sale/revaluation of assets		..	..	..
Total income		714,860	698,594	642,428
EXPENSES				
Employee expenses	5,18	382,098	393,222	380,650
Supplies and services	6,13,19	319,163	222,961	229,053
Grants and subsidies		396	794	502
Depreciation and amortisation	7,14,20	9,250	8,008	12,010
Finance/borrowing costs		..	..	..
Other expenses	8,15	3,865	2,091	2,013
Losses on sale/revaluation of assets		88	488	409
Total expenses		714,860	627,564	624,637
OPERATING SURPLUS/(DEFICIT)		..	71,030	17,791

*Technical adjustments have been made in this statement to reallocate amounts between categories and facilitate consistency across agencies.

Balance sheet

TAFE Queensland	Notes	2014-15 Budget* \$'000	2014-15 Est. Act. \$'000	2015-16 Budget \$'000
CURRENT ASSETS				
Cash assets	21,32	83,854	232,308	231,707
Receivables	22	67,415	72,731	71,231
Other financial assets	23,33	25,511	..	..
Inventories		1,532	855	800
Other	24,41	2,561	6,211	3,143
Non financial assets held for sale		..	..	..
Total current assets		180,873	312,105	306,881
NON-CURRENT ASSETS				
Receivables		..	..	..
Other financial assets	25,34	3,135	..	..
Property, plant and equipment	26,35,42	9,019	5,241	14,696
Intangibles	27,36,43	2,512	16,839	27,947
Other		..	..	..
Total non-current assets		14,666	22,080	42,643
TOTAL ASSETS		195,539	334,185	349,524
CURRENT LIABILITIES				
Payables		38,296	36,054	33,789
Accrued employee benefits	28,37	6,337	14,835	14,648
Interest bearing liabilities and derivatives		..	175	175
Provisions		..	..	..
Other	29,38	46,101	60,682	60,682
Total current liabilities		90,734	111,746	109,294
NON-CURRENT LIABILITIES				
Payables		..	..	..
Accrued employee benefits	30,39	1,749	..	..
Interest bearing liabilities and derivatives		..	..	..
Provisions		..	..	..
Other		..	..	..
Total non-current liabilities		1,749	..	..
TOTAL LIABILITIES		92,483	111,746	109,294
NET ASSETS/(LIABILITIES)		103,056	222,439	240,230
EQUITY				
TOTAL EQUITY	31,40	103,056	222,439	240,230

*Technical adjustments have been made in this statement to reallocate amounts between categories and facilitate consistency across agencies.

Cash flow statement

TAFE Queensland	Notes	2014-15 Budget \$'000	2014-15 Est. Act. \$'000	2015-16 Budget \$'000
CASH FLOWS FROM OPERATING ACTIVITIES				
Inflows:				
User charges and fees	44,59	433,573	413,127	428,191
Grants and other contributions	45,54,60	274,540	285,132	211,876
Interest received	46,55	2,067	3,849	4,600
Taxes		..	..	..
Other		29,492	27,928	27,466
Outflows:				
Employee costs	47,61	(377,523)	(400,320)	(380,837)
Supplies and services	48,56	(344,644)	(245,589)	(248,215)
Grants and subsidies	49	(396)	(3,355)	(502)
Borrowing costs		..	..	..
Other	50,57	(6,335)	(10,460)	(10,607)
Net cash provided by or used in operating activities		10,774	70,312	31,972
CASH FLOWS FROM INVESTING ACTIVITIES				
Inflows:				
Sales of non financial assets		..	..	..
Investments redeemed	51,62	..	25,871	..
Loans and advances redeemed		..	..	..
Outflows:				
Payments for non financial assets	52,58,63	(5,000)	(13,473)	(32,573)
Payments for investments		..	..	..
Loans and advances made		..	..	..
Net cash provided by or used in investing activities		(5,000)	12,398	(32,573)
CASH FLOWS FROM FINANCING ACTIVITIES				
Inflows:				
Borrowings		..	..	..
Equity injections		..	..	..
Outflows:				
Borrowing redemptions		..	(142)	..
Finance lease payments		..	..	..
Equity withdrawals		..	..	..
Net cash provided by or used in financing activities		..	(142)	..
Net increase/(decrease) in cash held		5,774	82,568	(601)
Cash at the beginning of financial year		..	..	232,308
Cash transfers from restructure	53	78,080	149,740	..
Cash at the end of financial year		83,854	232,308	231,707

Explanation of variances in the financial statements

Income statement

Major variations between 2014-15 Budget* and 2014-15 Estimated Actual include:

1. Decrease is mainly due to a change in the accounting treatment of the Australia Pacific Technical College which has resulted in revenue for direct reimbursable items and TAFE Queensland's share of profits only being recognised by TAFE Queensland.
2. Increase is mainly due to reimbursements received for voluntary redundancy payments undertaken by the previous Government.
3. Increase is due to higher cash levels.
4. Increase is mainly due to revenues received under an agreement for the training of students from Papua New Guinea.
5. Increase is mainly due to voluntary redundancy payments undertaken by the previous Government, offset by lower payments for employee salaries and wages as a result of employee reductions to align with delivery requirements.
6. Decrease is mainly due to change in accounting treatment of the Australia Pacific Technical College, capitalisation of expenditure and timing of activities under the ICT and product development programs of works with activities continuing into 2015-16, and reduced expenditure within regions due to continued consolidation activities, changes in delivery and timing of facility related expenditure.
7. Lower depreciation due to minimal replacement of plant and equipment and lower rate of amortisation of intangible assets.
8. Decrease is mainly due to lower insurance premiums as a result of assets not being transferred to TAFE Queensland.

Major variations between 2014-15 Budget* and 2015-16 Budget include:

9. Decrease is mainly due to a change in the accounting treatment of the Australia Pacific Technical College which has resulted in revenue for direct reimbursable items and TAFE Queensland's share of profits only being recognised by TAFE Queensland, partially offset by a minor growth in training based revenues.
10. Decrease is mainly due to reductions in grants from the Department of Education and Training (DET), including one-off funding received in 2014-15 for ICT projects.
11. Increase is due to higher cash levels.
12. Increase is mainly due to revenues received under an agreement for the training of students from Papua New Guinea.
13. Decrease is mainly due to change in accounting treatment of the Australia Pacific Technical College, capitalisation of expenditure and timing of activities under the ICT and product development programs of works, and reduced expenditure within regions due to continued consolidation activities, changes in delivery and timing of facility related expenditure.
14. Increase is mainly due to the amortisation of intangible assets capitalised under the ICT and product development programs of work, and depreciation of plant and equipment budgeted to be acquired in 2015-16.
15. Decrease is mainly due to lower insurance premiums as a result of assets not being transferred to TAFE Queensland.

Major variations between 2014-15 Estimated Actual and the 2015-16 Budget include:

16. Increase is mainly due to growth in training based revenues.
17. Decrease is mainly due to reductions in grants from the Department of Education and Training (DET), including one-off funding received in 2014-15 for reimbursements of voluntary redundancy payments and ICT projects.
18. Decrease is mainly due to voluntary redundancy payments made in 2014-15 by the previous Government, partially offset by anticipated wage increases in 2015-16.
19. Increase is mainly due to increased cost of supplies and services (CPI indexation).
20. Increase is mainly due to the amortisation of intangible assets capitalised under the ICT and product development programs of work, and depreciation of plant and equipment budgeted to be acquired in 2015-16.

Balance sheet

Major variations between 2014-15 Budget* and 2014-15 Estimated Actual include:

21. Increase is mainly due to higher opening cash balances transferred from DET on 1 July 2014 based on final results for 2013-14, closure of a term deposit account with funds transferred to a QTC cash fund account, timing of ICT and product development programs of work which continue into 2015-16, and reduced expenditure in regions.
22. Increase is mainly due to actual level of receivables transferred to TAFE Queensland on 1 July 2014.
23. Decrease is due to the closure of a term deposit account.
24. Increase is due to level of prepayments at 30 June 2015.
25. Decrease is mainly due to actual opening balances transferred to TAFE Queensland on 1 July 2014.
26. Minimal acquisition of plant and equipment occurred while future operating arrangements with the Queensland Training Asset Management Authority were under negotiation.
27. Increase is mainly due to the capitalisation of ICT project and product development costs.
28. Increase is due to projected levels of annual leave levy and long service leave levy payable at 30 June 2015.
29. Increase is due to projected levels of unearned revenue at 30 June 2015.
30. Decrease is due to actual opening balances transferred to TAFE Queensland on 1 July 2014.
31. Increase is due to actual opening balances transferred to TAFE Queensland on 1 July 2014.

Major variations between 2014-15 Budget* and 2015-16 Budget include:

32. Increase is mainly due to higher opening cash balances transferred from DET on 1 July 2014 based on final results for 2013-14, closure of a term deposit account with funds transferred to a QTC cash fund account, reduced expenditure in regions in 2014-15 and budgeted operating surplus in 2015-16.
33. Decrease is due to the closure of a term deposit account.
34. Decrease is mainly due to actual opening balances transferred to TAFE Queensland on 1 July 2014.
35. Increase is mainly due to the planned replacement of plant and equipment used by TAFE Queensland to support training delivery.
36. Increase is mainly due to the capitalisation of ICT project and product development costs.
37. Increase is due to projected levels of annual leave levy and long service leave levy payable at 30 June 2016.
38. Increase is due to projected levels of unearned revenue at 30 June 2016.
39. Decrease is due to actual opening balances transferred to TAFE Queensland on 1 July 2014.
40. Increase is due to actual opening balances transferred to TAFE Queensland on 1 July 2014.

Major variations between 2014-15 Estimated Actual and the 2015-16 Budget include:

41. Decrease is due to changes in levels of prepayments.
42. Increase is mainly due to the planned replacement of plant and equipment used by TAFE Queensland to support training delivery.
43. Increase is mainly due to the capitalisation of ICT project and product development costs.

Cash flow statement

Major variations between 2014-15 Budget and 2014-15 Estimated Actual include:

44. Decrease is mainly due to a change in the accounting treatment of the Australia Pacific Technical College which has resulted in revenue for direct reimbursable items and TAFE Queensland's share of profits only being recognised by TAFE Queensland.
45. Increase is mainly due to reimbursements received for voluntary redundancy payments.
46. Increase is due to higher cash levels.
47. Increase is mainly due to voluntary redundancy payments, offset by lower payments for employee salaries and wages as a result of employee reductions to align with delivery requirements.

48. Decrease is mainly due to change in accounting treatment of the Australia Pacific Technical College, capitalisation of expenditure and timing of activities under the ICT and product development programs of works with activities continuing into 2015-16, and reduced expenditure within regions due to continued consolidation activities, changes in delivery and timing of facility related expenditure.
49. Increase is mainly due to the payment of a grant payable transferred to TAFE Queensland on 1 July 2015.
50. Increase is mainly due to GST paid to the ATO.
51. Increase is due to the closure of a term deposit account.
52. Increase is mainly due to the capitalisation of ICT project and product development costs.
53. Increase is due to the actual cash transferred to TAFE Queensland on 1 July 2015, based on 2013-14 results.

Major variations between 2014-15 Budget and 2015-16 Budget include:

54. Decrease is mainly due to reductions in grants from DET, including one-off funding received in 2014-15 for ICT projects.
55. Increase is due to higher cash levels.
56. Decrease is mainly due to change in accounting treatment of the Australia Pacific Technical College, capitalisation of expenditure and timing of activities under the ICT and product development programs of works, and reduced expenditure within regions due to continued consolidation activities, changes in delivery and timing of facility related expenditure.
57. Increase is mainly due to GST paid to the ATO.
58. Increase is mainly due to the capitalisation of ICT project and product development costs and replacement of plant and equipment.

Major variations between 2014-15 Estimated Actual and the 2015-16 Budget include:

59. Increase is mainly due to growth in training based revenues.
60. Decrease is mainly due to reductions in grants from the Department of Education and Training (DET), including one-off funding received in 2014-15 for reimbursements of voluntary redundancy payments and ICT projects.
61. Decrease is mainly due to voluntary redundancy payments made in 2014-15.
62. Decrease is due to the closure of a term deposit account in 2014-15.
63. Increase is mainly due to the capitalisation of ICT project and product development costs and replacement of plant and equipment.

Glossary of terms

Accrual accounting	Recognition of economic events and other financial transactions involving revenue, expenses, assets, liabilities and equity as they occur and reporting in financial statements in the period to which they relate, rather than when a flow of cash occurs.
Administered items	Assets, liabilities, revenues and expenses an entity administers, without discretion, on behalf of the Government.
Agency/entity	Used generically to refer to the various organisational units within Government that deliver services or otherwise service Government objectives. The term can include departments, commercialised business units, statutory bodies or other organisations established by Executive decision.
Appropriation	Funds issued by the Treasurer, under Parliamentary authority, to agencies during a financial year for: delivery of agreed services administered items adjustment of the Government's equity in agencies, including acquiring of capital.
Balance sheet	A financial statement that reports the assets, liabilities and equity of an entity as at a particular date.
Capital	A term used to refer to an entity's stock of assets and the capital grants it makes to other agencies. Assets include property, plant and equipment, intangible items and inventories that an entity owns/controls and uses in the delivery of services.
Cash Flow Statement	A financial statement reporting the cash inflows and outflows for an entity's operating, investing and financing activities in a particular period.
Controlled Items	Assets, liabilities, revenues and expenses that are controlled by departments. These relate directly to the departmental operational objectives and arise at the discretion and direction of that department.
Depreciation	The periodic allocation of the cost of physical assets, representing the amount of the asset consumed during a specified time.
Equity	Equity is the residual interest in the assets of the entity after deduction of its liabilities. It usually comprises the entity's accumulated surpluses/losses, capital injections and any reserves.
Equity injection	An increase in the investment of the Government in a public sector agency.
Financial statements	Collective description of the Income Statement, the Balance Sheet and the Cash Flow Statement for an entity's controlled and administered activities.

Income statement	A financial statement highlighting the accounting surplus or deficit of an entity. It provides an indication of whether the entity has sufficient revenue to meet expenses in the current year, including non-cash costs such as depreciation.
Machinery-of-government	The redistribution of the public business of one government agency to another government agency. Also referred to as MoG.
Outcomes	Whole-of-government outcomes are intended to cover all dimensions of community wellbeing. They express the current needs and future aspirations of communities, within a social, economic and environment context.
Own-source revenue	Revenue that is generated by an agency, generally through the sale of goods and services, but it may also include some Commonwealth funding.
Priorities	Key policy areas that will be the focus of Government activity.
Services	The actions or activities (including policy development) of an agency which contribute to the achievement of the agency's objectives.

For a more detailed Glossary of Terms, please refer to the Reader's Guide available on the Budget website at www.budget.qld.gov.au

