

Department of Education

ANNUAL
REPORT
2020–2021



Queensland
Government

Acknowledgement of Country

The Department of Education acknowledges the traditional owners of the lands from across Queensland and pays respect to Elders – past, present and emerging – for they hold the memories, traditions, cultures and hopes of Aboriginal and Torres Strait Islander peoples across the state.

A better understanding and respect for Aboriginal and Torres Strait Islander cultures develops an enriched appreciation of Australia’s cultural heritage and can lead to reconciliation. This is essential to the maturity of Australia as a nation and fundamental to the development of an Australian identity.

Read our commitment to Aboriginal and Torres Strait Islander peoples here [Commitment Statement](#).

Human rights commitment

We will create a stronger, fairer Queensland by respecting, protecting and promoting human rights in everything we do.

About the annual report

The annual report plays an important role in fulfilling the department’s commitment to accountability and transparency. The report details achievements against the department’s Service Delivery Statement 2020–21 and Strategic Plan 2020–24.

Interpreter services



The Department of Education is committed to providing accessible services to Queenslanders from all culturally and linguistically diverse backgrounds. If you have difficulty understanding the annual report, please contact the Queensland Government (QGov) on 13 74 68 and we will arrange an interpreter to effectively communicate the report to you.

Providing feedback

You can provide feedback on this report by completing a survey on the Get Involved website <https://www.getinvolved.qld.gov.au/gi/consultation/8451/view.html>.

Copies of this report can be obtained by contacting:

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www.qed.qld.gov.au/publications/reports/annual-report

<https://www.data.qld.gov.au/>

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Attribution

Content from this annual report should be attributed as: The State of Queensland (Department of Education) Annual Report 2020–21.

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Letter of compliance

10 September 2021

The Honourable Grace Grace MP
Minister for Education, Minister for Industrial Relations and
Minister for Racing
PO Box 15033
CITY EAST QLD 4002

Dear Minister

I am pleased to submit for presentation to the Queensland Parliament, the Annual Report 2020–21 and financial statements for the Department of Education.

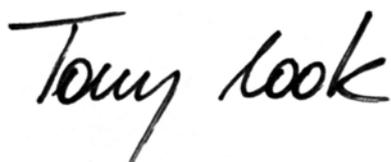
I certify that this Annual Report complies with:

- the prescribed requirements of the *Financial Accountability Act 2009* and the *Financial and Performance Management Standard 2019*; and
- the detailed requirements set out in the *Annual report requirements for Queensland Government agencies*.

This Annual Report is prepared on the basis of the current administrative arrangements for the Department of Education applying for the whole of the 2020–21 financial year. That is, it reflects the structure, operations and performance of the Department of Education as it now exists.

A checklist which outlines annual reporting requirements can be accessed at <https://qed.qld.gov.au/publications/reports/annual-report>.

Yours sincerely



TONY COOK
Director-General

Message from the Director-General

The Department of Education (the Department) is committed to giving all children a great start, engaging young people in learning, creating safe and inclusive workplaces and building Queensland's communities.

In 2020–21, we focused on learning continuity and the wellbeing of children, students, families, our workforce and our communities. As the impacts of the COVID-19 health pandemic continued to be felt, we innovated, adapted and worked together, at every level, to ensure our essential services continued to be delivered in every Queensland community.

The Government announced that Racing would join the Department from 12 November 2020 as part of Machinery of Government changes. The addition of Racing extends the Department's focus to support a sustainable racing industry in Queensland.

In our diverse workplaces and under challenging situations, the extraordinary efforts of our dedicated staff ensured continuity of service. Those efforts were acknowledged at the 2020 Premier's Awards for Excellence with our *learning@home* resources, work to facilitate online learning, and Merrimac State High School's mental health and wellbeing program receiving recognition.

At the end of 2020, more than 49,600 students in Queensland were the first graduates in the new Queensland Certificate of Education (QCE) system, eligible to receive an Australian Tertiary Admission Rank (ATAR). Representing strong success in the first implementation cycle of the new system and despite facing the challenges of the COVID-19 health pandemic, 95.9% of Year 12 completers from state schools were awarded a QCE or Queensland Certificate of Individual Achievement (QCIA).

At the start of the 2021 school year, five new south-east Queensland state schools opened, with Queensland state schools welcoming approximately 582,000 students, 54,000 teachers and 19,000 teacher aides.

Our diversity is our strength and during the past year, the Department launched several initiatives including:

- *Inclusive education and students with disability*: ensuring students from all backgrounds, of all identities and all abilities can access and participate in education and achieve success.
- *Flexible by Design framework 2020–23*: fostering an inclusive and high-performing workplace culture that is responsive to current and future needs and helps the Department attract and retain capable people.

- *Engaging communities: empowering futures framework*: enhancing engagement between the Department and Aboriginal and Torres Strait Islander peoples and communities in Queensland.
- *Early Years Plan*: setting out actions across Government to achieve the vision for all Queensland children to have a great start in life.

In July 2020, the Department implemented an Integrity and Governance Reform program to strengthen our commitment to organisational integrity, accountability, transparency and effective governance. Since then, we have introduced mandatory Management Foundations training for leaders and managers and held integrity workshops for staff across the state.

We continue to embed the *Human Rights Act 2019* and are committed to creating a stronger, fairer Queensland by respecting, protecting and promoting human rights in everything we do.

Following the 2020 State Election, we have been collaborating within Government and with our stakeholders to implement over 400 government election commitments.

We have worked with Racing Queensland to administer the Racing Infrastructure Fund and Country Racing Program to continue to support a sustainable racing industry in Queensland.

Finally, we introduced a new, simple and low-cost wage recovery system on 1 March 2021 for Queensland workers who have been underpaid to recover wages easily.

These are just a few highlights during a challenging 2020–21 period that saw Queenslanders work and learn together in new ways.

I would like to acknowledge the dedication and hard work of all staff and stakeholders as we establish our new normal and continue to support Queensland to unite, recover and succeed into the future.

Tony Cook
Director-General

Our department

The Department of Education's (the Department) vision is to give all children a great start, engage young people in learning, create safe and inclusive workplaces, build Queensland's communities, and foster a more sustainable racing industry.

Our strategic direction

In February 2021, after the Machinery of Government changes, we published a revised Strategic Plan 2020–24 to incorporate Racing. Our strategic objectives for 2020–21 were:

- a great start for all children
- every student succeeding
- building Queensland communities
- safe and fair workplaces and communities
- capable people delivering responsive services.

Machinery of Government changes

Incoming divisions or functions

Function	Date of transfer	Related annual report*
Racing	12 November 2020	Department of State Development, Infrastructure, Local Government and Planning.

Outgoing divisions or functions

Function	Date of transfer	Related annual report*
ANZAC Day Trust	12 November 2020	Department of the Premier and Cabinet.

**Financial statements for the period 1 July-30 November 2020 can be found in the related annual report. In line with s80 of the Financial Accountability Act 2009, financial reporting takes effect on the first day of the month immediately following transfer.*

Queensland Government's objectives for the community

On 1 December 2020, the Premier of Queensland tabled a new statement of the Government's objectives for the community. We contribute to the following objectives:

- *Safeguarding our health*: safeguard people's health and jobs by keeping Queensland pandemic-ready

- *Backing our frontline services*: deliver world-class frontline services in key areas such as health, education and community safety
- *Building Queensland*: drive investment in the infrastructure that supports our recovery, resilience and future prosperity
- *Investing in skills*: ensure Queenslanders have the skills they need to find meaningful jobs and set up pathways for the future
- *Protecting the environment*: protect and enhance our natural environment and heritage for future generations and achieve a 50 per cent renewable energy target by 2030
- *Growing our regions*: help Queensland's regions grow by attracting people, talent and investment, and driving sustainable economic prosperity.

The objectives are built around the Unite and Recover—Queensland's Economic Recovery Plan with a focus on protecting our health, creating jobs, and working together. We contribute to the implementation of this plan by:

- assisting parents and carers through giving all children the opportunity to attend early childhood education and care services;
- nurturing the wellbeing and mental health of students and educating the community about the importance of workplace health and safety;
- creating local jobs across the state by employing more teachers, and building contemporary world-class infrastructure for Queensland students; and
- investing in the viability of the racing industry through providing funding for infrastructure and supporting country racing in regional communities.

Our service areas

We delivered a broad range of responsive services to support government and departmental commitments and priorities across our four service areas:

- *Early Childhood Education and Care*: Queensland children engaged in quality early years programs that support learning and development, and strengthen transitions to school
- *School Education*: Queensland students engaged in learning, achieving and successfully transitioning to further education, training and work
- *Industrial Relations*: Improving the wellbeing of all Queenslanders by making Queensland safer and supporting fair and productive workplaces

- *Racing*: Administering the *Racing Act 2002* and managing programs that support a viable, prosperous racing industry in Queensland.

Our operating environment

Following the state election, our operations now include a range of significant initiatives as part of the Government's commitments. We supported the Government through the provision of briefing advice, analysis and developing a process to manage implementation of the Government's commitments.

Our values

Our values are those of the Queensland Public Service and guide the way we work.

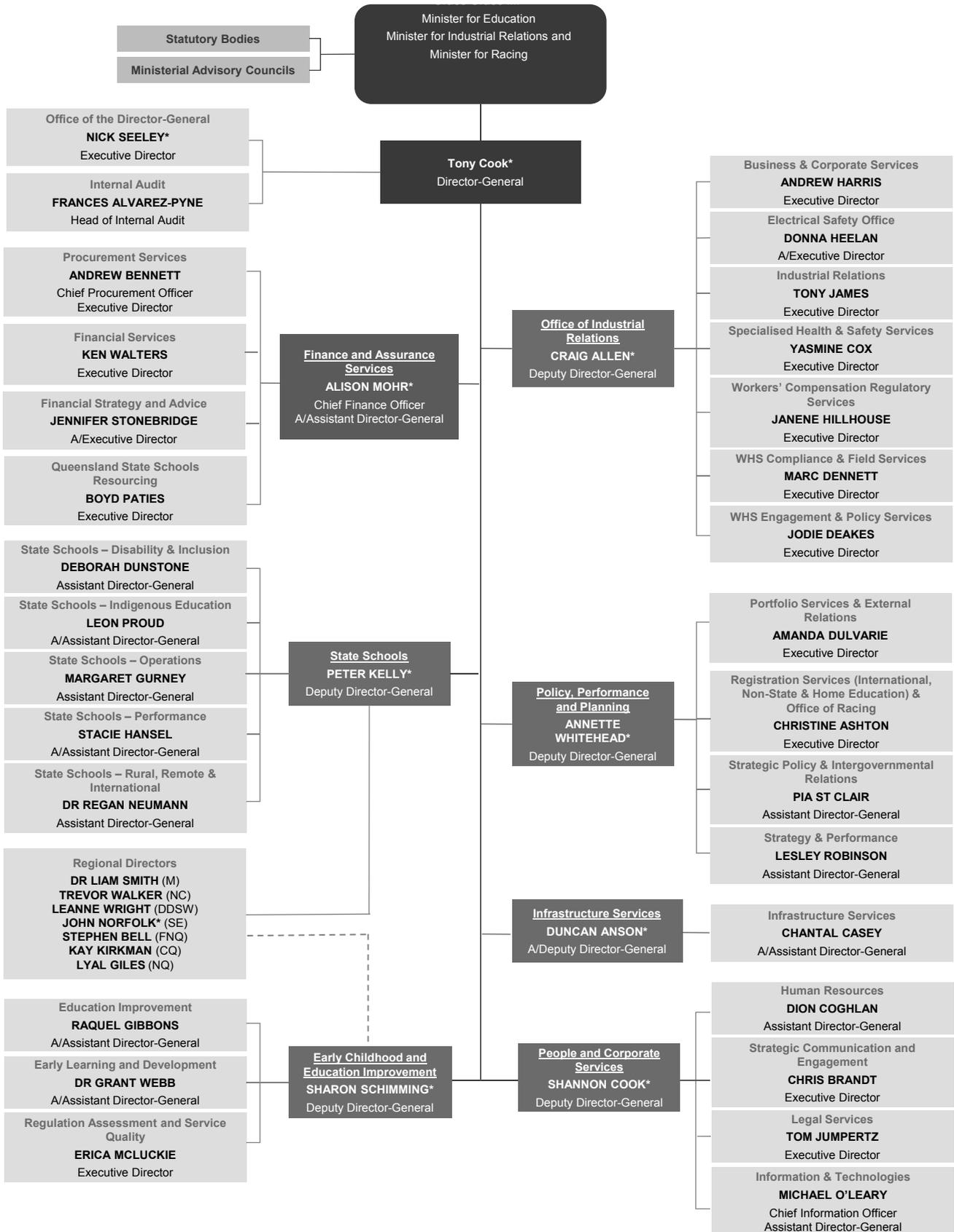
- Customers first
- Ideas into action
- Unleash potential
- Be courageous
- Empower people
- Work safe, learn safe, be safe

Our people

As of 30 June 2021, there were:

- 95,373 employees or 75,296.8 full-time equivalents (FTE)
- approximately 94 per cent of the workforce based in a school, with 6 per cent non-school based.

Organisational Structure as at 30 June 2021



* Executive Management Board (EMB) Member

Our divisions

Office of Industrial Relations

The Office of Industrial Relations is responsible for regulatory frameworks, policy advice and compliance activities for workplace safety, electrical safety, industrial relations and workers' compensation—to make Queensland work and workplaces safer, fairer and more productive.

Policy, Performance and Planning

Policy, Performance and Planning leads strategic planning across the Department and engages in policy development and intergovernmental relations, legislation, governance, reporting, monitoring and review of the Department's performance framework. The division oversees the management of grants for non-state education and grant programs for the non-school organisation sector, the delivery of services through Home Education and the Australian Music Examinations Board and supports several portfolio statutory bodies.

The division includes the Office of Racing, the administrative agency with oversight of Racing Queensland and responsible for legislation enabling the operation of the racing industry in Queensland.

State Schools

State Schools supports the work of 1254 Queensland state schools, preparing young Queenslanders with the knowledge, understanding, skills and values to live fulfilling, productive and responsible lives. State Schools supports regional and school planning, improvement and operations to ensure that every student has access to quality learning opportunities and engages purposefully in their learning.

Early Childhood and Education Improvement

Early Childhood and Education Improvement is focused on every child making a confident and positive start. The division supports the delivery of early childhood education and care services and provides strategic leadership in the development and implementation of policy, funding and regulatory frameworks that shape the early childhood education and care sector in Queensland. The division delivers school, regional and system reviews, training and capability development programs, and the sharing of effective practice and key learnings system wide.

Infrastructure Services

Infrastructure Services supports the work of regions, business units and schools through the provision of fit-for-purpose infrastructure to deliver on the Government's \$1.9 billion education infrastructure investment to build, maintain, improve and renew our schools and facilities across Queensland. The division has three service streams: asset provision; asset management and administration; and asset advice and advocacy.

People and Corporate Services

People and Corporate Services provides leadership and oversight across the Department's human resources, information and technologies, strategic communications and engagement and legal services functions. The division is focused on supporting a diverse, capable and confident workforce that designs and delivers responsive services as our population grows and technology changes how we learn, work and live.

Finance and Assurance Services

Finance and Assurance Services ensures we are focused on the delivery of our substantial financial investments and commitments. The division incorporates the Department's finance and procurement functions, and works closely with Internal Audit.

Executive Management

The Executive Management Board (EMB) is the Department's principal decision-making body. It supports the Director-General as the Department's accountable officer to ensure the Department maintains an appropriate governance framework.

Further information about EMB and the Department's governance committees is in **Appendix D**.

Tony Cook PSM—Director-General

Tony began his career in Queensland and is a registered primary school teacher with a focus on early childhood education. Prior to joining the Department in April 2018, Tony was the Associate Secretary for Schools and Youth with the Australian Government's Department of Education and Training.

In October 2013, Tony was made an Honorary Fellow of the Australian Council for Educational Leaders and in January 2014 he was awarded a Public Service Medal (PSM) for driving school policy and funding reform in Australia.

Craig Allen—Deputy Director-General, Office of Industrial Relations

As Deputy Director-General, Office of Industrial Relations, Craig is responsible for improving work health and safety and electrical safety performance through the regulatory framework and provision of services, regulatory responsibility and provision of policy advice on workers compensation matters, and supporting a productive industrial relations framework for the public sector in Queensland.

Craig has held senior management positions for more than 22 years, with a government career spanning more than 39 years. His previous roles include Commissioner for Public Employment for the Northern Territory Government, Assistant Director-General with the Department of Education, Training and Employment and Executive Director for Corporate Services, Queensland Department of Corrective Services.

Craig has a strong commitment to leading strategy that improves employee engagement, organisational performance and service delivery. In his current role, he has a strong commitment to ensuring the work health and safety of all Queensland workers through the implementation of the Best Practice Review recommendations.

Craig has tertiary qualifications – with a Bachelor of Education from the Tasmanian College of Advanced Education and postgraduate qualifications in public administration from Flinders University.

Annette Whitehead—Deputy Director-General, Policy, Performance and Planning

As Deputy Director-General, Policy, Performance and Planning, Annette is responsible for driving a strategic approach to the portfolio's policy development across early childhood, schooling and Indigenous education, at a whole-of-government and national level.

Annette has held strategic leadership positions in diverse portfolios including ageing, disability, child care and the Department of the Premier and Cabinet. She has extensive experience in developing and driving social policy initiatives, planning, program development and legislative reform in the public sector, non-government and private sectors.

Peter Kelly—Deputy Director-General, State Schools

As Deputy Director-General of State Schools, Peter is responsible for providing strategic leadership to Queensland state schools, ensuring students develop the knowledge, skills and qualities required for success. Peter is committed to helping every child succeed in a safe, supportive environment and brings a thorough knowledge of the day-to-day operations of Queensland state schools based on his 30 years of education experience.

Peter began his career as a teacher in Mount Isa, then worked as a year and subject coordinator, a head of department and then on to working as a Deputy Principal, Principal and Executive Principal in various schools. Later in his career, Peter was appointed as the Secondary Teaching and Learning Auditor which saw him visiting schools in every corner of the state, before taking up corporate positions as Assistant Regional Director and Executive Director in State Schools Performance.

Most recently, Peter held the position of Regional Director—North Queensland, where he worked with 110 schools and more than 250 early childhood education and care services across the region.

Sharon Schimming—Deputy Director-General, Early Childhood and Education Improvement

As Deputy Director-General of Early Childhood and Education Improvement, Sharon is responsible for providing strategic leadership in the development and implementation of the policy, funding and regulatory frameworks that shape the vibrant early childhood education and care sector in Queensland.

As a long-serving educator including over 20 years in principal positions, Sharon has worked with a range of students in environments across Queensland from Aboriginal and Torres Strait Islander communities, regional towns west of the Great Divide to metropolitan schools on the north side of Brisbane.

Sharon gained further insight into a wide range of schools across Queensland during her time as a Teaching and Learning Auditor. She has also been the principal of the Queensland Curriculum into the Classroom business unit supporting the state-wide implementation of the Australian Curriculum. In Sharon's previous role as Regional Director, North Queensland, her priority was to prepare Queenslanders with the knowledge, skills and confidence to participate effectively in the community and the economy. The role required her to lead the implementation of the Queensland Government's policies and programs across state schools, training and early childhood.

Shannon Cook—Deputy Director-General, People and Corporate Services

As Deputy Director-General for People and Corporate Services, Shannon provides leadership and oversight for the Department's human resources, information and technologies, legal services, and strategic communication and engagement. He has a strong commitment to the delivery of strategic goals in partnership with staff, communities and stakeholders to build a diverse, capable and confident workforce and provide services responsive to changes in how we learn, work and live.

Shannon began his public service career as a frontline health employee in New South Wales in 2004 and has held senior Human Resource and corporate executive positions in the Queensland, Commonwealth and New South Wales and Australian public service. These include Deputy Director-General with the Department of Premier and Cabinet and Deputy Commissioner with the Public Service Commission, as well as Senior Executive roles with Queensland Treasury, Child Safety and Youth Justice, the Administrative Appeals Tribunal, New South Wales Transport and New South Wales Health.

Duncan Anson—A/Deputy Director-General, Infrastructure Services

As the A/Deputy Director-General of Infrastructure Services, Duncan is responsible for delivering sustainable investment in education to build, maintain, improve and renew our schools and facilities across Queensland.

Duncan has over 20 years experience in the Queensland public sector and commenced with the Department of Education in January 2017. Prior to this, Duncan served as the Chief Finance Officer in two other Queensland Government departments for more than seven years. Duncan is a Fellow of Certified Practising Accountant (CPA) Australia and a Graduate of the Australian Institute of Company Directors. He also holds a Bachelor of Business from the Queensland University of Technology.

Alison Mohr—Chief Finance Officer and A/Assistant Director-General, Finance and Assurance Services

As Chief Finance Officer, Alison provides strategic financial advice to the Director-General and has overall leadership of the department's finance strategy, functions and systems through her delegated responsibilities under section 77 of the *Financial Accountability Act 2009*.

Alison has over 16 years experience in the Queensland public sector and commenced with the Department in December 2018. Prior to this, Alison served as the Chief Finance Officer in one other Queensland Government department. Alison is a member of CPA Australia. She also holds a Bachelor of Electronic Commerce (Accounting) from the University of Queensland.

John Norfolk—Regional Director

As Regional Director, South East Region, John is responsible for providing leadership to Queensland state schools, regulation and partnership with the early childhood sector and working across communities, various levels of government and business whilst ensuring students receive a high-quality education.

John began his career as a teacher in Mount Isa, then worked in a variety of roles in locations such as the Sunshine Coast, Proserpine, Gold Coast and Logan before working as a Teaching and Learning Auditor and Behaviour Auditor in a state-wide role. John became an Assistant Regional Director in Metropolitan Region before his appointment as Regional Director, South East Region in 2017.

Financial performance

The Department is building Queensland's future by giving all children a great start, engaging young people in learning, and creating safe, fair and productive workplaces and communities.

In 2020–21, the Department achieved an operating surplus of \$157.317 million against a total departmental controlled budget of \$10.292 billion. Approximately 90% (\$140.7 million) of the surplus relates to non-cash accounting entries including asset revaluations, impaired debtor balances, capitalisation of previously expensed assets and salary timing adjustments. Key investments included: continued implementation of the new QCE system for students entering Year 11 from 2019; delivering infrastructure and capital programs such as investments under the *Building Future Schools Fund* to address enrolment growth pressures in state schools and the need for additional state schools across Queensland; and investment in growth, renewal, maintenance and enhancements, including progressing work under the *Cooler Cleaner Schools Program* to address the energy needs of the expanded fleet of air conditioners in state schools.

The Department's material financial statement balances reflect our large school land and buildings portfolio across 1254 schools, and payment of salaries in excess of 75,000 school, regional and central office full time equivalent (FTE) employees. Supplies and services expenses were dominated by curriculum resources, school utility costs, and the maintenance and upkeep of our large asset base.

The continuing COVID-19 health pandemic has not materially impacted the Department's financial results. However, the Department has experienced some limited reduction in revenues relating to Education International and local school activities. There have also been limited reductions in costs in certain areas such as travel, although these cost reductions were largely offset by additional costs in areas such as extra cleaning in schools and information communication technology purchases and expenses.

In accordance with the requirements of section 77(2)(b) of the *Financial Accountability Act 2009*, I have provided the Director-General with a statement that the financial internal controls of the department are operating efficiently, effectively and economically in conformance with section 54 of the *Financial and Performance Management Standard 2019*. As Chief Finance Officer, I have therefore fulfilled the minimum responsibilities as required by section 77(1) (b) of the *Financial Accountability Act 2009*.

Alison Mohr

A/Assistant Director-General, Finance and Chief Finance Officer

Table 1: Financial snapshot

Financial snapshot	2016–17 \$(000)	2017–18 \$(000)	2018–19 \$(000)	2019–20 \$(000)	2020-21* \$(000)
Controlled revenue					
Departmental services revenue	8 780 098	8 788 389	8 743 277	9 416 379	9 482 432
Other revenues	575 439	623 685	693 918	642 091	681 024
Controlled expenses	9 326 720	9 355 315	9 390 372	10 057 156	10 006 139
Operating surplus	28 817	56 759	46 823	1 314	157 317
Administered grants (state)	848 821	875 602	878 917	917 746	1 037 219
Capital outlays	582 017	609 490	932 954	1 158 950	1 162 642
Total assets	20 338 601	19 600 361	21 141 882	22 496 467	24 358 030
Total liabilities	1 206 409	901 837	1 059 762	998 135	1 161 644
Net assets/liabilities	19 132 192	18 698 524	20 082 120	21 498 332	23 196 386
	2016–17	2017–18	2018–19	2019–20	2020-21
Employee expenses (\$000)	6 248 689	6 600 850	7 031 481	7 603 666	7 691 693
Number of FTE employees at 30 June	69 356	72 341	73 741	73 971	75 297

*Note: Due to machinery of government changes: Resources Safety and Health Serious Prosecutions unit was transferred to the department (Office of Industrial Relations Division) from the Department of Natural Resources, Mines and Energy effective 1 July 2020 and Racing transferred to the department from the Department of State Development, Infrastructure, Local Government and Planning effective 1 December 2020.

Source: Department of Education Financial Statements

For a comprehensive set of financial statements covering all aspects of the Department's activities, see the **financial statements** section of this annual report. No totals have been adjusted for commercial-in-confidence requirements.

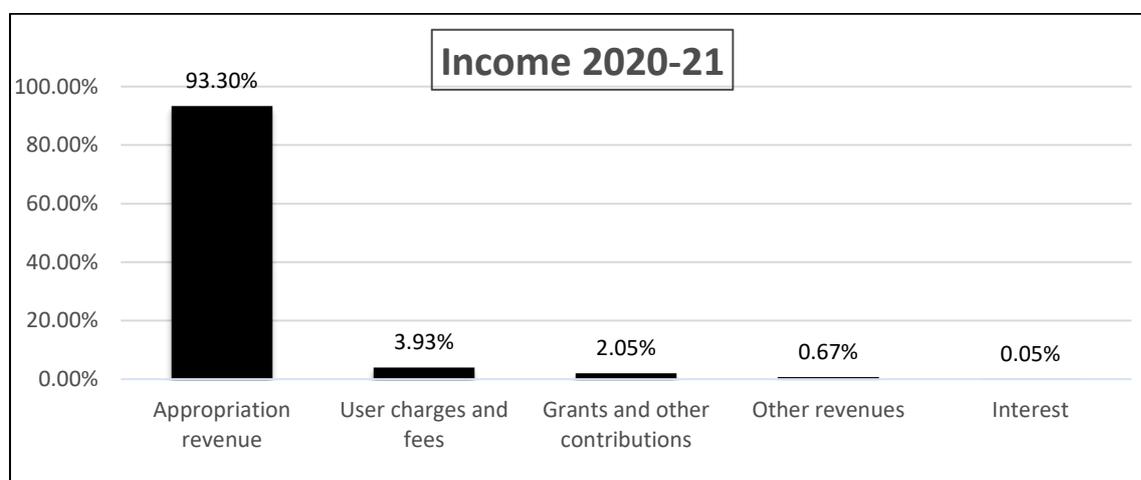
Our income – where the funds come from

The Department received \$10.163 billion for our operations, an increase of \$105 million from last year.

Departmental services revenue (appropriation) increased by \$66 million. This was largely due to additional funding for state school enrolment growth, transfer of the racing function resulting from machinery of government changes and increased federal funding under the Bilateral Agreement with the Commonwealth Government.

The Department also received \$4.214 billion in administered funding which is an increase of almost \$145 million from 2019–20. Administered funding includes Commonwealth funding transfers to non-government schools, as well as state grants to statutory authorities, peak bodies for non-state schools and other entities, enabling them to deliver agreed services to Queenslanders.

Figure 1: Income, 2020–21

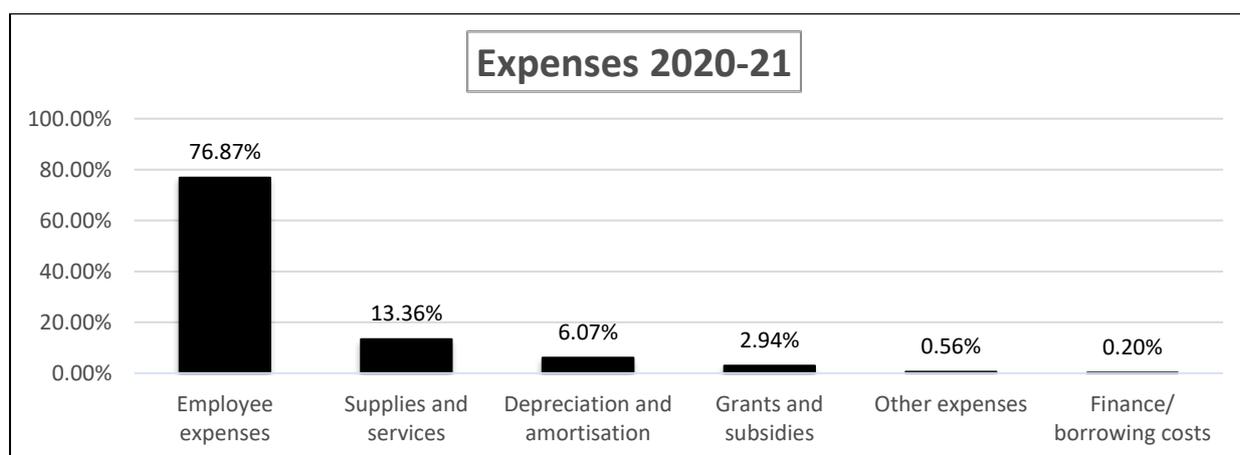


Source: Department of Education Financial Statements

Our expenses—how the funds are spent

The Department’s total controlled expenses for 2020–21 were \$10.006 billion, a decrease of \$51 million from last year. Salaries and wages remain the agency’s major expense component at 77 per cent of total expenses. Salaries and wages expenses have increased by \$88 million from 2019–20. This increase is in line with the agency’s commitment to improve student outcomes by providing more teachers in schools to focus on students’ needs.

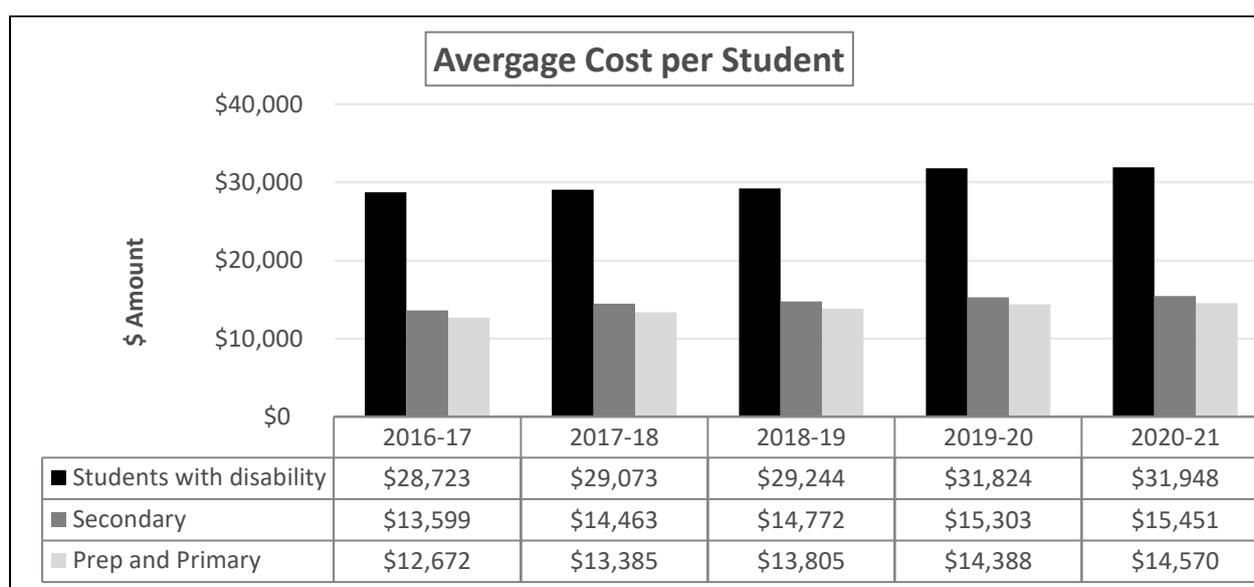
Figure 2: Expenses, 2020–21



Note: Expenses, 2020–21 is subject to rounding

Source: Department of Education Financial Statements

Figure 3: Average cost per student in state schools, 2020–21



Source: Department of Education Service Delivery Statements (SDS)

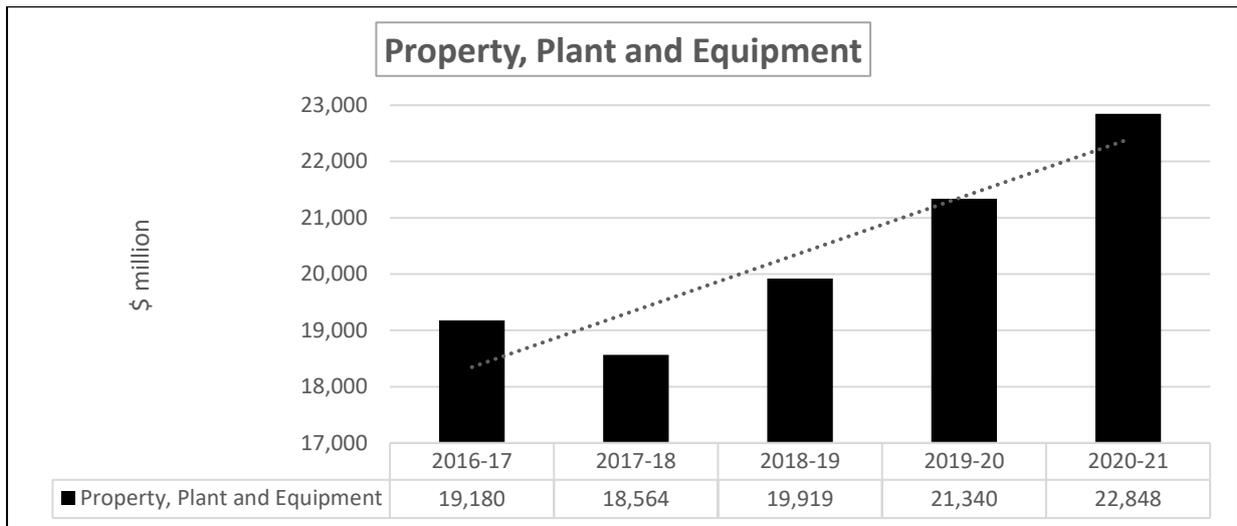
Our assets—what we own

The Department held assets totaling \$24.358 billion at 30 June 2021, an increase of \$1.862 billion from 2019–20.

The majority of our assets are in land and buildings. Property, plant and equipment increased by \$1.509 billion, mainly due to capital works including the Building Future Schools program, and asset revaluations.

There was an increase in the Department’s cash position which is mainly due to a deferred appropriation payment to Queensland Treasury and the timing of payments to creditors.

Figure 4: Value of property, plant and equipment



Source: Department of Education Financial Statements

Our liabilities—what we owe

The Department held liabilities totaling \$1.162 billion at 30 June 2021, an increase of \$164 million from 2019–20. The majority of the Department’s long-term financial liabilities relate to financing transactions emanating from Public–Private Partnerships.

Our service performance

A great start for all children

A great start in life is critical for lifelong learning, health and wellbeing. Quality early childhood education and care makes an important contribution to children's educational and developmental outcomes. In 2020–21, as Regulatory Authority, we actively monitored the quality and safety of Queensland's more than 3000 approved early childhood education and care services. We work hard to ensure all Queensland children have access to a quality kindergarten program, regardless of location or circumstance, while ensuring flexibility, innovation, and support for workforce development.

An Early Years Plan for Queensland

In October 2020, we published a whole-of-government *Early Years Plan* and *Queensland Children's Wellbeing Framework*. The plan outlines the actions the Queensland Government is taking to support Queensland children's early learning, health and wellbeing from conception to their transition to the first years of schooling.

The *Queensland Children's Wellbeing Framework* recognises that we all play a part in children's wellbeing, and sets out the shared commitments of government and the community to help achieve these aspirations.

Early Years Places

Early Years Places (EYP) enable families to access multiple services, or referrals to specialist services, for their children and themselves.

In 2020–21, the Queensland Government invested \$26.2 million for EYPs in more than 50 communities to deliver a range of integrated services to enable a confident start to life for Queensland children and their families.

Each EYP has a different mix of programs, which can include playgroup, early childhood education and care, health services, and family and parenting support.

More than 90% of parents reported having improved engagement with their children because of the programs and activities provided. Moreover, 82% reported that the EYP assisted them in accessing other support services they needed. During the pandemic, EYP adapted quickly to the new environment offering innovative services, such as virtual playgroup through Facebook, and home learning and development activity packs.

KindyLinQ program

We continued the KindyLinQ pilot program, launched in 2020, for three-year-old children and their families in 40 schools, in priority locations.

The program is informed by the Early Years Learning Framework, which places a specific emphasis on play-based holistic learning. This approach to learning recognises the importance of communication, language, and social and emotional development. KindyLinQ provides a safe space for young children to play, explore, sing, create and socialise with their parents, other children and experienced staff. The program also offers guidance for families about how to support their child's learning and development at home and manage a successful transition to kindergarten.

Extending State Delivered Kindergarten

Making kindergarten available across the state, including in regional and remote communities to support all families and children, is a key priority for the Department. The Queensland Government is investing \$12 million over four years to expand State Delivered Kindergarten to include an extra 20 schools. These schools were announced in May 2021 and are located at least 40 kilometres from the nearest approved Kindergarten Program Provider.

The program provides children in rural and remote communities the opportunity to attend a kindergarten program in a face-to-face environment in selected state schools. The program is delivered by, or has access to, an early childhood teacher in composite and non-composite settings.

Continuing the *Play Stars* initiative

Our *Play Stars* initiative supports families to access and participate in a local playgroup during a child's first year of life. The Play Stars initiative will be continued for three years to increase the reach of quality, age-appropriate playgroups—especially in areas where families and children are at risk of experiencing vulnerability.

The initiative was particularly important during 2020, when Playgroup Queensland provided *Playgroup at Home* activities via a virtual platform. *Playgroup at Home* helped reduce isolation for new parents, carers and their children and supported them to transition into local playgroups when it was safe to do so again.

Service area performance

The following service standards in our Service Delivery Statement 2020–21 are used by the Department and the Government to assess overall performance of this service area.

Table 2: Early Childhood Education and Care performance measures

Early childhood education and care	Target/Est 2020–21	Actual 2020–21
Service standards		
<i>Effectiveness measures</i>		
Proportion of Queensland children enrolled in an early childhood education program ^{1,2,3,4}	95%	96.2%
Proportion of enrolments in an early childhood education program: ^{1,2,3,4,5}		
Indigenous Children ⁶	95%	101.9%
Children who reside in disadvantaged areas ⁷	95%	83.6%
Proportion of children developmentally on track on four or more (of five) Australian Early Development Census (AEDC) domains ^{8, 9} .	66%	65.5%
<i>Efficiency measure</i>		
Government expenditure per child – kindergarten ¹⁰	\$2,700	\$3,231

Notes :

1. The National Early Childhood Education and Care Census is conducted in the first week of August each year. Data is published by the Australian Bureau of Statistics (ABS) in the *Preschool Education, Australia* publication.
2. The nationally agreed benchmark established under the National Partnership Agreement (NPA) on Universal Access to Early Childhood Education is 95 per cent. Under the NPA 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.
3. Early childhood education program: a quality play-based program aligned to an approved kindergarten learning program delivered by a degree-qualified early childhood teacher to children in the year before full-time school.
4. This service standard represents the proportion of children enrolled from each cohort group as a proportion of the estimated total population for that cohort group in Queensland.
5. Results over 100 per cent are possible as the nationally agreed measure is the number of children enrolled (aged four or five) divided by the estimated resident population of four-year-olds.
6. Indigenous: a person who identifies at enrolment to be of Aboriginal or Torres Strait Islander origin. The 95 per cent target represents the benchmarks set for kindergarten performance under the NPA on Universal Access to Early Childhood Education. In 2020, the kindergarten participation rate for Indigenous children exceeded 95 per cent for the second time.
7. Disadvantaged: a person who resides in statistical areas classified by the ABS in the bottom quintile using the Index of Relative Socio-economic Disadvantage. The 95 per cent target represents the benchmarks set for kindergarten performance under the NPA on Universal Access to Early Childhood Education. The participation rate for children living in disadvantaged areas continues to remain below the 95 per cent target.
8. The AEDC is a population measure of how children have developed by the time they start school. Data is captured on five domains of early childhood development: physical health and wellbeing, social competence, emotional maturity, language and cognitive skills, and communication skills and general knowledge. It is a national census based on a large population, which tends to change incrementally.
9. The census is conducted every three years with the next census to be conducted in 2021. The results will not be received by the department until 2022.
10. The 2020–21 Actual figure is based on the most recent data published in the 2021 Report on Government Services. The higher than expected government expenditure per child can be attributed to changes in ABS counting rules which resulted in fewer children than expected reported as enrolled in a kindergarten program in 2019.

Every student succeeding

We are supporting the learning and wellbeing needs of each and every student so they are confident, capable and equipped with the skills and knowledge to become successful lifelong learners and achieve participation in their communities.

The many lessons we learned in 2020—flexibility, adaptability and resilience, have continued to influence how we respond to challenges and opportunities.

Supporting the needs of each and every student remains at the centre of our pandemic response and recovery as we explore new ways of learning and teaching.

Supporting student wellbeing

Nurturing the wellbeing of our students is a key priority for the Department and has been the driver behind the decision to increase the number of wellbeing professionals in Queensland state schools.

We want every Queensland primary and secondary state school student to have access to a wellbeing professional, such as a psychologist. Over the next three years additional wellbeing professionals will ensure students across the state have access to wellbeing and mental health support at school.

During 2020–21, extensive planning has been undertaken to implement a General Practitioners (GPs) in Schools Pilot over three years. Commencing on 1 July 2021, the pilot will place GPs in 20 Queensland state secondary schools in areas of greatest need.

Supporting Youth Engagement

Some young people face multiple barriers and require additional support to remain engaged with education, and to strengthen their pathways. To respond to this, the Department is implementing a number of youth engagement initiatives aimed at supporting every young person to succeed, including those who are disengaged or at risk of disengaging.

In 2020, Regional Youth Engagement Hubs connected with and supported 4422 disengaged school-aged young people, with 2410 supported to make a transition into education, training or employment. Additionally, as at 30 July 2021, Link and Launch had assisted 1144 young people, with 764 making a successful transition.

Flexispaces have been established, or are currently being established in 32 schools across Queensland, with a further 20 to be implemented in 2022. These spaces provide a high-quality inclusive, flexible learning environment within mainstream high schools to engage and retain students who are at risk of disengaging.

Innovating through EDTV: State Schools Education Television

We continue to find new and innovative ways to support our teachers and school leaders.

In 2020, we launched *EDTV: State Schools Education Television*, which targets the engine room of school improvement—effective pedagogical practices, expert teaching teams and systematic curriculum delivery.

Short videos provide a range of useful content, including snapshots of best practice, ideas for adapting practice to a local school context, and segments on departmental policies and resources.

EDTV episodes are released monthly to a subscriber base of more than 2300 educators, and the videos have been watched more than 15,000 times.

Listening to students' voices

Through two meetings of the Ministerial Student Advisory Council in 2020–21, student members shared their views, providing feedback and advice to the Minister for Education on the impacts of the COVID-19 health pandemic on student learning and wellbeing, factors impacting safe and respectful school communities and respectful relationships education, and consent and reporting.

Every student with disability succeeding

We continue our journey towards a more inclusive education system where students of all abilities can attend their local school, access and participate in high-quality education, learn in safe and supportive environments and achieve academically and socially. We have implemented 16 of the 17 Queensland Disability Review recommendations, with implementation of the final recommendation currently in progress. Significant achievements include:

- an internationally recognised inclusive education policy
- clarity for school staff on the use of restrictive practices
- building school capability
- strategies to improve parent engagement.

During 2020–21, other activities which supported every student with a disability succeeding included:

- delivery of direct instruction online to students using Auslan in the areas of English (primary and secondary) and wellbeing (secondary)—connecting very isolated deaf and hard of

hearing students with qualified teachers of the deaf and Auslan language models (deaf or hard of hearing teacher aides)

- delivering the "*I Can Do Braille*" and "*Braille Booster*" programs connecting students with vision impairment to qualified teachers of the vision impaired through a virtual platform.

Our workforce is crucial to building inclusive learning environments and we continue to build the capability of educators, schools and regions in the leadership and implementation of inclusive practices in the teaching of reading and writing.

We also collaborated with Wesley Mission Queensland and Yeronga Early Childhood Development Program (ECDP) to deliver a bilingual bicultural kindergarten pilot in 2021 which includes co-teaching and co-delivery by an early childhood kindergarten teacher and an early years teacher of children who are deaf or hard of hearing.

Across 2020–21, we delivered the *Inclusive Leadership program* to over 190 middle leaders across Queensland. This program focuses on strengthening the capability of Middle Leaders and Deputy Principals to influence inclusive culture, policies and processes within their context to impact the outcomes of students. The program provides a closer exploration of the knowledge, skills and confidence to lead and develop others for effective leadership of inclusive school communities.

Culturally responsive teaching and learning for Aboriginal and Torres Strait Islander students

We acknowledge the diversity in Aboriginal and Torres Strait Islander peoples and communities and the importance of engaging appropriately with them at an individual, school and corporate level. We know that positive engagement is key to improving early childhood and education outcomes for Aboriginal and Torres Strait Islander children and students.

During the year, we launched the *Engaging communities: Empowering futures* framework to enhance engagement between our employees and Aboriginal and Torres Strait Islander peoples and communities in Queensland. Aligned to the framework, the *Local Community Engagement through Co-design* pilot was commenced, which offers a strategy for schools to establish, maintain and leverage relationships with the local Indigenous community to co-design strategies that will assist Aboriginal and Torres Strait Islander students to succeed.

Advancing Aboriginal and Torres Strait Islander Education: An Action Plan for Queensland was launched in October 2019 and comprised a range of actions designed to achieve excellence for Aboriginal and Torres Strait Islander children and students. A 2020 progress report was published in April 2021, highlighting significant achievements in implementing the plan since its release.

Supporting positive transitions from early education to school

We continue to improve children’s transition from home to early education and into schooling through the *Step up into Education* initiative. This initiative is helping deliver our vision of building a strong capable workforce by developing ongoing partnerships between educators, early learning centres and providers, families and communities to support all children to successfully transition to school.

By the end of June 2021, seven *Spotlight* schools had received onsite coaching and mentoring from recognised transition research partners to strengthen workforce capability regarding transition to school and early years curriculum and pedagogy. This intensive support will continue over the course of the initiative, with an additional \$4 million being invested from 2021–24.

Implementing the new Queensland Certificate of Education system

Throughout 2020, we supported our state schools to implement the new QCE system, which represents the most significant change to senior secondary education in Queensland in over forty years. We successfully implemented the system through a range of strategic initiatives including provision of the new QCE System—Statement of Expectations, which outlined key actions to ensure a seamless system-wide transition complemented by a range of capability development activities and resources.

As a result of these efforts in 2020, 95.9% of Year 12 completers from state schools were awarded a QCE or Queensland Certificate of Individual Achievement (QCIA), representing strong success in the first implementation cycle of the new system, which included changes in response to the COVID-19 health pandemic.

Embracing Science, Technology, Engineering and Mathematics

We are working to ensure students are engaged in science, technology, engineering and mathematics (STEM) and providing them with the opportunities they need to develop as problem solvers and critical, creative thinkers.

During 2020–21, key activities supporting students, teachers and schools to engage with STEM included the:

- Premier’s Coding Challenge *#digitalwellbeingqld* encouraging student creativity and engagement in coding and robotics, and providing an opportunity for Queensland students in Years 3 to 10 to showcase and celebrate their innovation and achievements

- STEM Girl Power initiative which has grown from just 22 girls in 2016 to 55 in 2020–21. Students come from all over Queensland to network with like-minded peers and meet with female role models pursuing diverse STEM careers
- STEM Industry Partnerships Forum which delivered an online event in 2020 showcasing how partnerships and programs shifted in response to COVID-19 and *learning@home*, the lessons learned and how impact was measured
- *M in STEM* initiative supporting eight clusters involving 32 schools to plan and implement a mathematics improvement initiative. The professional learning suite co-developed with mathematics education researchers will strengthen secondary mathematics pedagogy with evidence-based approaches
- *ICT Capability Hub* which transforms the previous contemporary practice resource by unpacking the learning continuum, updating the tools and strengthening the ICT links to all learning areas
- Queensland Virtual STEM Academies (QVSA) initiative which focused on engaging highly capable STEM students from Year 5 to 9. The initiative delivered 100 programs to 1693 students from 141 schools, through 1178 hours of online delivery, with 58% of the participating students from rural and remote schools.

Preparing the new Homework Centres

In 2020–21, we commenced planning for the opening of Homework Centres in up to 120 state school sites starting in Term 3, 2021. These centres will provide students with a supportive, supervised environment after-school to complete their homework before they go home and support their current classroom learning.

The Queensland Government is investing \$8 million over four years to fund resources and teacher aide wages for up to three hours per week, for 30 weeks per year. All Homework Centres will be operational during Term 3, 2021.

Building capability in the inclusive teaching of reading

In 2020–21, the Reading and Writing Centre continued to strategically partner with regions and the Centres for Learning and Wellbeing to build capability of leaders and educators to succeed in the inclusive teaching of reading, from implementation to sustainability. Guided by the evidence base, schools are enhancing pedagogical approaches to the way reading is taught to meet the learning needs of all students.

The Reading and Writing Centre's speech language advisors are supporting inclusive educational teams to identify and implement best practice in the prevention, identification and intervention of reading and writing disorders. This has been supported by the co-design and delivery of 52 context-driven professional learning opportunities attended by over 2000 participants, and engaging more than 600 parents and educators through the Reading and Writing Disorders Advisory Service.

Supporting our rural and remote state schools

The *Advancing rural and remote education in Queensland state schools* action plan continues to deliver positive outcomes for our staff, students and families in rural and remote Queensland. During 2020, our Centres for Learning and Wellbeing continued to provide a wide-range of professional learning and wellbeing support to rural and remote teachers and school leaders within the centres' catchment, both face-to-face and virtually.

Reflecting the breadth of service delivery, the numbers of staff and school leaders accessing the centres increased from over 5200 in 2019, to over 9200 in 2020. In 2020, the centres delivered over 42,700 hours of professional learning; providing leadership development, mentoring of beginning teachers, coaching to mid-career and experienced teachers, resilience-building for staff new to rural and remote settings, and wellbeing support to staff, students and families. In April 2021, the centres were awarded an Australian Rural Education Award (AREA) by the Society for the Provision of Education in Rural Australia (SPERA) for excellence in the delivery of a project that benefits rural and remote communities.

The action plan has also resulted in the refurbishment of 189 employee houses in 2020–21 and 565 residences becoming internet-enabled through the Housing Improvement program. Other key actions include the delivery of *Take the Lead* programs for aspiring rural and remote leaders, opportunities for urban teachers to experience living and working in a rural or remote community through the Teacher Experience program and the training of parents and home tutors of School of Distance Education students to support their child's reading through the *Partners in Learning* program.

Supporting principal and staff wellbeing

In 2020, the *Principal Health and Wellbeing Strategy 2020–22* was launched, an \$8 million investment to improve mental and physical health and wellbeing outcomes for all Queensland state school principals and leaders.

The strategy delivered eight initiatives through the 2020–21 action plan to support school leaders as they manage complex school environments and drive the education of our state school children.

Under the strategy, the Department implemented: a new policy to address unreasonable complainant conduct; a Management Foundations program which assists managers to understand their roles, responsibilities and accountabilities; and a Principal Coaching and Support Service that supports school leaders following a potentially traumatic incident, and provides training targeted at managing stress and building resilience more broadly.

One key outcome is the delivery of a multi-tiered service team, the Principal Hotline and Complex Matters Referral Team, that provides principals within the regions with direct and immediate wraparound support and assistance on matters that arise in the day-to-day management and leadership of their school. This service, trialled initially in the Darling Downs South West and North Coast regions, also provides principals with a single point of reference for dedicated case management of critical or complex matters, including facilitation and mediation services for issues that arise with parents/caregivers or community members. The service continues to be expanded across all state school regions.

A new optional *Parent and Community Code of Conduct* and support resources for state schools were released during 2020–21. The code outlines how parents, carers and visitors should conduct themselves while they are on school grounds, at school events or engaging with other members of the school community. The code supports the Department's Principal Health and Wellbeing Strategy and contributes to schools as safe and respectful workplaces and places of learning.

Health, safety and injury management

Our Work Health and Safety (WHS) Management System details the statutory compliance requirements and departmental expectations for working safely and proactively, and to ensure hazard-reduction strategies across all of our schools and workplaces are known and implemented. Our strategies are aimed at preventing, mitigating and reducing work-related injuries and protecting staff from harm.

Our WHS Management System enables staff to easily access information on work health and safety topics. All staff are encouraged to contribute to the ongoing development of the system via workplace consultation on work health and safety matters.

The Department places a strong emphasis on the support and rehabilitation of injured workers, assisting them to return to work in the shortest possible timeframe.

The Department has continued its commitment to promoting and sustaining a safe and healthy workplace—one that values inclusion and ensures a healthy, resilient and capable workforce.

In 2020–21, a key focus was to review and update existing arrangements, policies and procedures for WHS and wellbeing to align them with the structure, composition and organisational priorities of the Department. Initiatives undertaken to support this included:

- formation of the Safety Framework Review project, charged with identifying gaps and areas for improvement within our WHS Management System and ensuring actions are put in place to address those gaps
- provision of clear, accurate and concise advice on the COVID-19 pandemic, including:
 - working with key internal and external stakeholders to ensure prompt communication and implementation of advice issued by Queensland Health
 - developing resources to support managers and staff
 - designing and implementing flexible work guidance and a supporting checklist to enable staff to set up a safe workspace while working remotely
 - continuing to implement measures to support the physical and mental health of staff during a dynamic and rapidly changing period.
- delivering campaigns to increase staff awareness and participation in workplace health, safety and wellbeing initiatives, including National Safe Work Month and Mental Health Awareness Week
- induction and awareness training for all staff who work in or around practical workshops, ensuring safety hazards are known and that a consistent risk management approach is undertaken.

To ensure there were opportunities for formal consultation on WHS matters between management and staff, we encouraged worksites to elect health and safety representatives, and establish health, safety and wellbeing committees.

WHS initiatives and programs were developed and implemented based on: analysis of claims data and trends, and continuous improvement of operations; consultation with key stakeholders including QSuper, WHS Queensland (WorkSafe) and staff representative groups; and internal consultation and feedback from principals, line managers and all staff.

The challenges we all faced this year as a result of the COVID-19 health pandemic made the importance of our focus on WHS, injury management and wellbeing even clearer. The wide-reaching impacts of the COVID-19 health pandemic are unprecedented, and our response has been our most challenging yet significant achievement this year.

Working collaboratively and with agility, the Department produced a comprehensive suite of work health and safety guidance and resources, and developed materials to support safe work practices and ensure our schools and workplaces remained as safe as reasonably practicable.

We will continue to work with our staff and stakeholders to refine and update our materials, and play our part in keeping Queensland safe.

Domestic and Family Violence

In June 2021, the Department achieved White Ribbon Workplace Accreditation for a three-year period. This follows the original White Ribbon Workplace Accreditation which was first achieved in November 2017. This accreditation recognises the continuing progress the department is making in creating a culture that does not accept domestic and family violence, promotes gender equity, and provides support to staff affected by domestic and family violence.

Lifting school performance

Effective strategic planning allows schools to unite and commit their communities to a common improvement agenda in their local context, one which expects all students to attend and engage with schooling and learn successfully.

During 2020–21, we developed and released a new school performance policy suite to increase clarity in the roles, responsibilities and processes that support continuous evaluation and improvement of school performance.

Data literacy is a key capability for our schooling workforce to lift school performance. In 2021, we released a data literacy framework which guides school leaders and teachers and early childhood educators about the use of data to support learning and wellbeing for children and students, school improvement and early childhood education and care quality improvement.

The joint statement on the purpose and use of data in Queensland schools between the Department and the Queensland Teachers' Union was revised in February 2021. The joint statement aligns with the data literacy framework and the school performance policy, and also addresses contemporary issues with the use of data, including data ethics and the visual representation of data.

To ensure every student is learning and succeeding, the *P–12 Curriculum, assessment and reporting framework (P–12 CARF)* and suite of supporting attachments have been revised and rationalised. These documents make clear the requirements for curriculum, assessment, reporting and moderation across Prep to Year 12.

The revised P–12 CARF promotes inclusivity, ensuring that all students in all state schools can access and fully participate and achieve in the curriculum when the learning is personalised.

Service area performance

The following service standards in our Service Delivery Statement 2020–21 are used by the Department and the government to assess overall performance of this service area.

Table 3: School education performance measures

School Education	2020–21 Target/Est	2020–21 Actual
Service standards¹		
<i>Effectiveness measures</i>		
Year 3 Test - Proportion of students at or above the National Minimum Standard ²		
All students:		
Reading
Writing
Numeracy
Indigenous students ³		
Reading
Writing
Numeracy
Year 5 Test - Proportion of students at or above the National Minimum Standard ²		
All students:		
Reading
Writing
Numeracy
Indigenous students ³		
Reading
Writing
Numeracy
Year 7 Test - Proportion of students at or above the National Minimum Standard ²		
All students:		
Reading
Writing
Numeracy
Indigenous students ³		
Reading
Writing
Numeracy
Year 9 Test - Proportion of students at or above the National Minimum Standard ²		
All students:		
Reading
Writing
Numeracy
Indigenous students ³		
Reading

Writing
Numeracy
Proportion of Year 12 students awarded Certification i.e. Queensland Certificate of Education (QCE) or Queensland Certificate of Individual Achievement ^{4,5,6,7}	98%	95.9%
Proportion of Year 12 students who are completing or have completed a school-based apprenticeship or traineeship or were awarded one or more of: QCE, International Baccalaureate Diploma (IBD), or Vocational Education and Training qualification ^{4,5,6,7}	98%	97.2%
Proportion of students who, six months after completing Year 12, are participating in education, training or employment ^{8,9} .	88%	75.1%
Proportion of parents satisfied with their child's school ^{10,11}	94%	93.2%
<i>Efficiency measures</i>		
Average cost of service per student:		
Primary (Prep - Year 6)	\$14,562	\$14,570
Secondary (Year 7 - Year 12)	\$15,432	\$15,451
Students with disability	\$31,925	\$31,948

Notes:

1. These service standards relate to the state schooling sector only.
2. The National Assessment Program - Literacy and Numeracy (NAPLAN) testing in 2020 was cancelled due to the COVID-19 health pandemic.
3. *Indigenous*: a person who identifies at enrolment to be of Aboriginal and/or Torres Strait Islander origin.
4. The 2020-21 Actual reflects data for 2020 graduates provided by the Queensland Curriculum and Assessment Authority as at April 2021.
5. Certification includes the Queensland Certificate of Education (QCE) and Queensland Certificate of Individual Achievement (QCIA).
6. 2020 results include visa students (students who are not Australian citizens or permanent residents of Australia). Visa student are not included in results prior to 2020.
7. The 2020 cohort was the first to complete Year 12 under new senior assessment and tertiary entrance arrangements. These have redeveloped senior syllabuses, strengthened school based assessment, introduced a common external assessment in each senior General subject area and replaced the OP rank with the Australian Tertiary Admission Rank (ATAR). This represents a break in time series for the QCE. Comparisons between 2020 and previous years should be interpreted with be caution.
8. *Students* refers to Year 12 completers. Data is sourced from the Next Step Survey conducted by the department each year. The 2020-21 Actual reflects the 2020 Next Step Survey data of 2020 Year 12 completers.
9. The timing of the 2020 Next Step Survey (March to June 2020) corresponded with the highest level of COVID-19 health pandemic restrictions, with many businesses either shut down or severely impacted. This challenging environment is reflected in the 2020 results and should be taken into consideration when comparing against previous years.
10. The proportion presents the aggregation of positive responses (somewhat agree, agree and strongly agree) to the statement this is a good school.
11. In response to the impact of the COVID-19 health pandemic on Queensland state schools, the annual school opinion surveys of students, teachers and staff were not administered in 2020. Instead, parents and caregivers were asked to respond about their level of satisfaction as part of a COVID-19 survey. Changes in survey administration and the unique circumstances in which the survey was conducted have resulted in a time series break in data. Comparisons between 2020 and previous years should be interpreted with caution.

Building Queensland communities

We are investing in new infrastructure in high-growth areas, renewing our asset base and expanding our information technology infrastructure to meet the changing needs of today's learners.

Our significant investment is supported by our Long-Term Financial Plan and Procurement Plan to ensure value for money and financial sustainability.

Building schools to meet community needs

As our communities across the state continue to grow, our infrastructure must keep pace.

In 2020–21, we invested \$1.4 billion in infrastructure to provide Queensland children with world-class school facilities. The investment will support more jobs for Queenslanders and the economic recovery from the pandemic.

We opened five new state schools in 2021: three Sunshine Coast schools – Baringa State Secondary College in Caloundra, Palmview State School, and Palmview Special School; Gainsborough State School on the Gold Coast; and Brisbane South State Secondary College.

Through our *Renewing Our Schools* program we delivered 44 projects to 26 schools in 2021, to meet local school needs and priorities, including:

- multipurpose sports centres
- resource centres
- general learning areas
- science laboratories
- performing arts centres
- refurbishment of existing facilities
- Information and Technology hubs and communication upgrades.

We are providing air conditioning to 649 state schools under the Cooler Cleaner Schools Program and installing solar and other energy efficiency measures at more than 800 state schools under Advancing Clean Energy Schools. As at 30 June 2021, we have delivered air conditioning to 557 state schools, and installed solar at 619 state schools.

Leveraging innovation in technology

Supporting the continuity of student learning during the learning-at-home phase of the COVID-19 health pandemic required a rapid response. A learning-at-home model for the

whole state was delivered in record time through expanded information technology infrastructure, enhancements to existing systems and delivery of online learning tools. During 2020–21, this work was further implemented, embedded and maintained and received recognition at the 2020 Premier's Awards for Excellence.

Delivery of professional development resources also continued to support the exponential uplift of digital engagement and capability for both students and staff, post the COVID-19 health pandemic response phase.

A week-long online conference with 22 interactive workshops was held for teachers across the state to support this professional development. A highlight of the conference was a live link with the astronauts on board the International Space Station (ISS). Six students from Mt Crosby State School, Runcorn Heights State School and Victoria Point State High School had the opportunity to ask the National Aeronautics and Space Administration astronaut, Commander Chris Cassidy several questions as the ISS orbited overhead.

To improve automated and connected processes, the Department implemented self-service password resets for staff.

A new arrangement between the Department and First Nations owned and operated information technology company Baidam Solutions commenced to connect Aboriginal and Torres Strait Islander students with the department's technology specialists to experience working in the industry.

To support the safety of staff, students and community during this period of rapid deployment and use of new technologies and learning platforms, we conducted information technology security awareness campaigns, focusing on: educating parents/carers, teachers, students and corporate staff against cyber threats; and social media awareness including spam and phishing emails, use of cloud services, social media practices and general maintenance of strong passwords and passphrases.

Safe and fair workplaces and communities

We are fostering a culture of fairness, safety and innovation in every Queensland workplace and community to promote economic prosperity, sustainability and social justice for a stronger Queensland.

We are committed to protecting the rights of workers and we continue to work with industry to assist businesses to create a safe and healthy culture in Queensland places of work.

Review of the *Electrical Safety Act 2002*

Maintaining electrical safety is an ongoing priority for the Department and this includes ensuring the *Electrical Safety Act 2002* remains fit-for-purpose and can keep pace with new and emerging technologies, including the solar farm industry. A review of the *Electrical Safety Act 2002*, led by Mr Dick Williams, Chair of the Queensland Building and Construction Commission Board, commenced in December 2020. A final report, including recommendations for legislative reform informed by consultation with unions, industry and advocacy groups, is due by the end of 2021.

New wage theft legislation

In September 2020, the *Criminal Code and Other Legislation (Wage Theft) Amendment Act 2020* was passed in the Queensland Parliament in response to recommendations eight and fifteen of the former Education, Employment and Small Business Committee Report, *A fair day's pay for a fair day's work? Exposing the true cost of wage theft in Queensland*.

The new laws amend the offence of stealing in the *Criminal Code Act 1899* to ensure the offence applies to wages and entitlements and to make the maximum penalty for employers who steal from their employees, the same as existing penalties for employees who steal from their employers.

A more simplified wage recovery process started on 1 March 2021. Claimants are now able to use the Queensland Industrial Magistrates Court as a quick, informal wage recovery process, particularly for small claims, with conciliation being available for all wage recovery matters.

The new wage recovery process is being met within the existing budget and the new jurisdiction will be monitored to ensure it operates effectively.

Best practice review implementation

We have fully implemented 35 of the 58 recommendations of the *Best Practice Review of Workplace Health and Safety Queensland* report.

A designated program manager is coordinating the delivery of action plans for the remaining recommendations (as well as thirteen related recommendations from the Coronial Inquiry into the Dreamworld fatalities). The action plans implement regulatory improvements to address the broader intent and regulatory gap identified in the Best Practice Review report. These improvements have a long-term focus, including information and communications technology upgrades, outcomes of court cases and capability development programs within Workplace Health and Safety Queensland.

We are doing significant work to embed and administer the changes as business-as-usual, the Work Health and Safety Board continues to monitor implementation.

Improving the health and wellbeing of Queenslanders

We are working hard to address the health risks associated with worker exposure to occupational dust, particularly in light of the 229 workers with accelerated silicosis from engineered stone benchtop fabricators.

We have committed \$5 million over four years for medical research into vital treatment to improve the health and wellbeing of Queensland workers suffering from occupational dust lung disease and to support over 300 workers suffering from the disease to stay in the workforce in other industries.

The medical research is necessary because of limited information, data and robust research available about how best to support and treat affected workers.

The service will support over 250 people to access confidential counselling, and guidance about respiratory health screening, community supports and compensation entitlements.

People at Work

In March 2021, the *People at Work* assessment tool officially went live online. It is Australia's only validated and evidence based psychosocial risk assessment survey tool to identify, assess and manage psychosocial health risks. OIR led the implementation of *People at Work*, harnessing expertise and joint funding across all Australian work health and safety regulators.

Service area performance

The following service standards in our Service Delivery Statement 2020–21 are used by the department and the government to assess overall performance of this service area.

Table 4: Industrial relations

Industrial Relations	Target/Est	Actual
Service: Industrial Relations		
Service standards		
<i>Effectiveness measures</i>		
Overall client satisfaction with inspectorate's effectiveness and professionalism ¹	90%	95%
Overall client satisfaction with the services and advice provided on public sector industrial relations ²	90%	100%
<i>Efficiency measures</i>		
Cost of Industrial Relations services per Queensland worker ³	\$3.50	\$3.23
Cost of public sector industrial and employee relations per Queensland public sector worker ⁴	\$6.70	\$6.86
Service: Work health and safety services		
Service standards		
<i>Effectiveness measure</i>		
Overall client satisfaction with inspectorate's effectiveness and professionalism ⁵	90%	93%
<i>Efficiency measure</i>		
Cost of WHSQ services per Queensland worker ⁶	\$35.20	\$35.47
Service: Electrical safety services		
Service standards		
<i>Effectiveness measures</i>		
Reduction in the number of reported serious electrical incidents over the year on a five-year rolling average ^{7,8}	10%	2.3%
Overall client satisfaction with inspectorate's effectiveness and professionalism ⁵	90%	89%
<i>Efficiency measure</i>		
Cost of electrical safety services per person in Queensland ⁹	\$4.30	\$4.35

Notes

1. The survey measures overall satisfaction of employers and employees who had interactions with an industrial relations inspector. The industrial inspectorate provides compliance and information services on Queensland's industrial relations laws for state and local government, long service leave, child employment, trading hours and holidays. The survey is conducted biennially, was last conducted in 2019 and is being conducted again in mid-2021.
2. The survey measured overall client satisfaction with the effectiveness and professionalism of the public sector industrial relations team. The team leads and advises on public sector enterprise bargaining and other industrial relations matters on behalf of the Queensland Government. The survey was conducted in 2021.
3. The cost is calculated by dividing the total cost of service by the Queensland labor force (Australian Bureau of Statistics (ABS) *Labour Force, Australia*). The decrease in the 2020–21 Actual is due to faster than originally estimated labour force growth over 2020–21.

4. The cost is calculated by dividing the total cost of service by the Queensland State Public Sector Employees from ABS's *Employment and Earnings, Public Sector*.
5. The primary objective of the Workplace Health and Safety Queensland (WHSQ) customer satisfaction survey is to assess the satisfaction of persons who had a visit from a Work Health and Safety or Electrical Safety inspector in the previous 12 months. The biennial survey was conducted in 2020. WHSQ Inspectors enforce work health and safety laws, investigate workplace fatalities, serious injuries, prosecute breaches of legislation and educate employees and employers on their legal obligations. Electrical Safety Inspectors provide advisory and enforcement activities, promote compliance with electrical safety laws and standards, information, education and training activities to help reduce the risk of death or injury from electrocution, fire and explosion and improve electrical safety. The next survey will be conducted in 2022.
6. The cost is calculated by dividing the total cost of service by the Queensland labour force sourced from ABS's *Labour Force, Australia*. Work health and safety annual funding is based on the previous three years' annual average growth in Queensland's economic activity.
7. This measure is based on the annual change of a five-year rolling average of serious electrical incidents (SEIs). In previous years, the calculation was based on the biennial change. The new approach is to moderate the volatility of results due to small numbers. This volatility partly explains the deviation of the 2020–21 actual from the target.
8. Section 11 of the *Electrical Safety Act 2002* defines a SEI and includes where a person: is killed by electricity; receives a shock or injury from electricity, and is treated for the shock or injury by or under the supervision of a doctor; or receives a shock or injury from electricity at high voltage, whether or not the person is treated for the shock or injury by or under the supervision of a doctor.
9. The cost is calculated by dividing the total cost of service by the population of Queensland (ABS *Australian Demographic Statistics*).

Capable people delivering responsive services

With over 95,000 employees (the equivalent of almost 75,000 full-time employees) across the state, our Department continues to build a capable and confident workforce by attracting and supporting people from all backgrounds, cultures and identities.

Our workforce adapted to the challenges and opportunities presented throughout the year and developed new ways of working to respond to the diverse and changing needs of Queensland communities, workplaces and schools.

We continue our journey to build an inclusive culture reflecting the diversity in our communities, improving performance, and attracting and retaining the workforce we require to support our communities.

Inclusion and diversity through *We All Belong*

The Department's *We All Belong* workforce inclusion and diversity framework was re-launched in November 2020 outlining our approach to inclusion and diversity—to grow together as an organisation, valuing and embracing the different skills, knowledge and experiences each of our staff brings to work. In 2020, workforce strategies and initiatives were released under the *We All Belong* framework, including:

- ***Proud at Work***

In June 2020 and June 2021, the Department was awarded a Gold Standard in the Australian Workforce Equality Index, showing dedication to building LGBTIQ+ inclusive workplaces. The Department was the only state government department in Australia to receive a Gold award.

- ***Able. Valuing talent in all abilities***

In 2020, we released our first Accessibility Action Plan. The *All Kinds of Minds* neurodiversity pilot also commenced in 2020 to establish recruitment pathways to target the strengths and talents of a diverse workforce, focusing on people who are neurodiverse. In 2021, the Department was awarded an international Gold award acknowledging the pilot.

- ***Aboriginal people and Torres Strait Islander people***

Our Aboriginal and Torres Strait Islander workforce strategy supports the department's Commitment Statement. One priority from the strategy focuses on building inclusive workplaces that are culturally capable. This commenced with co-design workshops to develop an Aboriginal and Torres Strait Islander Cultural Capability framework. A working group of 38 people made up of departmental staff, community and

industry stakeholders co-designed the framework in workshops held in Townsville, Rockhampton and Brisbane in November 2020, February 2021 and March 2021.

- ***Pathways to Parity***

In 2020, we released the *Pathways to Parity* workforce strategy, aiming to provide workplaces where all employees, regardless of gender identification, have the same rights, access and opportunities to employment and career pathways enabling them to balance work and life commitments and participate fully in our workplaces.

- ***Many Cultures***

In 2020, the *Many Cultures* workforce strategy was released to celebrate difference and leverage the diverse knowledge, skills and experience of our multicultural workforce. This workforce strategy supports the Multicultural Queensland Charter; a statement of Queensland's values and aspirations, recognising the long and rich history of diversity and the strength it provides for Queensland's shared future.

- ***Generational Diversity***

The *Generational Diversity* workforce strategy was released in 2020, aiming to prepare our workforce for the future, recognise and respect the needs of individuals at every life stage and encourage workplace cultures where every employee feels valued for who they are regardless of age.

- ***Flexible by design***

In 2020, the Department released the *Flexible by Design Framework 2020–2023*, recognising that providing options for working flexibly fosters an inclusive culture that supports a diverse range of staff to participate fully in our workplaces. The pandemic required us to explore flexible ways of working to ensure continuity of service. In 2020, we conducted a 12-month trial of an online job-sharing platform, along with a cultural change campaign, in nominated secondary schools in Metropolitan Region, Cairns and Townsville. The trial aimed to improve staff retention in transition to retirement, to assist our workforce to access promotional opportunities on a part-time basis, and to support staff returning from parental leave.

Employing additional teachers and teacher aides

We are employing more than 6100 teachers and 1100 teacher aides over the next four calendar years to meet the current teaching needs. In 2021, an additional 437.05 FTE teachers and 160.84 FTE teacher aides were allocated through our school staffing models. The final resource allocation of teachers and teacher aides is expected by 31 March 2024.

Staff wellbeing

As part of implementing the Department's staff wellbeing framework, we have developed a range of initiatives to support staff wellbeing across the five wellbeing dimensions: physical, psychological, occupational, financial, and social and community engagement. These include online training modules on the *Staff Wellbeing Learning and Resources* portal as well the development of a new *Looking after yourself during COVID-19 OnePortal* page with additional psychological wellbeing resources to support staff through the COVID-19 pandemic.

The Principal Coaching and Support Service, delivered by *headspace*, continues to provide telephone support and training on a range of psychological and self-care topics to school leaders. During 2020–21, 275 principal coaching and support calls were conducted and 1807 attendances by school leaders at training sessions.

The Staff Mental Health strategy was released for consultation in 2020. The strategy was revised following feedback from staff and stakeholders and will be released in 2021. The strategy includes an action plan to implement activities and initiatives to address the three focus areas of prevention and promotion, early intervention and recovery/rehabilitation.

Since 2020, seven regional wellbeing coordinators (RWCs) have been providing support for schools in planning and implementing staff wellbeing initiatives in line with the Department's *Staff Wellbeing Framework* and *Staff Wellbeing Planning Guide*. To date, RWCs have engaged with over 400 schools and delivered training to almost 5000 staff. As part of the Workforce Priorities Program, RWC support has been extended to regional offices.

As part of the Principal Health and Wellbeing strategy, we continue to deliver a range of initiatives that focus on assisting school leaders with the practicalities and complexities associated with leading and managing a school, including the pilot of a dedicated principal hotline and complex matters case management support service.

Public Sector Ethics Act 1994

All employees are required to comply with the public sector ethics principles set out in the *Public Sector Ethics Act 1994*. Employees undertake online mandatory public sector ethics training when commencing employment, and at intervals of no more than 12 months thereafter. The mandatory all-staff training (MAST) program is updated annually to incorporate new information that all staff need to know.

Learning and professional development

We have seen a significant increase in Learning and Professional Development (L&PD) programs in 2020 and 2021.

We had 94,121 completions of our 2021 MAST program, (including contractors and volunteers). As at 30 June 2021, 89.4% of staff have completed the program.

Through a range of new L&PD online programs we have focused on building the capability of our workforce in priority areas, from our *Beginning Teacher Learning Suite* through to our Management Foundations program. Over 63,074 participants engaged with this learning, designed to be easily accessible, readily applicable to the workplace and to enable ongoing capability and support. An additional 7690 staff participated in 714 facilitated short courses. Also, we had:

- 373 leaders and aspiring leaders participate in the LEAD4QLD program to gain insights into their leadership capability;
- 230 leaders participate in the coaching and mentoring development program; and
- over 500 Leadership capability and professional development sessions delivered to leaders.

Industrial Technology and Design (ITD) Technologies Safety Awareness and Induction has received 709 enrolments for the online course which introduces staff who work in ITD workshops to safety processes and practices relating the ITD curriculum and workshop environments.

Curriculum Activity Risk Assessment (CARA) training has received over 51,355 enrolments and is applicable for all state school staff who are responsible for planning or delivering activities to students as a part of the Australian Curriculum. It assists teachers, school leaders and others in their legal duty of care of students under the *Work Health and Safety Act 2011*.

The Aspiring Aboriginal and Torres Strait Islander Leaders Program delivered leadership capability to 38 participants. At the commencement of the program, participants established a leadership goal, defining how this would be achieved in a school context via a targeted project or challenge, working with colleagues across schools and engaging in peer coaching. Project results and peer reflections were shared at the conclusion of the program. The promotion of participants into higher leadership roles has been observed in eight participants—seven have progressed from their initial teaching positions at the commencement of the program into a leadership position, with one of these participants achieving two role-classification progressions from Teacher, to Head of Curriculum, to Deputy Principal. An additional participant progressed from a position of Relief Teacher to a Senior Teacher position.

There are now 102 more language teachers available as a result of completing the Languages upskilling program for teachers. The 2020 program extended opportunities for Auslan, Aboriginal Languages and Torres Strait Islander Languages participants.

The Department has implemented a new recognition of prior learning (RPL) process for Community Education Counsellors (CECs) for salary progression purposes in accordance with the Teaching in State Education Award—State 2016 (Clause 12.8).

Recognition is achieved through an RPL process that assesses prior learning and work experience related to Aboriginal culture and environment and Torres Strait Islander culture and environment. As at 24 June 2021, ten CECs have completed the process and twenty-five are currently working on their applications.

The Department undertook a review of the Professional Development Panel of Pre-qualified Providers and has broadened the scope of the new panel to include areas beyond the previous scope of leadership. We are also merging other Standing Offer Arrangements (SOAs) to reduce administrative load and improve quality and consistency of outcomes.

Teacher Learning Centres

Since the commencement of 2020, Teacher Learning Centres (TLCs) have been established across Queensland to streamline support for preservice, beginning and early career teachers and those who support them (mentors, school leaders).

The strong partnership between L&PD and the TLCs has provided a platform for consistent delivery and coordination of professional learning in each of the seven regions. The relationships and local knowledge of TLC teams ensure quality in professional learning, with 476 events and 8,665 attendees over the past 12 months. A participation satisfaction rating of 95% shows that the work TLCs are delivering is aligned to priorities, and helping to build confident and capable teachers.

Review of the employment security policy

To increase the number of permanent employment positions, we are implementing the Government's employment security policy as it relates to Queensland state schools.

We have incorporated employment security provisions in all our Enterprise Agreements, and are including provisions in our recruitment policies and procedures.

We are also continuing to implement the Public Sector Employment Reforms which support the government's commitment to maximising employment security and the positive and proactive management of employee performance.

Our workforce profile

As at 30 June 2021 the Department had:

- 95,373 employees or 75,296.8 full-time equivalent (FTE) staff
- approximately 94% of the workforce based in a school

- 2.80% of the workforce identify as Aboriginal and Torres Strait Islander
- 4.39% of the workforce who have had a disability
- 8.56% of the workforce who were from a non-english-speaking background
- 2.7% of the total workforce providing corporate services
- approximately 0.5% of total FTE staff employed as senior officers, senior executive officers, miscellaneous workers or trainees
- a permanent staff retention rate of 94.9%
- an annual permanent separation rate of 5.1%.

During 2020–21, three employees received a redundancy package at a total cost of \$272,838.39. No retrenchment or early retirement packages were paid during this period.

Table 5: Workforce by type of employment

Employment category	% of workforce
Permanent employees	81.8%
Temporary employees	14.1%
Casual and Contract employees	4.1%
Total	100%

Table 6: Workforce by type of employment

Occupational group	% of workforce
Teachers	63.7%
Teacher aides	14.3%
Public servants	13.3%
Cleaners	6.4%
School officers	1.8%
Other	0.5%
Total	100%

Note: Employee numbers are based on quarter 2, 2021 Minimum Obligatory Human Resource Information (MOHRI) point-in-time data. MOHRI FTE data for fortnight ending 18 June 2021.

Integrity and governance reforms

We are committed to the highest standards of integrity and conduct at every level; to act ethically and use resources to support the education of Queensland children and young people.

To support this commitment, we are delivering integrity and governance reforms to ensure cohesion of our systems, processes, strategies and standards. Initiatives delivered under the Integrity and governance reforms – next 90-day action plan – include:

- *Speaking up*: promoting and raising awareness through campaigns and training about speaking up and the importance of people having the confidence to say something if it does not seem right
- *Managing conflicts of interest*: delivering updated MAST and refresher program as well as the Management Foundations program
- *Executive selection and appointments (for SES and SES-equivalent positions and level 8 principal positions and above)*: releasing the new online module, supporting resources and tools to support panel members and chairs undertaking Executive selection and appointment processes.

We also published new policies and procedures and support materials including a conflicts of interest policy and procedure and a revised recruitment and selection procedure.

Widening Tertiary Participation

In January 2021, the Department entered into a new Widening Tertiary Participation (WTP) Memorandum of Understanding for 2020–23. Continuing a decade of WTP arrangements, this involves all Queensland universities undertaking engagement activities in Queensland state schools. It aims to increase engagement of Aboriginal and Torres Strait Islander students, students from regional areas and students from low socio-economic status backgrounds in higher education.

A sustainable racing industry in Queensland

The Queensland racing industry contributes significantly to our economy and employs many Queenslanders. It also contributes to the social cohesion of communities, particularly in our rural and regional areas.

The Office of Racing supports the governance, funding and operations of the racing industry in Queensland. During the year we continued to deliver the country racing program, racing infrastructure fund and training track subsidy scheme, and provide oversight of Racing Queensland.

Country racing program

This program enables Racing Queensland to sustain country thoroughbred racing in Queensland by providing \$17.6 million per annum to 2023.

The funding includes:

- \$15 million annually to support prize money (including the Queensland thoroughbred incentive scheme), clubs, jockey riding fees, superannuation and WorkCover expenses and club meeting payments to support country racing meets
- \$2.6 million annually for country racing club infrastructure repairs and maintenance and asset replenishment/replacement as assessed on an as-needs basis by Racing Queensland.

Racing infrastructure fund

This fund supports priority infrastructure projects promoting growth and sustainability of the Queensland racing industry.

The following projects have been approved for funding and are under development:

- Sunshine Coast Turf Club synthetic track, to replace the club's all-weather training/racing cushion track surface with a modern synthetic track for thoroughbred training and future TAB racing - completion is expected in 2021
- Greater Brisbane Greyhound Centre, to purchase land to develop a greyhound racing venue - completion of the centre is expected in 2024
- Gold Coast Turf Club tracks and lights, to: install a new synthetic track suitable for training, trialling and racing; redevelop the turf B Grass training track; upgrade the course proper; improve access to the infield; provide a new ambulance track; and install lighting infrastructure for racing under lights - completion is expected in 2025.

Training track subsidy scheme

This scheme is an annual \$2 million funding program to assist thoroughbred race clubs to offset the costs of maintaining training facilities at their venues.

During 2020–21, the funding assisted 69 eligible racing clubs across Queensland.

Service area performance

The following service standards in our Service Delivery Statement 2020–21 are used by the Department and the government to assess overall performance of this service area.

Table 7: Racing performance measures

Racing ¹	2020–21 Target/Est	2020–21 Actual
Service standards		
<i>Effectiveness measure</i> Percentage of country race meetings in the approved schedule that are conducted ^{2,3}	85%	94%
<i>Efficiency measure</i> Average cost per hour of policy advice and support ⁴	\$86.00	\$80.10

Notes:

1. This service area was previously presented in the former Department of Local Government, Racing and Multicultural Affairs 2019–20 Service Delivery Statement.
2. The Country Racing Program (CRP) is administered by the department and supports the continued provision of country race meetings. Under the CRP Grant Deed, Racing Queensland provides a race meeting schedule to the department in April each year, for the following financial year. The service standard reports on the proportion of scheduled race meetings held and is considered a measure of the effectiveness of the department in delivering ongoing funding support for country race events across the state.
3. The variance between the 2020–21 Target/Estimate and the 2019–20 Target/Estimate is due to the impact of the COVID-19 health pandemic with an expected reduction in the number of scheduled race meetings to be held in 2020–21.
4. This service standard measures the average cost per hour for the provision of policy advice and support related to racing. Costs are based on the number of full-time equivalent (FTE) positions providing racing related policy advice and support.

Governance – risk management and accountability

We use the term governance to refer to the structures and processes used to set our strategic direction and govern our operations to achieve our objectives, manage risk, discharge our accountability obligations and deliver outcomes for Queensland children, students, families and the community.

Human rights

We are committed to creating a stronger, fairer Queensland by respecting, protecting and promoting human rights in everything we do.

During 2020–21 we continued to implement the *Human Rights Act 2019* across the Department with a focus on building employee awareness and understanding, and strengthening capability in human rights consideration. Some of the actions taken to further the objectives of the *Human Rights Act 2019* included:

- development of a Department of Education Human Rights Framework to highlight our commitment to human rights and provide a coherent, unified framework for activities contributing to meeting our obligations
- provision of *human rights in education* training to staff across the Department's seven regions and central office
- partnering with the Queensland Human Rights Commission to deliver *train the trainer* sessions across all regions to support sustainable capability development
- delivery of three *human rights in education* communication campaigns to both internal and external audiences
- release of a suite of targeted human rights resources for staff including animations, fact sheets, case studies, assessment tools, frequently asked questions and a training kit
- integration of human rights materials into P–10 curriculum to build teacher capability and support student learning
- ongoing review of policies, procedures, programs and practices to ensure compatibility with the *Human Rights Act 2019*
- assessment of 15 human rights complaints as upheld/substantiated (either in full, or in part) and an action or decision found to be incompatible with human rights. These complaints were managed in accordance with the department's customer complaint management framework. Action taken for substantiated complaints may include the department overturning a decision, giving an apology, changing a practice or process,

providing a service not previously provided or addressing or referring the issue for system improvement.

Information systems and recordkeeping

The Department has several legislative obligations when making and maintaining public records. The *Public Records Act 2002* and the *Financial and Performance Management Standard 2019* require the department to have regard to the Queensland Government Enterprise Architecture and Records Governance policy.

During 2020–21 we undertook the following activities to improve our recordkeeping practices:

- upgraded the corporate electronic document records management system, associated online training and knowledge-base articles
- undertook a full review of the corporate electronic document records management system to ensure the solution is positioned to meet future digital legislative requirements
- progressed the review of the Education and Training Sector Retention and Disposal schedule through Queensland State Archives
- continued to improve records management practices, including digital records management due to COVID-19.

Risk management

Our Enterprise Risk Management Framework is a comprehensive approach to identifying, assessing and treating risk based on the Department's risk appetite within the context of our risk environment, and provides a solid foundation to enable our staff to better understand risk and be more confident in applying it to their daily work and decision-making. Our Executive is provided with a quarterly risk profile as part of our reporting obligations under the *Financial and Performance Management Standard 2019*.

Audit and Risk Management Committee

The Audit and Risk Management Committee (ARMC) provides independent advice to the Director-General to help fulfil his responsibilities under the *Financial Accountability Act 2009*.

The ARMC has given due consideration to all audit recommendations by the Queensland Audit Office (QAO) in accordance with its Terms of Reference. A full list of QAO audits relevant to the department is included under the heading 'external scrutiny'.

The ARMC meet at least quarterly in accordance with its Terms of Reference. Details about our ARMC including membership and a description of the committee's role, functions, remuneration and achievements are available in **Appendix D**.

Information security attestation

During the mandatory annual Information Security reporting process, the Director-General attested to the appropriateness of the information security risk management within the Department to the Queensland Government Chief Information Security Officer, noting that appropriate assurance activities have been undertaken to inform this opinion and the department security risk position.

Internal audit

Internal Audit contributes to improving internal service delivery by identifying improvements in risk management, control and governance processes.

Internal audit complies with its charter developed in accordance with the International Standards for the Professional Practice of Internal Auditing and the *Financial Accountability Act 2009* to ensure the effective, efficient and economical operation of the branch.

Internal Audit continues to remain agile in its service delivery, and develops a 6+6 Month Audit Plan using various inputs including departmental priorities, strategic and operational risk and stakeholder consultation. The plan is endorsed by the ARMC and approved by the Director-General.

Internal Audit is responsible for the provision of audit and advisory services across the department including centralised functions, information systems, frontline service delivery areas, and programs and projects.

During 2020–21, Internal Audit undertook:

- 225 school audits including full scope and follow-up audits
- 127 school health checks
- 13 general and operational audits
- three information system audits
- one grant acquittal
- five operational audits for the Office of Industrial Relations.

Education Improvement Branch

The Education Improvement Branch (EIB) undertakes quality assurance and reviews across Queensland's 1280 state schools and education centres. The reviews provide insights into practice and contribute to improved education outcomes across early learning, schooling, regions and the system for children and young people across Queensland.

The EIB builds relationships with key partners and stakeholders, and undertakes:

- annual performance assessments
- school reviews and priority support case management
- regional and system reviews.

In 2020–21, the EIB:

- reviewed 399 Queensland state schools and centres
- conducted two regional reviews, one regional self-assessment and three system reviews
- undertook 198 school check-in visits as part of the priority support case management process.

External scrutiny

The Department is subject to several external reviewers established by legislation that provide independent views and/or assurance of our performance to customers, stakeholders and the community. The following reviewers produced reports relevant to the Department.

Queensland Audit Office

The Auditor-General is an independent officer of parliament, appointed for a fixed seven-year term. The QAO enables the Auditor-General to fulfil this role under the *Auditor-General Act 2009* by providing professional financial and performance audit services to both parliament and the public sector on behalf of the Auditor-General.

The following reports are applicable to the Department.

- Report 1, 2020–21: Family support and child protection system
- Report 2, 2020–21: Effectiveness of audit committees in state government entities
- Report 3, 2020–21: Queensland Government Response to COVID-19
- Report 7, 2020–21: Delivering successful technology projects
- Report 13, 2020–21: State entities 2020
- Report 15, 2020–21: State finances 2020
- Report 18, 2020–21: Education 2020

Office of the Information Commissioner

The Office of the Information Commissioner is Queensland's independent statutory body established under the *Right to Information Act 2009* and the *Information Privacy Act 2009* to promote access to government-held information, and to protect people's personal information held by the public sector.

The following reports are applicable to the Department:

- Audit report—Disclosure logs—Queensland Government departments
- Privacy and Public Data Audit Report
- Minimum reporting requirements: Personal interests, gifts and benefits, overseas travel.

Crime and Corruption Commission

The Crime and Corruption Commission is a statutory body set up to combat and reduce the incidence of major crime and corruption in the public sector in Queensland. Its functions and powers are set out in the *Crime and Corruption Act 2001*.

The following report is applicable to the Department:

- An investigation into allegations relating to the appointment of a school principal.

Customer complaints management

We are committed to responding to customer complaints in an accountable, transparent, timely and fair way that is compatible with human rights. We manage complaints in accordance with our Customer complaints management framework, policy and procedure.

Information about the department's customer complaints for 2020–21 is available on our department's website Compliments and customer complaints.

Statutory bodies and portfolio entities

The Department supports the statutory bodies and portfolio entities identified in the Department of the Premier and Cabinet register. Statutory bodies, including universities and grammar schools, prepare their own reports. Information about the bodies and entities can be found at <https://governmentbodies.premiers.qld.gov.au/departmentsearch.aspx> and <https://qed.qld.gov.au/publications/reports/annual-report>

Open data

A number of reporting requirements are published online in lieu of inclusion in this report. The following information requirements are reported on the Queensland Government's Open Data portal at <https://data.qld.gov.au>

- Consultancies

- Overseas travel
- Queensland Language Services Policy.

Appendix A – Performance measures

A great start for all children

Participation

Proportion of Queensland children enrolled in an early childhood education program

Figure 5: All Queensland children

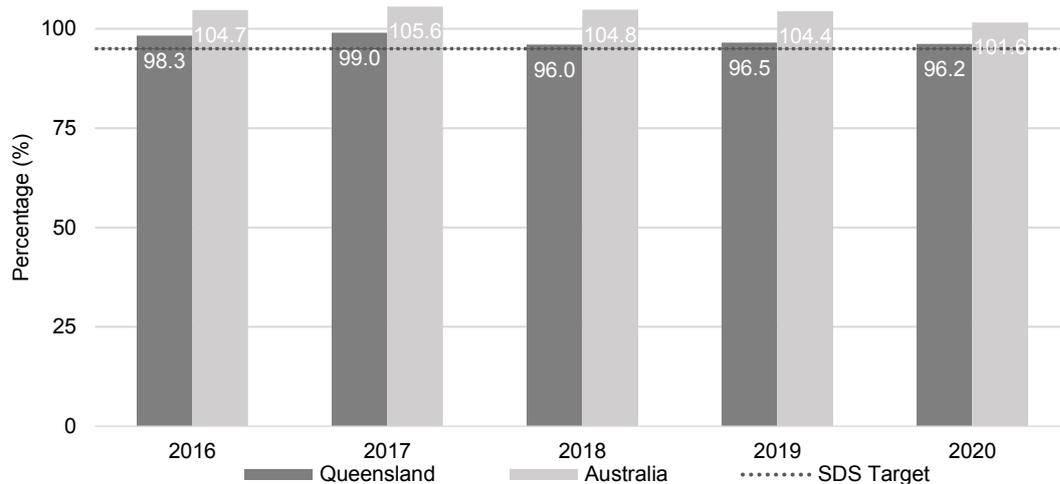


Figure 6: Aboriginal and Torres Strait Islander children

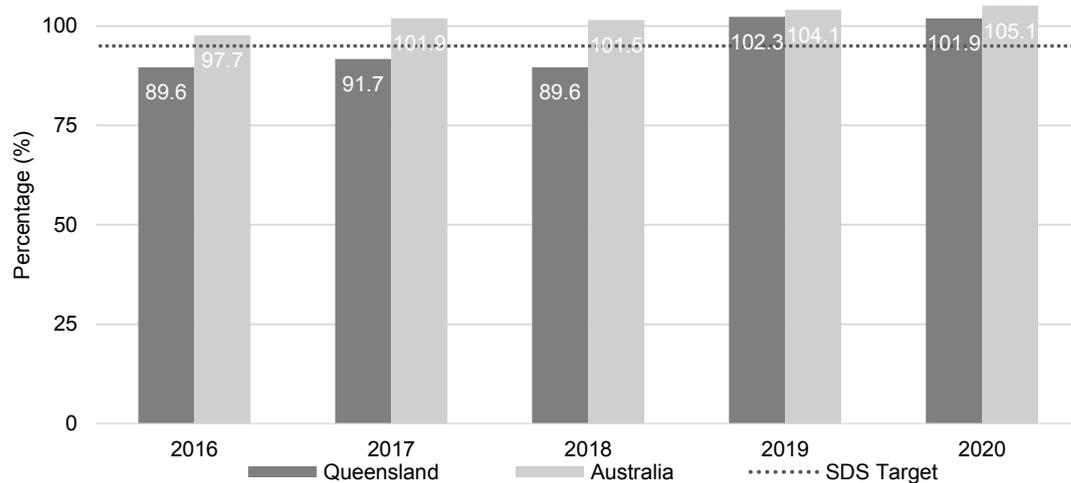
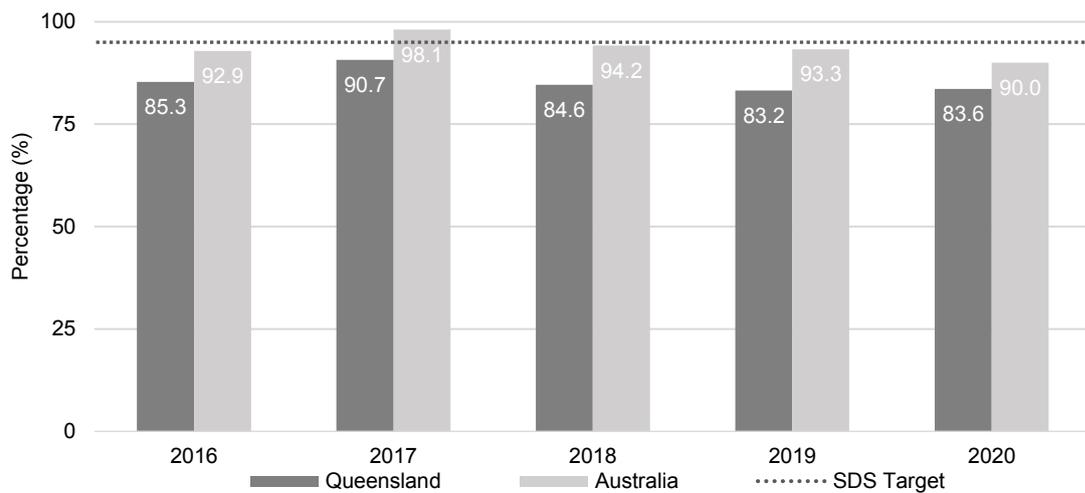


Figure 7: Children who reside in disadvantaged areas



Source: Australian Bureau of Statistics (2020) *Preschool Education, Australia*. SDS Target: Service Delivery Statement target for the latest reporting period.

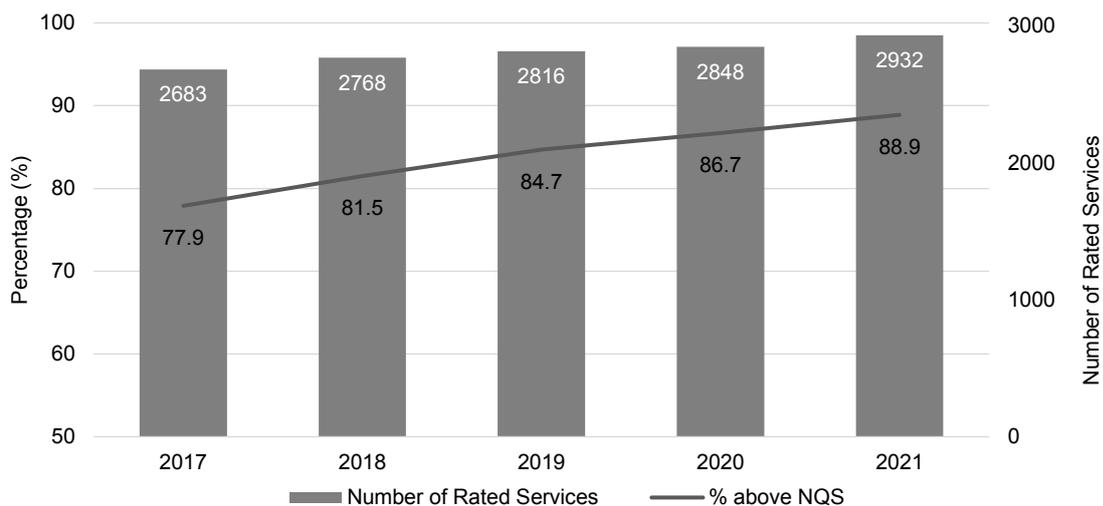
Early childhood education program: a quality play-based program in accordance with the Early Years Learning Framework and the National Quality Standard delivered by a degree-qualified early childhood teacher.

Results over 100 per cent are possible as the nationally agreed measure is the number of children enrolled (aged four or five) divided by the estimated resident population of four-year-old.

The 2018 and 2019 kindergarten participation data was re-released by the ABS to correct an error in the linkage process. No adjustments have been made to the 2016 and 2017 data. As such any comparisons of the data prior to 2018 should be interpreted with caution.

Proportion of assessed and rated services meeting or above the National Quality Standard

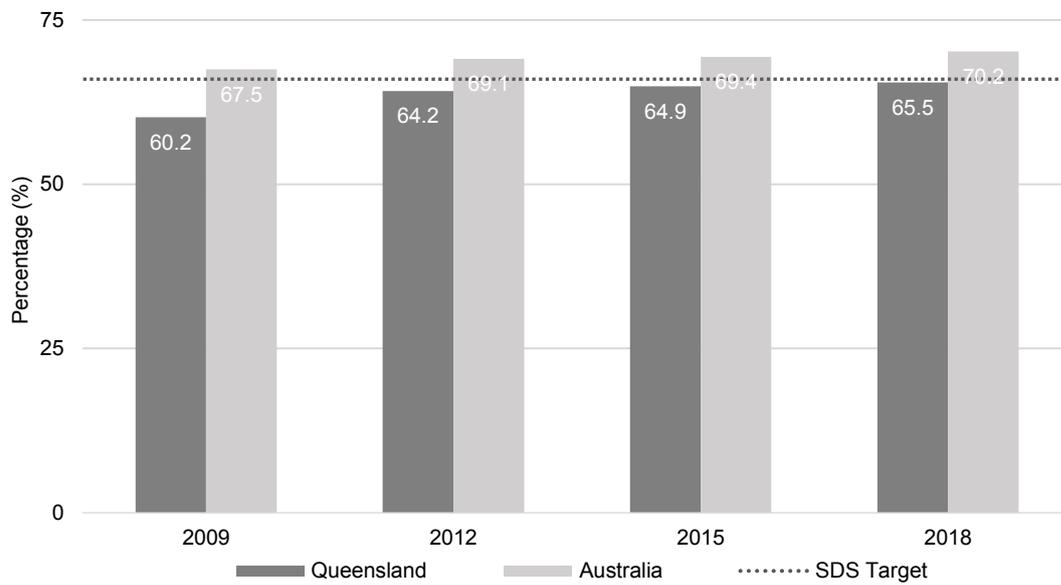
Figure 8: Quality



Source: Australian Children's Education and Care Quality Authority (Q2 2021) *National Quality Framework snapshot*. As at 30 June each year.

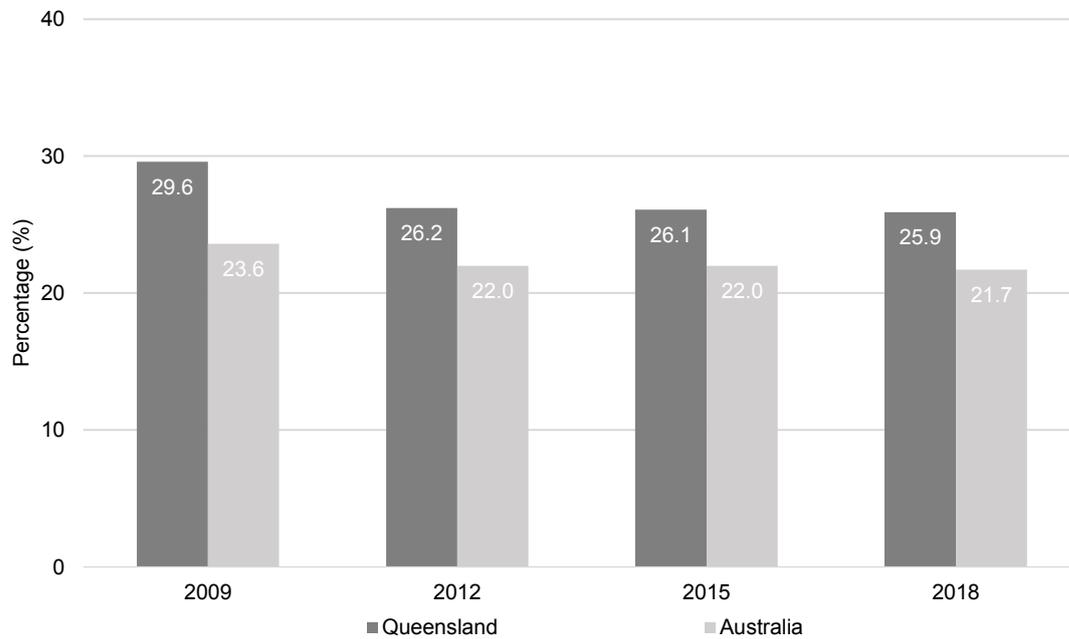
Proportion of children developmentally on track in four or more (of five) AEDC domains

Figure 9: All Queensland children



Proportion of children developmentally vulnerable in one or more domains of AEDC

Figure 10: All Queensland children



Source: Australian Early Development Census (2018). SDS Target: Service Delivery Statement target for the latest reporting period. The AEDC is conducted every three years with the next census to be conducted in 2021. Results are expected to be made available in early 2022.

Government expenditure per child – kindergarten

Table 8: Efficiency

Expenditure per child	2020–21 Actual	2020–21 SDS Target
Government expenditure per child - kindergarten	\$3,231	\$2,700

Source: Department of Education (2021). The 2020–21 Actual is based on the most recent data published in the 2021 Report on Government Services which uses the previous financial year's expenditure data. The higher than expected government expenditure per child is due to the Queensland Government investing an additional \$17 million to support community kindergartens impacted by the COVID-19 health pandemic.

Appendix B – Performance measures

Every student succeeding

Student achievement

The National Assessment Program - Literacy and Numeracy (NAPLAN) testing in 2020 was cancelled due to the COVID-19 pandemic.

Proportion of students achieving at or above the National Minimum Standard

Year 3 – All students

● Australia ■ All Qld Students ■ Qld State Schools

Figure 11: Reading

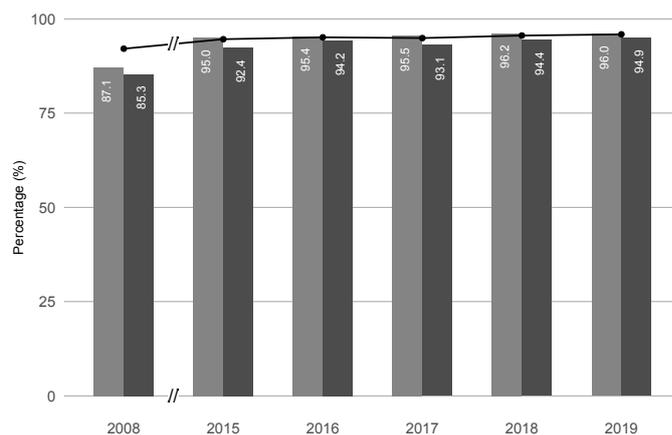


Figure 12: Writing

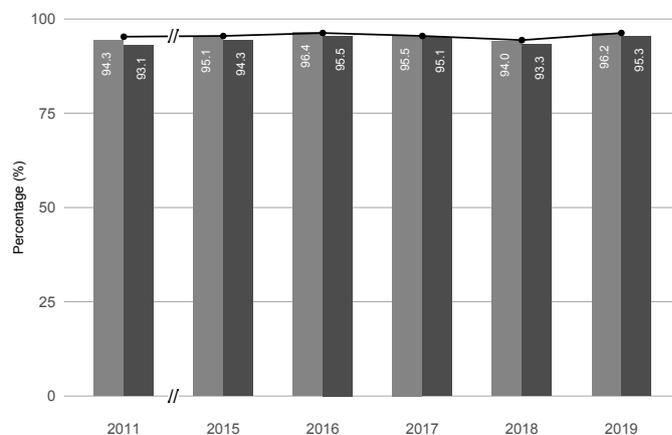
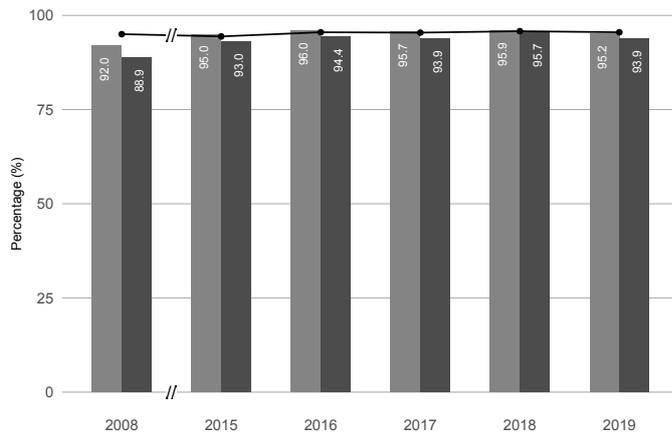


Figure 13: Numeracy



Year 3 – Aboriginal and Torres Strait Islander students

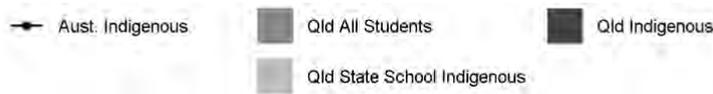


Figure 14: Reading

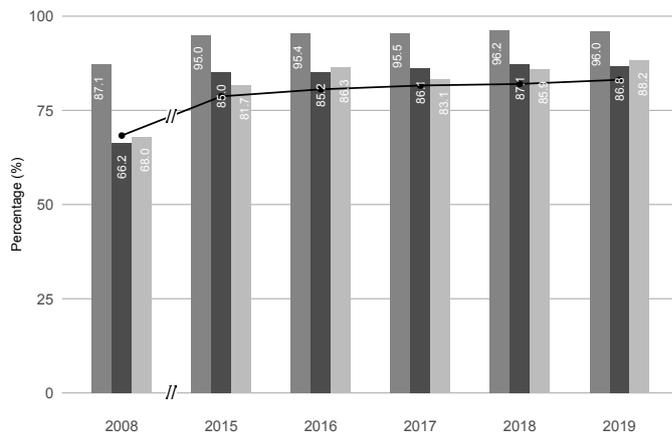


Figure 15: Writing

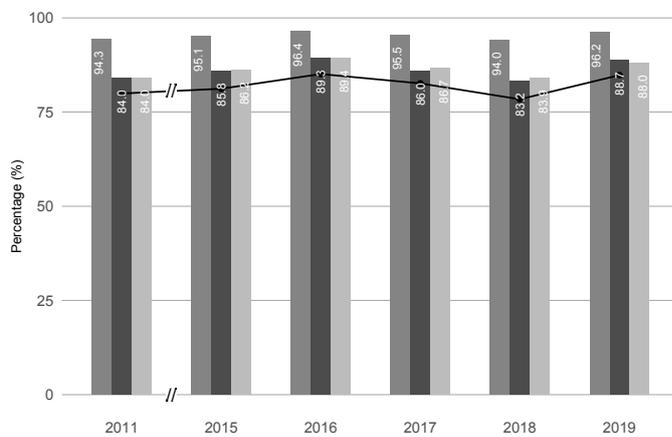
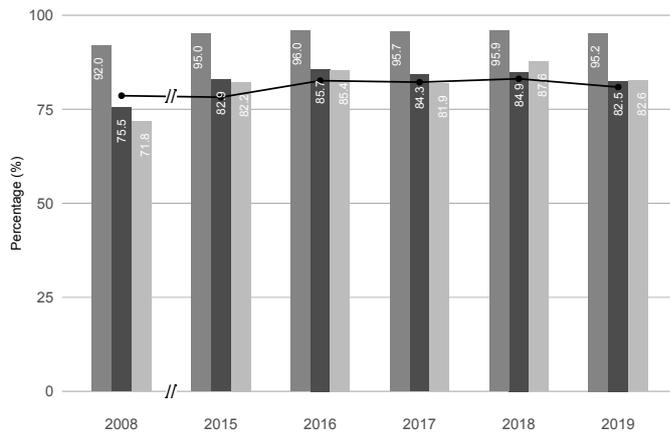


Figure 16: Numeracy



Year 5 – All students

—●— Australia ■ All Qld Students ■ Qld State Schools

Figure 17: Reading

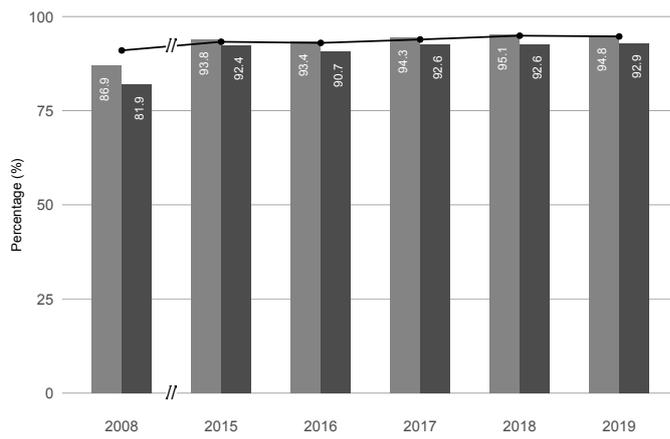


Figure 18: Writing

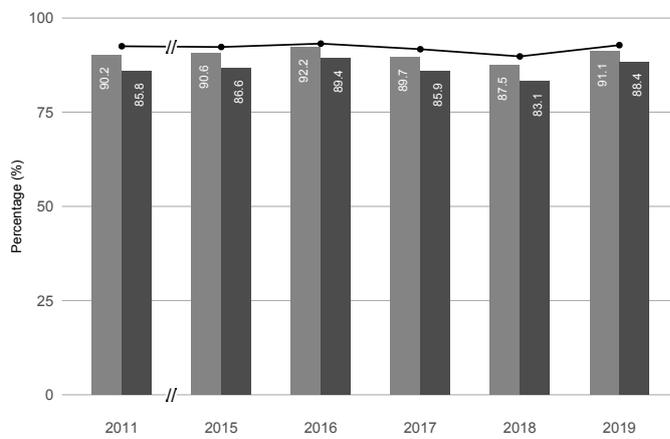
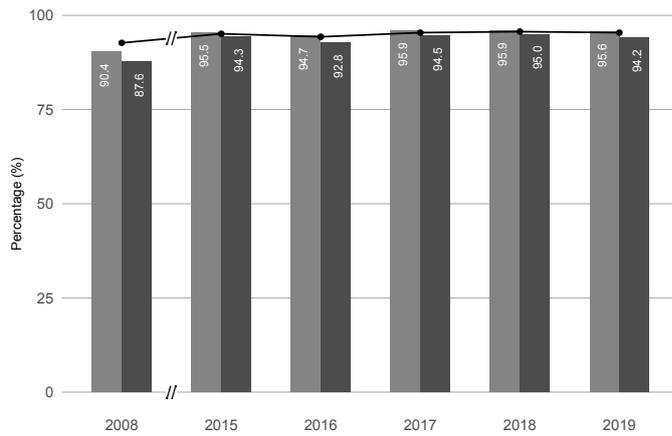


Figure 19: Numeracy



Year 5 – Aboriginal and Torres Strait Islander students

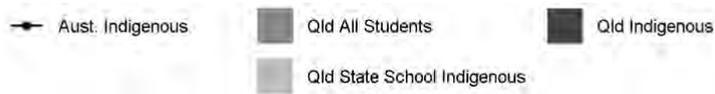


Figure 20: Reading

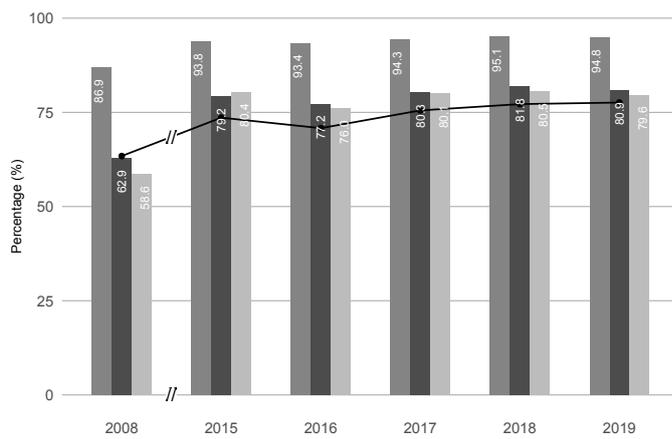


Figure 21: Writing

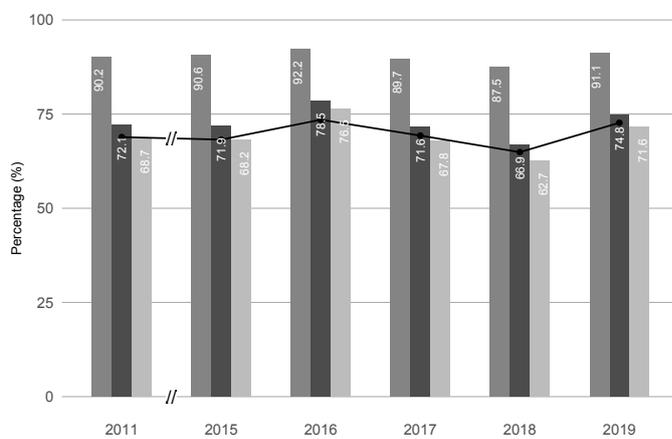
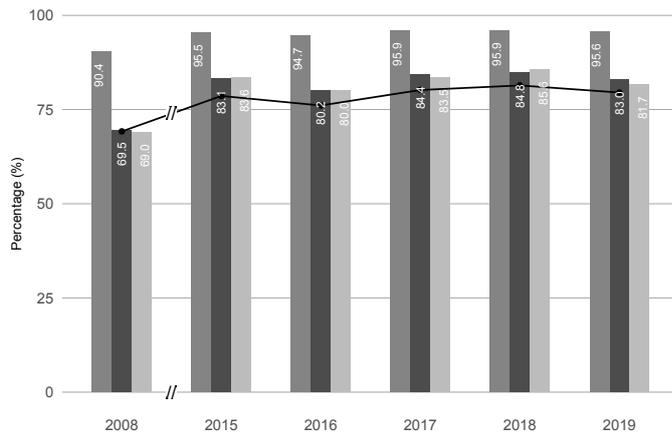


Figure 22: Numeracy



Year 7 – All students

● Australia All Qld Students Qld State Schools

Figure 23: Reading

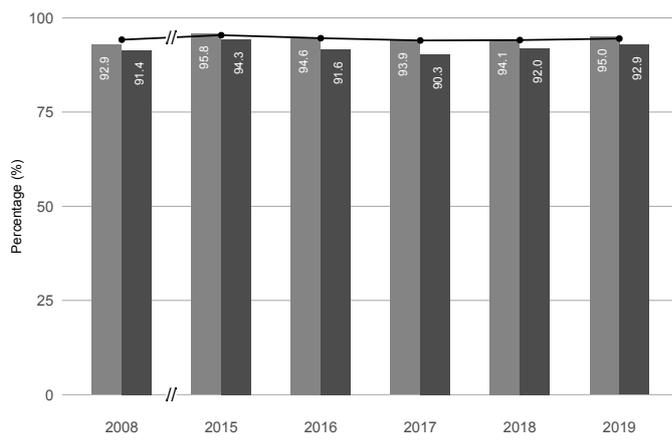


Figure 24: Writing

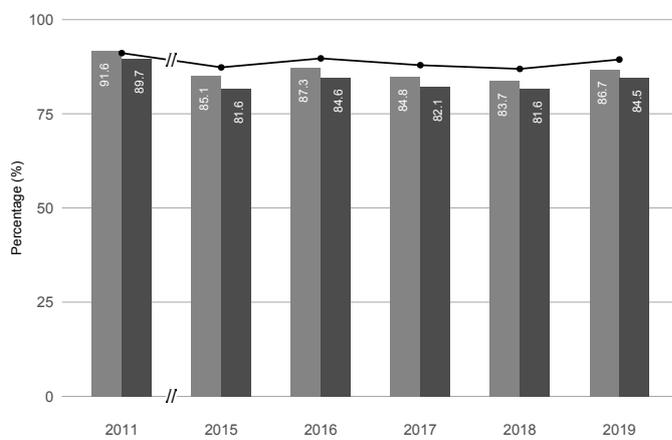
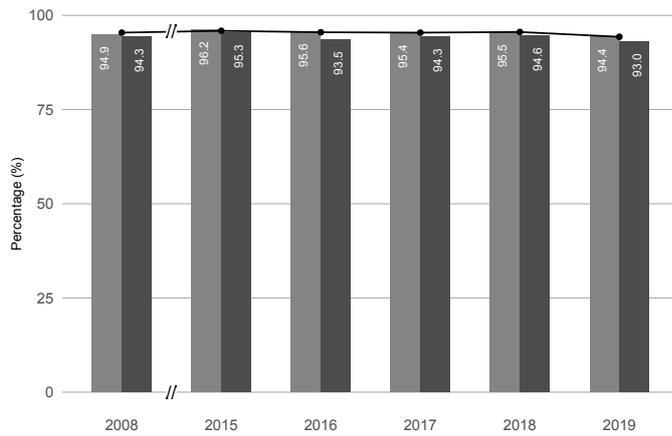


Figure 25: Numeracy



Year 7 – Aboriginal and Torres Strait Islander students

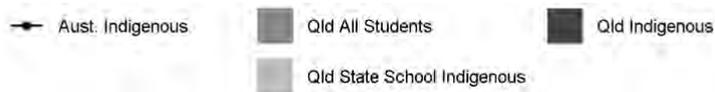


Figure 26: Reading

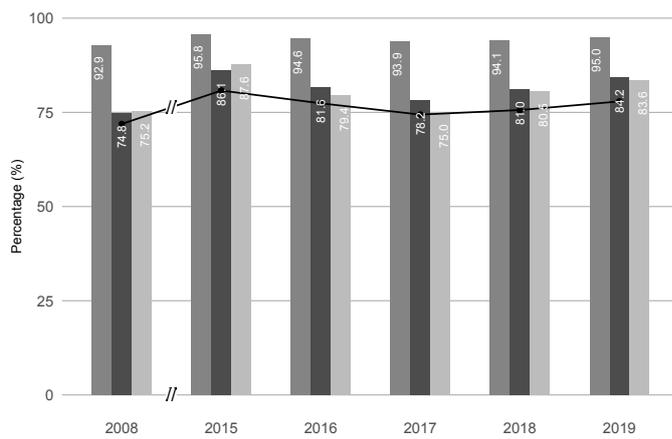


Figure 27: Writing

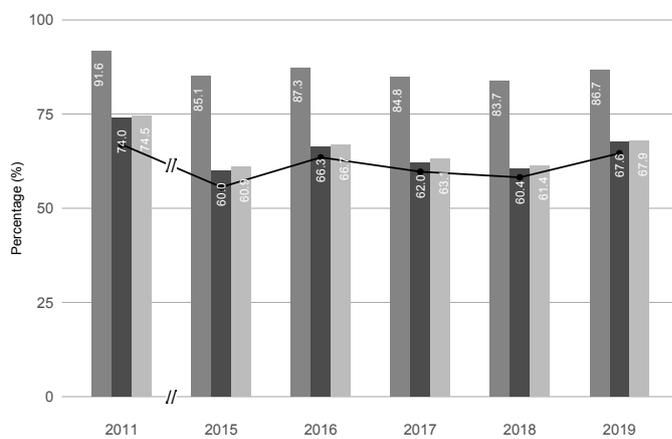
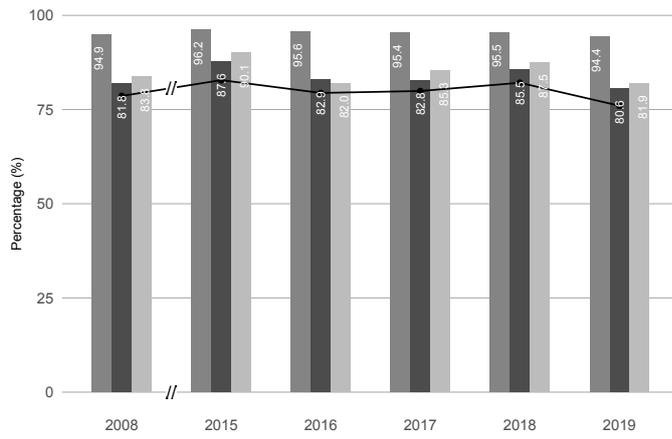


Figure 28: Numeracy



Year 9 – All students

● Australia All Qld Students Qld State Schools

Figure 29: Reading

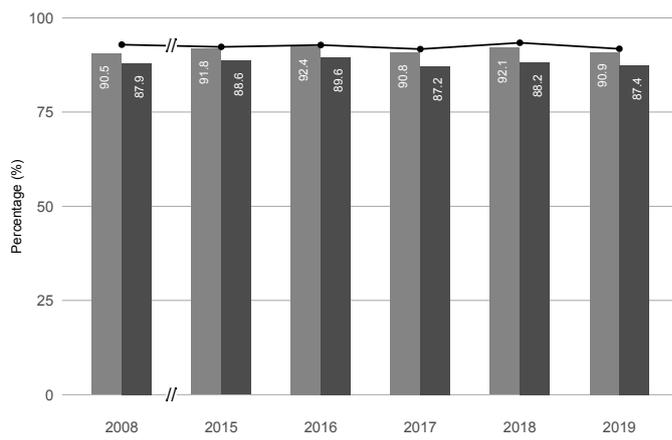


Figure 30: Writing

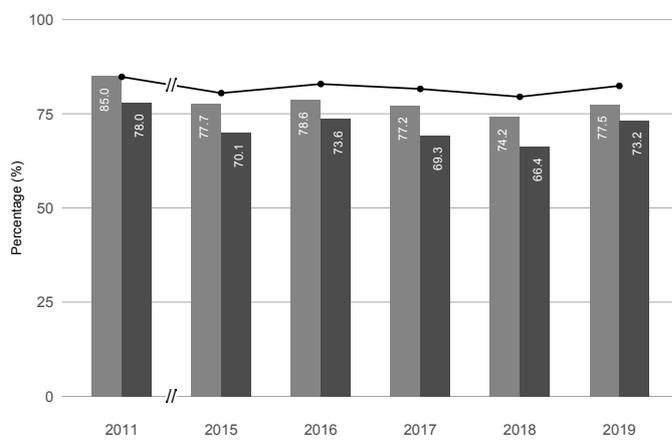
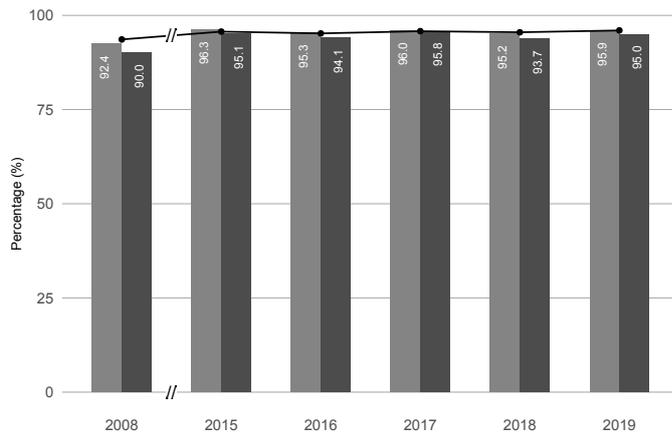


Figure 31: Numeracy



Year 9 – Aboriginal and Torres Strait Islander students

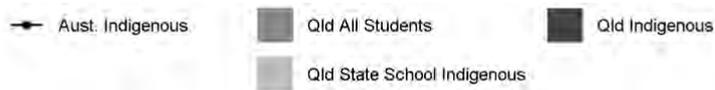


Figure 32: Reading

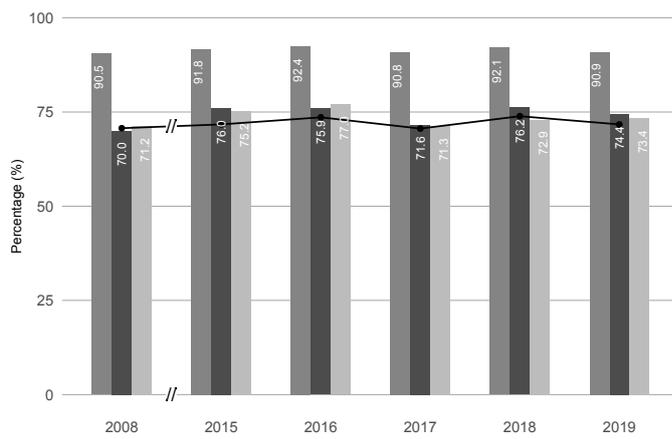


Figure 33: Writing

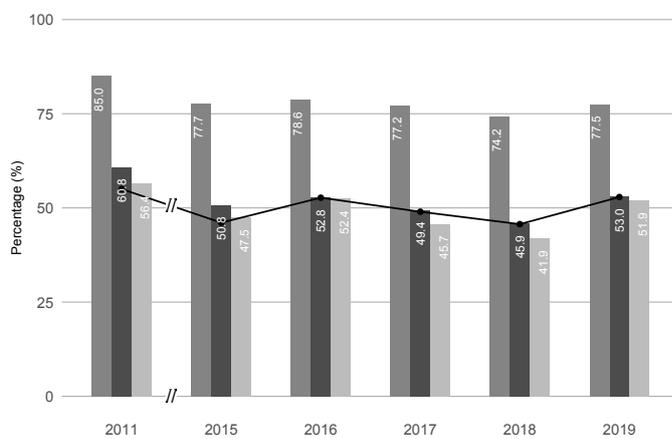
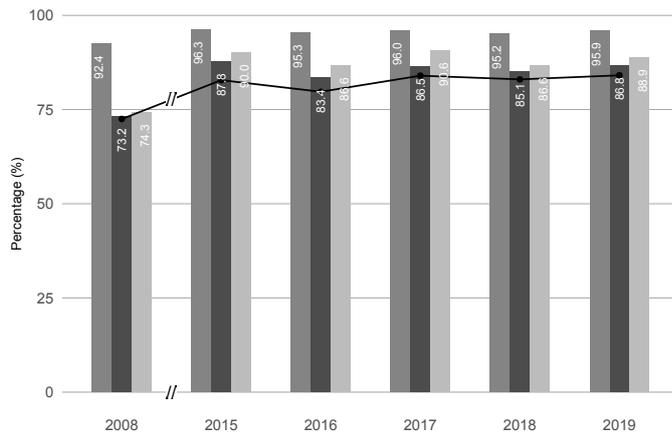


Figure 34: Numeracy



Source: Australian Curriculum, Assessment and Reporting Authority (ACARA) and Queensland Curriculum and Assessment Authority (QCAA). Baseline (2008 or 2011) figures are shown for comparison.

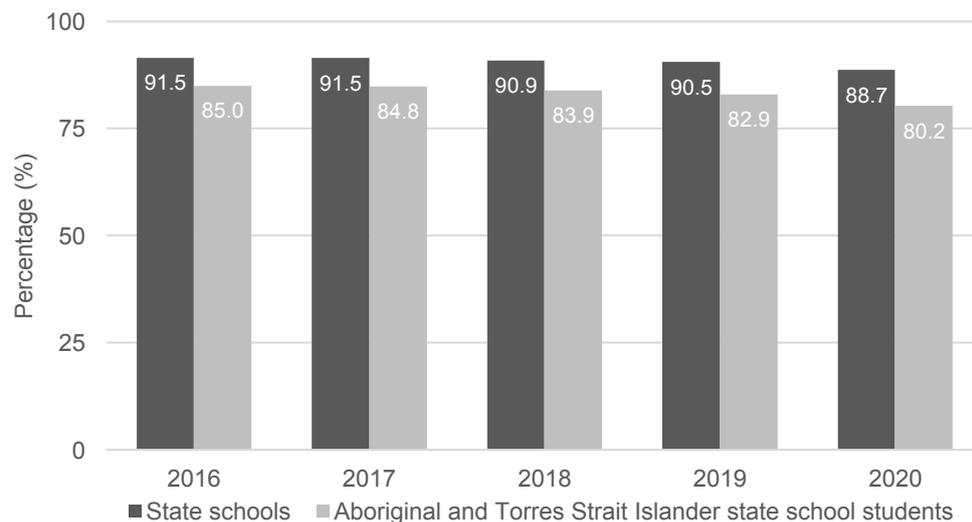
Student engagement and retention

Attendance rate

Table 9: Attendance by region

Education region	2016	2017	2018	2019	2020
Central Queensland	91.5%	91.2%	90.9%	90.3%	88.6%
Darling Downs South West	91.2%	90.9%	90.5%	90.2%	89.3%
Far North Queensland	88.9%	88.6%	87.9%	87.2%	85.5%
Metropolitan	93.0%	93.0%	92.5%	92.0%	90.1%
North Coast	91.2%	91.3%	90.5%	90.1%	88.2%
North Queensland	89.4%	89.6%	88.6%	87.4%	86.4%
South East	91.6%	91.6%	91.0%	90.7%	88.7%
Queensland	91.5%	91.5%	90.9%	90.5%	88.7%

Figure 35: Attendance



The student attendance rate is based on Semester 1 each year and is generated by dividing the total of full days and part days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

In 2020, the COVID-19 health pandemic affected student attendance in Queensland Government schools. Comparisons between 2020 and previous years should be interpreted with caution.

Learning days lost due to suspensions

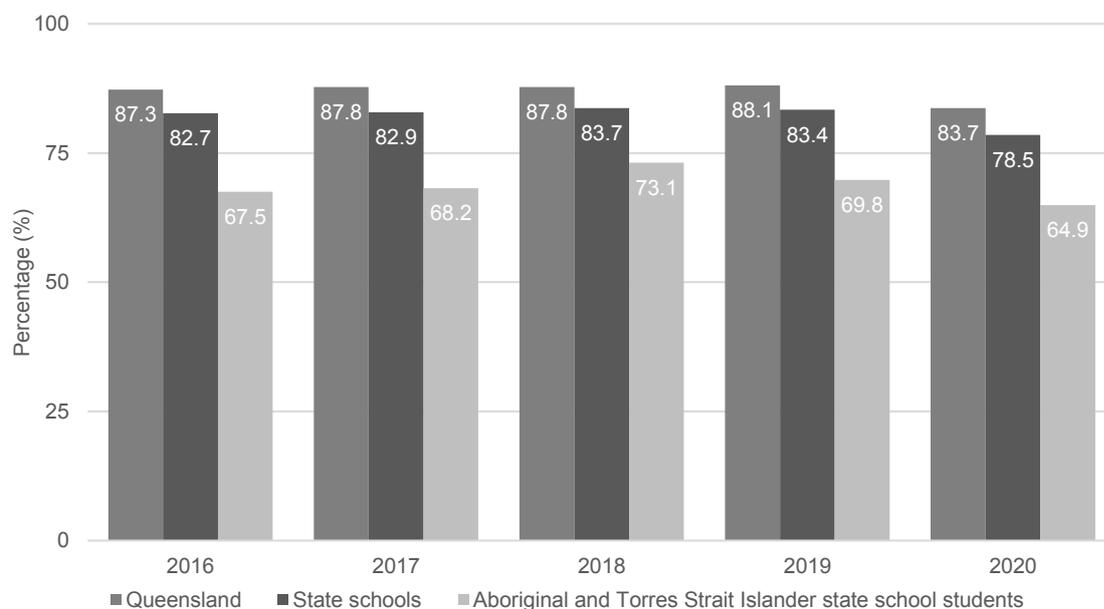
Table 10: Learning days lost to suspensions

Year	2016	2017	2018	2019	2020
Percentage of total student learning days lost to suspension	0.30%	0.31%	0.32%	0.32%	0.22%

Source: Department of Education (2020) *Semester 1 Attendance Collection*.

Apparent retention rates of students Years 10-12

Figure 36: Apparent Retention

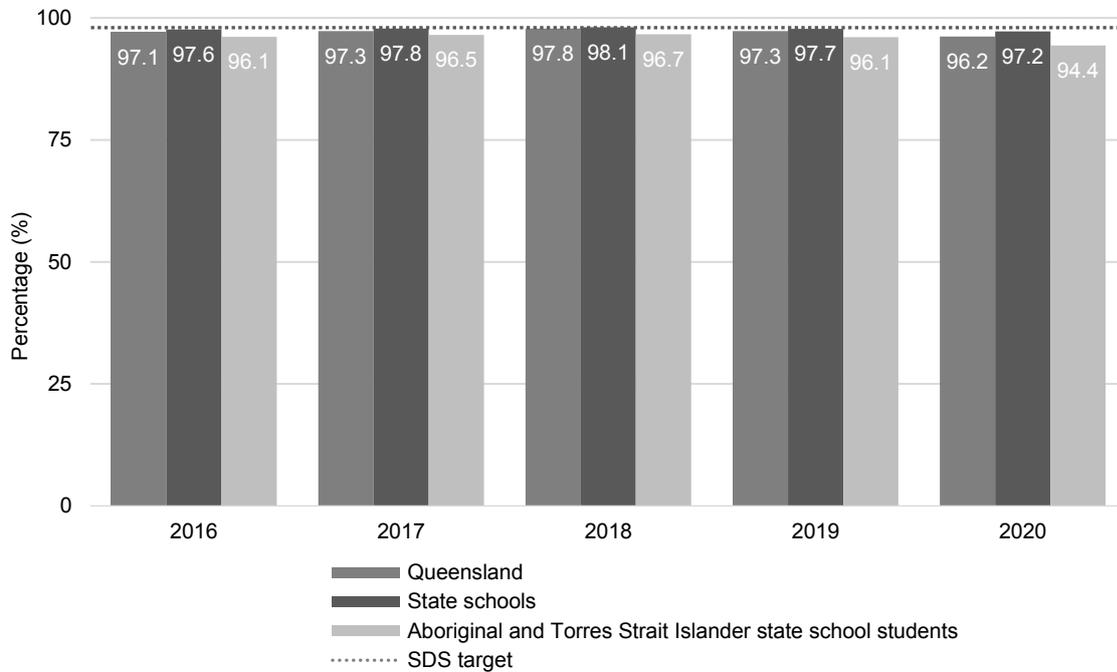


Source: Australian Bureau of Statistics (2020) *Schools*.

Year 12 attainment

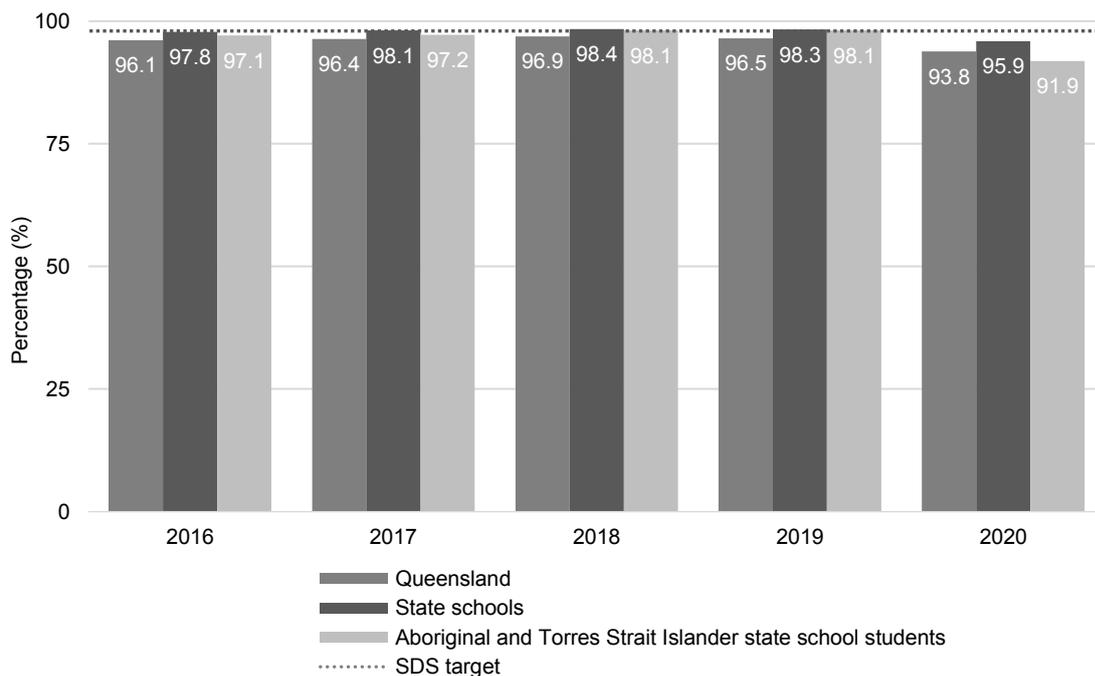
Proportion of Year 12 students who are completing or have completed a SAT or were awarded one or more of QCE, IBD or VET qualifications

Figure 37: Year 12 attainment



Proportion of Year 12 students awarded certification

Figure 38: Year 12 certification



Source: Queensland Curriculum and Assessment Authority (April 2021). SDS Target: Service Delivery Statement target for the latest reporting period.

Certification includes the Queensland Certificate of Education (QCE) and Queensland Certificate of Individual Achievement (QCIA).

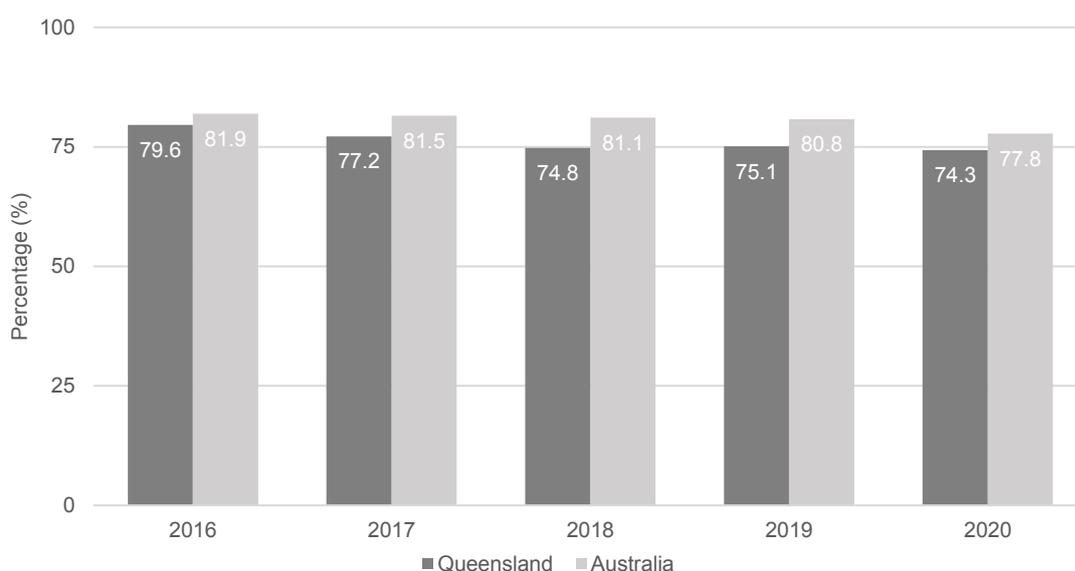
2020 results include visa students (students who are not Australian citizens or permanent residents of Australia). Visa students are not included in results prior to 2020.

The 2020 cohort was the first to complete Year 12 under new senior assessment and tertiary entrance arrangements. These have redeveloped senior syllabuses, strengthened school based assessment, introduced a common external assessment in each senior General subject area and replaced the OP rank with the Australian Tertiary Admission Rank (ATAR). This represents a break in time series for the QCE. Comparisons between 2020 and previous years should be interpreted with be caution.

Post school destinations

Proportion of Young Queenslanders aged 15 to 24 years participating in full-time education and/or work

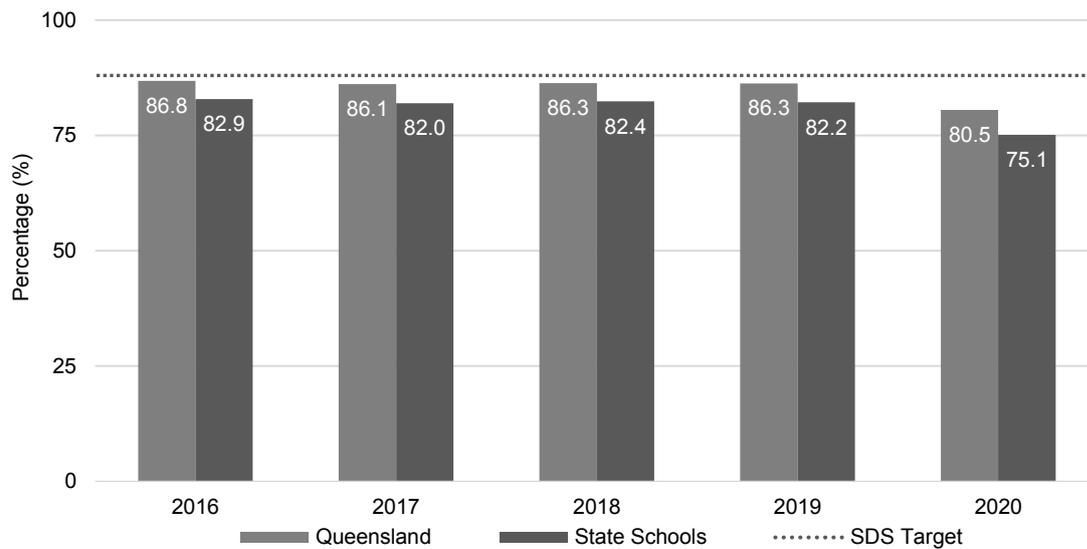
Figure 39: 15 to 24-year-olds



Source: Australian Bureau of Statistics (May 2020) *Education and Work, Australia*.

Proportion of students who, six months after completing Year 12, are participating in education, training or employment

Figure 40: Year 12 completers



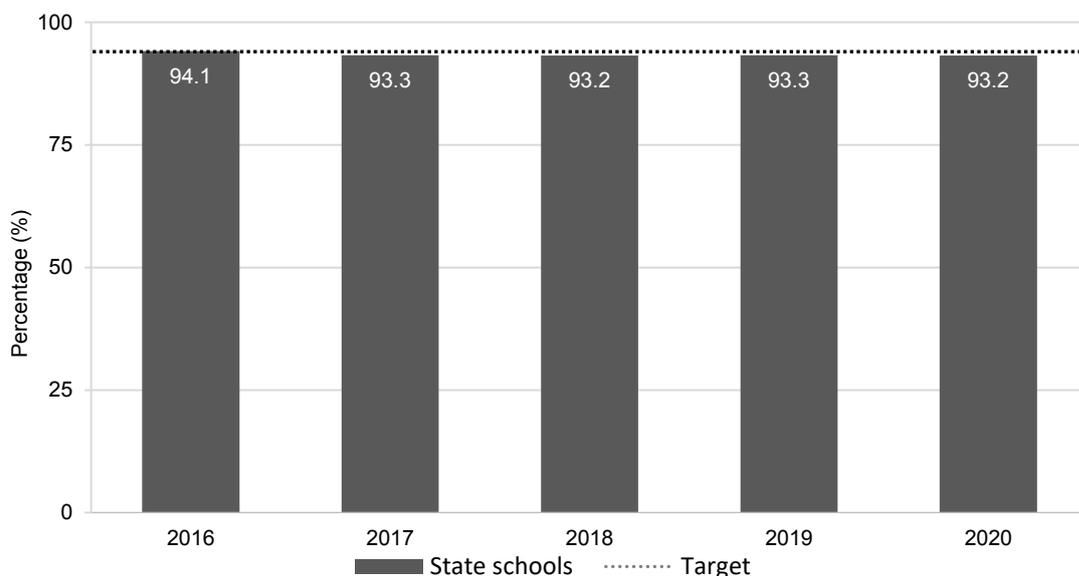
Source: Department of Education (2020) *Next Step Survey*.

The timing of the 2020 Next Step Survey (March to June 2020) corresponded with the highest level of COVID-19 pandemic restrictions, with many businesses either shut down or severely impacted. This challenging environment is reflected in the 2020 results and should be taken into consideration when comparing against previous years.

Proportion of parents and caregivers that agree that their school is a good school

Parent satisfaction

Figure 41: School Opinion Survey



Source: Department of Education *School Opinion Survey, parent/caregiver survey*.

The proportion presents the aggregation of positive responses (somewhat agree, agree and strongly agree) to the statement *this is a good school*.

In response to the impact of the COVID-19 pandemic on Queensland state schools, the annual school opinion surveys of students, teachers and staff was not administered in 2020. Instead, parents and caregivers were asked to respond about their level of satisfaction as part of a COVID-19 survey. Changes in survey administration and the unique circumstances in which the survey was conducted have resulted in a time series break in data. Comparisons between 2020 and previous years' attendance data should be interpreted with caution.

Average cost of service per student

Table 11: Efficiency

Average cost of service per student	2020–21 Actual	2020–21 SDS Target
Primary (Prep – Year 6)	\$14,570	\$14,562
Secondary (Year 7 – Year 12)	\$15,451	\$15,432
Students with disability	\$31,948	\$31,925

Source: Department of Education (2021).

Directions and orders

Table 12: Summary of directions and orders 2020-21

Type of direction or order	Directions or orders given to persons other than children/young people	Directions or orders given to children/young people who are not students of the school
State and non-state schools		
Prohibition from entering premises of all state educational institutions and non-state schools for up to one year—section 352	0	0
State schools		
Direction about conduct or movement for up to 30 days—section 337	121	10
Direction to leave and not re-enter for 24 hours—section 339	24	1
Prohibition from entering premises for up to 60 days—section 340	31	4
Prohibition from entering premises for more than 60 days but not more than one year—section 341	2	1
Review of direction—section 338:		
• the number of review applications made	6	0
• the number of directions confirmed	5	0
• the number of directions cancelled	1	0
Prohibition from entering premises of all state education institutions for up to one year—section 353	0	0
Non-state schools		

Type of direction or order	Directions or orders given to persons other than children/young people	Directions or orders given to children/young people who are not students of the school
Direction about conduct or movement—section 346	17	0
Direction to leave and not re-enter—section 348	13	6
Prohibition from entering premises for up to 60 days—section 349	16	6
Prohibition from entering premises for more than 60 days but not more than one year—section 350	2	0
Review of direction—section 347 or 349B:		
<ul style="list-style-type: none"> • the number of review applications made 	3	0
<ul style="list-style-type: none"> • the number of directions confirmed 	3	0
<ul style="list-style-type: none"> • the number of directions varied or cancelled 	0	0

Source: Department of Education.

Note: Sections refer to the *Education (General Provisions) Act 2006*, Chapter 12, Parts 6-8.

Appendix C – Performance measures

Supporting services performance

Attendance rate for state school teachers

Table 13: Attendance rate (%) for state school teachers

Year	Age									
	20- <25	25- <30	30- <35	35- <40	40- <45	45- <50	50- <55	55- <60	60- <65	65+
2020–21	97.9	97.0	96.4	96.1	96.1	96.0	95.6	94.4	92.9	92.0
2019–20	97.6	96.8	96.2	95.9	95.8	95.8	95.3	93.9	92.3	92.0
2018–19	97.7	96.9	96.5	96.0	96.1	96.0	95.4	94.4	92.5	93.1
2017–18	97.9	97.1	96.4	96.0	96.0	96.0	95.6	94.3	92.9	93.0
2016–17	98.0	97.1	96.5	96.2	96.2	96.1	95.6	94.5	93.2	93.0
2015–16	98.1	97.2	96.6	96.3	96.3	96.2	95.8	94.6	93.7	93.4
2014–15	98.2	97.2	96.5	96.3	96.3	96.1	95.7	94.5	93.4	93.5
2013–14	98.1	97.2	96.4	96.3	96.2	96.2	95.7	94.5	94	93.4

Source: Department of Education.

Note: For consistency with reporting from MOHRI by the Public Service Commission, age groupings in 2020-21 are based on age of staff as at the end of the calendar quarter. Previous reporting was based on the age of staff as at the MOHRI snap shot date for the quarter, which occurred earlier in the quarter.

Table 14: Department of Education (DoE) permanent staff retention rate (%)

Year	DoE Retention Rate (%)
2015–16	94.9%
2016–17	95.0%
2017–18	95.1%
2018–19	95.2%
2019–20	95.3%
2020–21	94.9%

Source: Department of Education

Appendix D

Governance committees

Governance committees enable the department to advise and support the Minister and Director-General in their decision-making responsibilities or to make decisions on their behalf.

Executive Management Board (also operates in its capacity as Budget Committee)	
Functions	<p>The Executive Management Board (EMB) sets the strategic direction and priorities for the department, makes strategic investment and budgetary decisions and monitors performance towards the achievement of outcomes for Queensland.</p> <p>As the Budget Committee, EMB develops strategies to monitor financial performance against allocations ensuring the budget remains balanced, and supports the department's mid-year review response and budget submissions.</p>
Achievements 2020–21	<p>EMB</p> <ul style="list-style-type: none"> • led the development and delivery of the department's Strategic Plan, major strategic priorities, and the Government's election commitments • provided sound financial management, including reprioritisation measures • led strategic change management and monitored the department's portfolio performance on a quarterly basis, including management of strategic and enterprise risks • led the department's ongoing response to the COVID-19 pandemic and recovery • reviewed and approved changes to monitoring of the department back office FTE. <p>Budget Committee</p> <ul style="list-style-type: none"> • provided key funding allocation decisions to support the department's strategic direction • supported the department's contribution to the State Budget Papers • monitored divisions' and regions' financial performance against budget allocations on a monthly basis • conducted the Mid-Year Review to ensure emerging financial issues were appropriately addressed

	<ul style="list-style-type: none"> led the department's response to the Queensland Government Savings and Debt Plan.
Membership	
Director-General	
Deputy Director-General, People and Corporate Services (and previously known as Deputy Director-General, People and Executive Services)	
Chief Finance Officer and Assistant Director-General, Finance and Assurance Services	
Deputy Director-General, Policy, Performance and Planning	
Deputy Director-General, Infrastructure Services	
Deputy Director-General, State Schools	
Deputy Director-General, Early Childhood and Education Improvement	
Deputy Director-General, Office of Industrial Relations	
Regional Director (Kim Fredericks and John Norfolk)	
Executive Director, Office of the Director-General	

Audit and Risk Management Committee	
Functions	The Audit and Risk Management Committee (ARMC) provides independent audit and risk management advice to the Director-General, as a requirement under section 35 of the <i>Financial and Performance Management Standard 2019</i> (Qld).
Achievements 2020–21	<ul style="list-style-type: none"> reviewed and endorsed the department's financial statements for 2019-20 and noted the Chief Finance Officer Statement of Assurance for 2019-20 endorsed the Mid-Year Review of the 6+6 Month Audit Plan 2020-21 in November 2020 endorsed the 6+6 Month Audit Plan for 2021-22 in June 2021 monitored Internal Audit's key performance indicators and measures during the year continuing with the deep dive into the departmental compliance framework restructured the committee to include majority external members (i.e. 3 external members including the Chair, and one internal member nominated as the DDG State Schools to reflect the core business of the department) review and oversight over key risks to the department including the major reform work being done within the newly created Infrastructure Services Division.

Current Membership	% of scheduled meetings attended	Membership duration
Deputy Director-General, State Schools	100%	6 months
External Chair – Helen Moore	100%	6 months
External Member – John Catford	100%	6 months
External Member – Marie Kavanagh	100%	6 months
Past Membership		
External – Karen Prentis	100%	6 months
External – Julie Cotter	100%	6 months
Remuneration	Fees paid (GST exclusive)	
External Chair – Helen Moore	\$6,000	
External Member – John Catford	\$4,000	
External Member – Marie Kavanagh	\$4,000	
External – Karen Prentis	\$6,000	
External – Julie Cotter	\$4,000	

Integrity, Fraud and Corruption Committee¹	
Functions	The Integrity, Fraud and Corruption Committee (IFCC) provides advice to the ARMC regarding strategies to champion, oversee, monitor and coordinate the various fraud and corruption mitigation mechanisms in effect in the department.
Achievements 2020–21	<ul style="list-style-type: none"> the department’s Compliance and Controls Taskforce (Taskforce) was established in mid-2020 to oversee a 12 to 24-month program of integrity and governance reforms designed to strengthen the department’s commitment to organisational integrity, accountability, transparency and effective governance following the closure of the Taskforce in March 2021, the FCCC and subsequently the IFCCC continue oversight of the development of the department’s 12 to 24-month integrity reform program. To this end, at the June 2021 IFCC meeting, members participated in the first workshop (of a broader consultation strategy) to develop a long-term integrity plan. the FCCC oversaw the development of a suite of integrity-related policy instruments, including updated Integrity and Fraud and Corruption Control Frameworks. in July 2020, the department held an awareness campaign to educate employees about the provisions of s89 of the <i>Criminal Code Act 1899</i>, which requires written delegate approval to be

	<p>obtained prior to employees entering into agreements or contracts with the department in their private capacity</p> <ul style="list-style-type: none"> • at the August 2020 FCCC meeting, members agreed to developing customised risk workshops for areas with higher ER4 risk profiles, and presentations to enable remaining areas to self-assess • the department's Fraud Awareness week campaign commenced on 16 November 2020, incorporating a Fraud Awareness forum live-streamed to all staff, launching both Fraud Awareness Week and the department's Next 90-day Action Plan • it was agreed at the November 2020 FCCC meeting that the Head of Internal Audit would submit quarterly secondary employments analyses commencing in February 2021, with the intent of developing a collaborative enterprise approach to address fraud and corruption risks associated with employee secondary employment.
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Membership

Deputy Director-General, People and Corporate Services²

Chief Finance Officer and Assistant Director-General, Finance and Assurance Services

Assistant Director-General, Human Resources

Assistant Director-General, Strategy and Performance

Assistant Director-General, State Schools Performance

Executive Director, Integrity and Employee Relations

Executive Director, Procurement Services

Regional Director³

Principal⁴

Business Service Manager⁵

NOTES:

¹ This committee was formerly known as the Fraud and Corruption Control Committee (FCCC). It was renamed the Integrity, Fraud and Corruption Committee (IFCC) in June 2021, to acknowledge and strengthen the importance of integrity, and more accurately reflect the committee's focus on creating and executing a long-term Integrity plan for the department.

² Position established on 31 May 2021; previous position titles were Deputy Director-General, People and Executive Services and Deputy Director-General Corporate Services.

³ The Regional Director North Coast Region will attend his first meeting in this role on 27 July 2021.

⁴ The Principal, Kirwan State High School has assumed this representative role.

⁵ The Business Services Manager, Boondall State School has assumed this representative role.

Department of Education Health, Safety and Wellbeing Committee	
Functions	The Health, Safety and Wellbeing Committee (HSWC) provides advice to EMB to fulfil its corporate governance responsibilities of strategic oversight, direction and continuous improvement of health, safety and wellbeing outcomes for the department.
Achievements 2020–21	<ul style="list-style-type: none"> • endorsed development and submission of a quarterly risk report from Infrastructure Services Branch to enable ongoing monitoring by the committee of infrastructure related safety risks for electrical safety, contractor management, fire regulation and asbestos management • endorsed the proposed changes to the department's Enterprise Risk 2 (ER2) WHS risk threat indicators including introduction of the Annual Safety Assessment (ASA) completion rate as a new KPI for 2021The ASA is a well-established practice throughout the organisation and a key activity of the department's safety management system • noted the Term 4 communication focus to commence consultation on the draft Staff Mental Health Strategy. The Strategy is a key deliverable for the Teaching Queensland's Future Wellbeing Project and aims to establish a long-term plan to foster positive mental health in schools and workplaces to build a more resilient and connected organisation • endorsed the introduction of a quarterly HSW Committee Communication Pack for schools which will be developed by OSW and distributed by Regional Directors (RDs) through the RD, DDSW committee member to provide consistent and assertive messaging to support school HSW Committee meetings.
Membership	
Deputy Director-General People and corporate Services	
Regional Director, Darling Downs South West	
Assistant Director-General, State School Operations	
Assistant Director-General, Human Resources	
Assistant Director-General, Infrastructure Services	
Executive Director, Business Partnering, Safety and Wellbeing	
Executive Director, Performance and Governance, Early Childhood and Education Improvement	
Director, Governance Strategy and Planning	
Director, Organisational Safety and Wellbeing	
Director Performance and Policy	
Executive Director, Legal and Administrative Law Branch (Observer)	

Innovation and Information Steering Committee

Functions

The Innovation and Information Steering Committee (IISC) oversees the strategic direction, and proactively manages the investments in innovation, information management, and information and communication technologies (ICT) within the department. The IISC determines the strategic value of each change initiative and investment to support strategy implementation and service delivery.

Achievements 2020–21

- coordinated and managed the ICT Portfolio Plan 2020-21 consisting of fifty-six (56) in-flight initiatives with \$56.3 million invested
- managed and monitored the Business ICT Investment Fund (BIIF) budget of \$25.2 million allocated to support twenty (20) of the fifty-six (56) in-flight initiatives
- decisions followed agreed investment criteria within the new ICT Portfolio Plan 2021-22, listing forty-six (46) ICT-enabled programs and projects to a total value of \$40.4 million
- received presentations on fifteen (15) investment and benefits reviews of initiatives focusing on performance and/or benefits realisation
- improved the reporting of ICT Portfolio Risk and Issues, monitored initiatives with Extreme or High-risk levels, and undertook corrective actions
- improved the reporting of ICT Portfolio Benefits and undertook corrective actions
- improved financial management monitoring, reporting, re-investments and phase funding release of initiatives
- monitored initiatives reporting Red or Amber, and sought presentations from initiatives reporting Red or Amber for greater than three consecutive months
- published significant ICT initiatives on the Queensland Government Digital Projects Dashboard, and undertook a review of the publishing process
- approved Sub-Committee Terms of Reference.
- convened Project Management Community of Practice Network for ICT-enabled initiatives.

Membership

Assistant Director-General, Information and Technologies

Assistant Director-General, Strategy and Performance
Chief Finance Officer and Assistant Director-General, Finance and Assurance Services
Assistant Director-General, Human Resources
Assistant Director-General, State Schools - Operations
Assistant Director-General, Early Learning and Development
Executive Director, Business and Corporate Services, OIR
Executive Director, DE International
Executive Director, Digital Transformation
Executive Director, Governance, Strategy and Planning
Executive Director, Infrastructure Strategy and Planning
Executive Director, Legal Services
Executive Director, Strategic Communication and Engagement
Chief Procurement Officer
Regional Director, North Queensland Region

Child/Student Protection and Safety Committee	
Functions	The committee provides oversight, direction and continuous review and improvement of child/student protection activities across the department to ensure the health, safety and wellbeing of children in early childhood education or the state schooling system.
Achievements 2020–21	<ul style="list-style-type: none"> • endorsed new short and long title and controls of Enterprise Risk 1 (ER1) and expanded the Committee to include members responsible for the areas of child/student safety. Committee name and ToR updated to reflect ER1 changes • published new departmental policy – Child and student protection policy • completed full review of key departmental procedure – Student protection procedure • provided feedback on key documents related to child/student protection and safety including the Internal Audit dashboard and Quarterly Risk Report • reviewed student protection performance and child death review team data, including recommendations arising from child death reviews.
Membership	
Deputy Director-General, State Schools	
Director, Student Protection	
Assistant Director-General, State Schools – Operations	
Executive Director, Student Protection and Wellbeing	

Executive Director, State Schools – Disability and Inclusion
Executive Director, Governance, Projects and Administration
Executive Director, Youth Engagement
Executive Director, School Autonomy and Improvement
Executive Director, Governance, Strategy and Performance
Executive Director, Human Resources
Executive Director, Portfolio Services and External Relations
Executive Director, Early Childhood and Education Improvement
Regional Director, Darling Downs South West Region
A/Executive Principal, Wavell State High School

Information Governance Security Committee	
Functions	<p>The function of the committee is to:</p> <ul style="list-style-type: none"> • provide management oversight of and direction for the department’s Information Security Management System (ISMS) to ensure it achieves intended objectives • endorse the information security governance policies and procedures for the department’s business units and related entities • make recommendations where relevant to the Information Custodian/Risk Owner regarding risk levels, controls and actions for enterprise information security risks • endorse information security assurance reports.
Achievements 2020–21	<ul style="list-style-type: none"> • supported the expansion of the scope for the ISMS • supported DoE IS18 Attestation, Annual Return and new IS18 requirements • supported OIR IS18 Attestation, Annual Return and new IS18 requirements • supported quarterly information security reports • supported information security internal audit report for quarterly review.
Membership	
Deputy Director-General, People and Corporate Services	
Executive Director, Office the Director-General	
Assistant Director-General, State Schools	
Assistant Director- General, Early Childhood and Education Improvement	
Assistant Director-General, Policy Planning and Performance	
Chief Finance Officer and Assistant Director-General, Finance and Assurance Services	
Assistant Director-General, Human Resources	

Assistant Director-General ,Information and Technologies
Assistant Director-General, Infrastructure Services
Executive Director, Office of Industrial Relations
Executive Director, Strategic Communications and Engagement
Executive Director ETS, Information and Technologies Branch
Director, Ministerial and Executive Services
Executive Director, Legal Services
Director, Information and Governance Management, Information and Technologies Branch
Head of Internal Audit, Internal Audit

Continuity and Disaster Management Committee	
Functions	<p>The Continuity and Disaster Management Committee provides oversight to the prevention, preparedness and recovery phases as follows:</p> <p>Prevention and preparedness</p> <ul style="list-style-type: none"> • provide strategic oversight of the implementation and continual improvement of DoE's disaster and business continuity arrangements including hazard specific plans • provide strategic oversight and direction on the business continuity and disaster management maturity including capacity and capability building • oversee annual prevention and preparedness planning regionally and state-wide to ensure a suitable state of readiness • monitor and guide the Disaster and Emergency Management exercise program across DoE to ensure a consistent level of up-to-date awareness and skills training • monitor modes and channels of communication including school and early years services closures • monitor implementation of recommendations from reviews and the lessons management program to strengthen the maturity of disaster, emergency and business continuity management. <p>Recovery</p> <ul style="list-style-type: none"> • provide ongoing management and oversight of DoE recovery activities • oversee post-event reviews and provide overall guidance and direction to the review team.

Achievements 2020–21	<p>The committee endorsed the following:</p> <ul style="list-style-type: none"> • Annual work plan 2021-22 • Business Continuity procedure for development • Disaster and Emergency Management Procedure for development • Disaster and Emergency Management Learning Development Framework for development • 11 COVID-19 recommendations for closure.
Membership	
Deputy Director – General - Early Childhood and Education Improvement	
Emergency Response Controller, Executive Response Team	
Assistant Director-General – Information and Technologies	
Assistant Director-General – Infrastructure Services (Operations Controller)	
Assistant Director-General – State Schools	
Assistant Director-General – Strategy and Performance	
Assistant Director-General – Early Childhood and Education Improvement	
Regional Director – North Queensland Region	
Executive Director – Office of the Director-General	
Executive Director – Strategic Communications and Engagement	
Director – Disaster, Emergency and School Security	

Infrastructure Investment Board	
Functions	<p>The Infrastructure Investment Board is the governing body for ensuring that: the Infrastructure Investment Program (IIP) meets the department’s strategic and operational requirements; and good governance and due diligence is applied in the formulation of the Investment Program.</p>
Achievements 2020–21	<ul style="list-style-type: none"> • increased focus (and clarity of reporting) on the performance of the IIP from a strategic issues and risk perspective (rather than information sharing) and providing constructive challenge and guidance as required • increased focus on effectiveness of reporting by Infrastructure Services on the status of programs comprising the IIP from an issues and risk management perspective, and monitoring actions arising to increase transparency and accountability • noted more than 15 local area strategic analyses to inform future service and investment need • monitored COVID-19 restrictions and impacts (supply-side and demand-side) across the IIP and noted a transfer of \$447 million

	<p>from FY21 to FY22 in response to a greatly reduced timeframe for planning, consultation and delivery for FY21</p> <ul style="list-style-type: none"> • advised EMB on performance of the IIP each quarter • noted the end-of-month performance of the portfolio and monitored the 4-year rolling IIP • noted the performance (time/cost/quality/risks/issues) of programs of significance across the IIP <ul style="list-style-type: none"> ○ Building Future Schools and Future Schools Program ○ Renewing Our Schools Program ○ ACES and Air-conditioning Program ○ Growth General Learning Spaces Program ○ Workplace Health and Safety Program • aligned the IIP to department and whole-of-government strategic objectives and risks through targeted planning and investments across workplace health and safety operations, processes and governance • increased confidence in performance reporting across priority programs within IIP.
Membership	
Deputy Director-General, Infrastructure Services	
Assistant Director-General, Infrastructure Services	
Assistant Director-General, State Schools – Rural, Remote and International	
Assistant Director-General, Information and Technologies	
Chief Finance Officer and Assistant Director-General, Finance and Assurance	
Assistant Director-General, Early Learning and Development	
External Membership	
Deputy Director-General, Building Policy and Asset Management, Department of Housing and Public Works	
Executive Director Infrastructure and Economic Resilience, Department of State Development, Infrastructure, Local Government and Planning	
Director, Economic Policy, Department of the Premier and Cabinet	
Executive General Manager, Policy and Performance, Queensland Treasury	

Office of Industrial Relations - Board of Management Committee	
Functions	The Board of Management (BOM) is the main decision-making body in OIR. BOM considers strategic issues and risks and has overall responsibility for management of the business in supporting the Director-General in discharging his responsibilities as the accountable officer.
Achievements 2020–21	<ul style="list-style-type: none"> • agreed on whole of organisational messaging for progress of outcomes of 2019 and 2020 Working for Queensland Survey • approved staffing programs – OIR Staff thanks and recognition, OIR Positive Performance Management Framework, OIR People Strategy, OIR Values and Behaviours Guide • approved the COVID-19 response implementation plan • approved Records365 as the mandated enterprise Records Management System (RMS) technology product, which aligns with Governments Advancing Queensland’s Priorities, OIRs Operational Plan objectives and Best Practice Review (BPR) of Workplace Health and Safety Queensland (WHSQ) recommendations • approved formal adoption of the Department of Education Enterprise Risk Management Framework including the DoE Enterprise Risk Appetite Statement for OIR • approved the refresh of existing operational plan with COVID-19 pandemic response learnings • endorsed the new OIR Criminal History Check Procedure • approved all desktops to be converted to laptops where business appropriate as part of the ICTS Asset Replacement Program, to support continued responsive services under the Strategic and Operational plans and current pandemic climate • approved the implementation and use of the High-Risk Work Licensing Compliance and Enforcement Policy • reviewed the Health Safety Wellbeing (HSW) Committee update, the monthly HSW performance results and the report on 2020 work related HSW incidents to identify trends and inform potential corrective actions • reviewed updates on progress Queensland is making towards the national work health and safety strategy targets 2021-2022 which informs work against the Strategic and Operational plans.
OIR Membership	
Deputy Director-General	

Executive Officer, Office of the Deputy Director-General
Executive Director - Business and Corporate Services
Executive Director - WHS Engagement and Policy Services
Executive Director - Specialised Health and Safety Services
Executive Director - Industrial Relations
Executive Director - Workers' Compensation Policy and Services
Executive Director - WHS Compliance and Field Services
Executive Director - Electrical Safety Office
Director - Finance, Facilities and Procurement
Director - Business Innovation and Planning Unit

Office of Industrial Relations - Health, Safety and Wellbeing Committee	
Functions	The Health, Safety and Wellbeing Committee (HSWC) is the principal means for OIR management and OIR workers to meet regularly to facilitate a coordinated and strategic response to key HSW matters. The HSWC is primarily involved in matters that affect the organisation (OIR) and OIR employees.
Achievements 2020–21	<ul style="list-style-type: none"> • committee established and consolidated with good representation from employees and employer • significant improvement in incident reporting and awareness of HSW issues throughout OIR • quicker resolution of identified safety issues through management commitment at the HSWC meetings.
OIR Membership	
Executive Director – Business and Corporate Services	
Program Manager – Health and Wellbeing	
Executive Director – WHS and Compliance Field Services	
Executive Director – Workers' Compensation Regulatory Services	
Director – Organisational Culture	
Director – Finance, Facilities and Procurement	
Director – HRW and Licensing Services	
Regional Support Officer	
Senior Inspector (Industrial)	
Senior Registry Officer	
Investigations Manager	
Senior Inspector	
Senior Advisor (IPAM)	
Senior Inspector (Construction)	

Team Leader (Licensing and Advisory Services)
Senior Inspector (Construction)
Senior Inspector (Industrial)

Office of Industrial Relations - Organisational Response Governance Group	
Functions	<p>The Organisational Response Governance Group (ORGG) oversees OIR strategic responses to fatality notifications (including electrocutions), and in particular will:</p> <ul style="list-style-type: none"> • determine whether coronial recommendations directed to OIR are accepted, not accepted or accepted in part • consider relevant coronial findings and comment • decide, and then monitor the implementation of, OIR responses to accepted coronial recommendations, findings or comment • monitor all OIR decisions where the decision is to not comprehensively investigate a fatality notification • inform the Organisational Response Report before submission to the WHS and Electrical Safety Board meetings • monitor and coordinate relevant research where necessary and advise accordingly whether existing organisational strategies and responses are meeting OIR's functions under the safety acts in the context of fatality notifications, investigation outcomes and coronial input.
Achievements 2020–21	<ul style="list-style-type: none"> • reviewed and considered whether further organisational response was required in 68 finalised fatality investigations. During the year ORGG also agreed to a new standing item to give ORGG visibility of those fatalities triaged as no further action without a comprehensive investigation or fatality enquiry report being prepared • monitored the ongoing OIR response in six matters in which coronial recommendations were carried over from 2019-20.
OIR Membership	
Executive Director, WHS Engagement and Policy Services	
Executive Director, Specialised Health and Safety Services	
Executive Director, Electrical Safety Office	
Executive Director, WHS Compliance and Field Services	
Executive Director – Electrical Safety Office	
Director – Work and Electrical Safety Policy	
Director – Coronial and Enforceable Undertakings	
Director – Statewide Investigations	
Director – Industry Strategy and Programs	

Glossary

A	AS/NZS ISO 31000:2018	An international standard that provides principles and generic guidelines on risk management.
	Australian Curriculum	The national curriculum for students in K (Prep) to Year 12 covering subject areas outlined in the Melbourne Declaration (2008).
	Australian Early Development Census (AEDC)	A population measure of how children have developed by the time they start school. Data is captured on five domains of early childhood development: physical health and wellbeing, social competence, emotional maturity, language and cognitive skills, and communication skills and general knowledge. It is a national census conducted every three years with the last census conducted in 2018.
	Apparent Retention Rate	The apparent retention rate is an indicative measure of the number of full-time school students in a designated year level of schooling as a percentage of their respective cohort group in a base year.
	Australian Tertiary Admission Rank (ATAR)	The ATAR is the national standard for tertiary admissions and indicates individual position relative to other students. The ATAR provides a ranking mechanism for tertiary admissions (along with any applicable adjustments).
C	Certification	Either a Queensland Certificate of Education (QCE) or a Queensland Certificate of Individual Achievement (QCIA).
D	Department of Education International	The Queensland Government's key coordination point for positioning Queensland's state school sector internationally and increasing its level of global engagement
	Early Childhood Development Program (ECDP)	An ECDP is a program the department has provided for more than 40 years to support children with disability from birth to five years.
F	Full-time equivalent (FTE)	A representative number that is calculated by assessing the hours worked over the financial year by all full-time and part-time employees, and converting this to a corresponding number of employees as if all staff were full-time.
I	Indigenous	A person who identifies to be of Aboriginal and/or Torres Strait Islander origin.
	International Baccalaureate Diploma (IBD)	An internationally recognised, two-year curriculum that prepares 16- to 19-year-old students for university. Students receive credit for subjects studied in the program at leading universities around the world, reducing the time required to complete a Bachelor degree.
K	Kindergarten program	An education program delivered to children in the year before full-time school by a qualified early childhood teacher for 600 hours a year. Government-approved kindergarten programs are available in a range of settings, including standalone kindergarten services, and kindergarten services operated by non-state schools, long day care services, and selected schools in some remote and discrete Indigenous communities.

	KindyLinQ	A play-based program that families living in identified locations can attend in the year before their child can start kindergarten.
L	LGBTIQ+	The acronym LGBTIQ+ stands for lesbian, gay, bisexual, trans, intersex and queer and the + represents other identities not captured in the letters of the acronym such as Sistergirl and Brotherboy.
M	Machinery of Government (MOG) change	A MOG change is an administrative, organisational or functional change that affects an agency. Most MOG changes happen as a result of an election, a restructure, legislative change or the decision to privatise or outsource a function. The actual change that happens could be the creation of a new agency, the closure of an existing agency (or function within an agency) or the merger or transfer of agencies (or functions within them).
N	National Assessment Program – Literacy and Numeracy (NAPLAN)	Annual tests conducted nationally in Years 3, 5, 7 and 9 covering reading, writing, spelling, grammar and punctuation, and numeracy. The results provide information for teachers and schools on individual student performance on a national basis. This is used to identify areas of strength and where further assistance may be required. NAPLAN tests are part of a collaborative process between states and territories, the Australian Government and non-government school sectors.
	National Minimum Standard (NMS)	Nationally set standards against which the results of NAPLAN tests are compared. For each year level, a minimum standard is defined and located on the common underlying scale. Band 2 is the minimum standard for Year 3; Band 4 is the minimum standard for Year 5; Band 5 is the minimum standard for Year 7; and Band 6 is the minimum standard for Year 9.
	National Partnership Agreement	An agreement between the Commonwealth and the states and territories to facilitate coordination, monitoring and delivery of strategies to improve service delivery.
	National Quality Framework	The National Quality Framework provides for the regulation and quality assessment and rating of long day care, family day care, preschool/ kindergarten, and outside school hours care services across Australia. The framework includes the National Law and National Regulations, the National Quality Standard, an assessment and quality rating process and national learning frameworks.
	National Quality Standard	A key aspect of the National Quality Framework and sets a national benchmark for early childhood education and care services.
O	OneSchool	An automated system in all Queensland state schools which provides teachers, administrators and principals with secure, easy access to information about students, curriculum, assessment and progress reporting, school facilities and school finance.
P	Portfolio	The department or group of departments for which a minister is responsible.
	Prep	A full-time, compulsory program that replaced preschool. It

		runs five days a week and follows the established school times and routines. Taking a play- and inquiry-based approach to learning, Prep is offered at every Queensland state school and selected independent and Catholic schools.
Q	Queensland Curriculum and Assessment Authority (QCAA)	This statutory body is responsible for providing kindergarten to Year 12 syllabuses and guidelines, and assessment, testing, reporting and certification services to Queensland schools.
	Queensland Certificate of Education (QCE)	The QCE is Queensland's senior school qualification. It is awarded to eligible students (usually at the end of Year 12) by the QCAA. The requirements for a QCE are different to those for tertiary entrance. A QCE does not give you an Australian Tertiary Admission Rank (ATAR), a national rank that is used for tertiary entrance only.
R	Redundancy	The situation where a permanent position or function becomes redundant as a result of workplace change and this leads to a decision by the chief executive to terminate the employee's employment. The Annual Report includes severance and incentive elements of the payment only and excludes leave entitlements. It does not include payments made to temporary employees separating under directive 8/18, which may be recorded in the annual financial statements as a redundancy payment in 'Other employee benefits'.
	Recognition of prior learning (RPL)	RPL is about the skills and knowledge gained through work and life experiences.
S	Senior Executive Service (SES)	The SES comprises senior executive officers within the Queensland public service but does not include chief executives, senior officers and officers appointed under section 122 of the <i>Public Service Act 2008</i> .
	Special Education Programs	A grouping of specialist teachers with experience and/or qualifications in dedicated areas of specialisation to support the education program for students with disability
	Standing Offer Arrangement (SOA)	A SOA is established through open tender processes designed to select the best value for money supplier for a particular resource requirement. A SOA includes the terms and conditions of contract and the prices that will apply when orders are placed.
	Strategic Plan	The document which provides the agency's purpose and direction. It outlines the department's overall objectives (including its contribution to whole-of-government objectives, ambitions and targets) and how it will know if it has achieved those agency objectives (performance indicators).
W	Work Health and Safety Queensland (WHSQ)	WHSQ is a unit of the Office of Industrial Relations.

Department of Education Financial Statements
for the year ended 30 June 2021

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Department of Education
Statement of Comprehensive Income
for the year ended 30 June 2021

		2021	2021		2020
	Notes		Original budget	Budget variance*	
		\$'000	\$'000	\$'000	\$'000
OPERATING RESULT					
Income from continuing operations					
Appropriation revenue	B1-1	9 482 432	9 646 333	(163 901)	9 416 379
User charges and fees	B1-2	399 651	430 412	(30 761)	393 692
Grants and contributions	B1-3	208 504	186 498	22 006	198 496
Interest		4 803	10 364	(5 561)	9 188
Other revenue		68 066	18 742	49 324	40 715
Total income from continuing operations		10 163 456	10 292 349	(128 893)	10 058 470
Expenses from continuing operations					
Employee expenses	B2-1	7 691 693	7 812 685	(120 992)	7 603 666
Supplies and services	B2-2	1 337 170	1 497 979	(160 809)	1 504 987
Grants and subsidies	B2-3	293 685	321 602	(27 917)	308 819
Depreciation and amortisation	C-3	607 956	550 603	57 353	534 704
Impairment losses/(gains)		(14 674)	728	(15 402)	7 312
Finance/borrowing costs		19 785	31 516	(11 731)	22 008
Other expenses	B2-4	70 524	77 236	(6 712)	75 660
Total expenses from continuing operations		10 006 139	10 292 349	(286 210)	10 057 156
Operating result for the year		157 317	-	157 317	1 314
OTHER COMPREHENSIVE INCOME					
<u>Items that will not be reclassified to operating result:</u>					
Increase/(decrease) in asset revaluation surplus	C8-3	939 923	652 419	287 504	789 077
Total items that will not be reclassified to operating result		939 923	652 419	287 504	789 077
TOTAL COMPREHENSIVE INCOME		1 097 240	652 419	444 821	790 391

*An explanation of major variances is included at Note E1.

The accompanying notes form part of these statements.

Department of Education – Statement of Comprehensive Income by Major Departmental Service
for the year ended 30 June 2021

	Early Childhood Education and Care		School Education		Industrial Relations		Racing		Total	
	2021	2020	2021	2020	2021	2020	2021	2020	2021	2020
	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000
Income from continuing operations										
Appropriation revenue	290 391	283 111	9 159 594	9 100 700	27 903	32 568	4 544	-	9 482 432	9 416 379
User charges and fees	1 150	1 139	380 104	374 651	18 397	17 902	-	-	399 651	393 692
Grants and contributions	613	692	79 975	77 784	127 916	120 020	-	-	208 504	198 496
Interest	-	-	4 803	9 188	-	-	-	-	4 803	9 188
Other revenue	4 043	4 649	57 439	35 576	584	490	6 000	-	68 066	40 715
Total Income from continuing operations	296 197	289 591	9 681 915	9 597 899	174 800	170 980	10 544	-	10 163 456	10 058 470
Expenses from continuing operations										
Employee expenses	42 246	41 434	7 534 236	7 448 897	114 850	113 335	361	-	7 691 693	7 603 666
Supplies and services	25 275	25 944	1 271 470	1 437 895	40 416	41 148	9	-	1 337 170	1 504 987
Grants and subsidies	221 522	218 409	56 702	79 360	10 915	11 050	4 546	-	293 685	308 819
Depreciation and amortisation	2 572	2 538	603 815	530 392	1 569	1 774	-	-	607 956	534 704
Impairment losses/(gains)	67	38	(14 777)	7 135	36	139	-	-	(14 674)	7 312
Finance/borrowing costs	4	4	19 781	22 004	-	-	-	-	19 785	22 008
Other expenses	52	1 261	70 028	73 415	444	984	-	-	70 524	75 660
Total Expenses from continuing operations	291 738	289 628	9 541 255	9 599 098	168 230	168 430	4 916	-	10 006 139	10 057 156
Operating result for the year	4 459	(37)	140 660	(1 199)	6 570	2 550	5 628	-	157 317	1 314
Other comprehensive income										
<u>Items that will not be reclassified to operating result:</u>										
Increase/(decrease) in asset revaluation surplus	4 764	(719)	935 159	789 796	-	-	-	-	939 923	789 077
Total other comprehensive income	4 764	(719)	935 159	789 796	-	-	-	-	939 923	789 077
Total comprehensive income	9 223	(756)	1 075 819	788 597	6 570	2 550	5 628	-	1 097 240	790 391

Department of Education
Statement of Financial Position
as at 30 June 2021

	Notes	2021 Actual \$'000	2020 Actual \$'000
Current assets			
Cash and cash equivalents	C1	1 242 650	906 997
Receivables	C2	138 247	91 271
Inventories		1 961	2 783
Other current assets		89 202	117 316
Total current assets		1 472 060	1 118 367
Non-current assets			
Property, plant and equipment	C3-1	22 848 095	21 339 577
Right-of-use assets		6 272	6 568
Intangible assets		31 603	31 955
Total non-current assets		22 885 970	21 378 100
Total assets		24 358 030	22 496 467
Current liabilities			
Payables	C4	580 672	401 306
Borrowings	C5	8 374	7 691
Lease liabilities		582	588
Accrued employee benefits	C7	121 458	118 655
Other current liabilities		70 975	81 703
Total current liabilities		782 061	609 943
Non-current liabilities			
Borrowings	C5	373 499	381 873
Lease liabilities		6 084	6 319
Total non-current liabilities		379 583	388 192
Total liabilities		1 161 644	998 135
Net assets		23 196 386	21 498 332
Equity			
Contributed equity	C8-1	5 217 975	4 617 161
Accumulated surplus		400 491	243 174
Asset revaluation surplus	C8-3	17 577 920	16 637 997
Total equity		23 196 386	21 498 332

The accompanying notes form part of these statements.

Department of Education – Statement of Assets and Liabilities by Major Departmental Service
as at 30 June 2021

	Early Childhood Education and Care		School Education		Industrial Relations		Racing		General - not attributed		Total	
	2021	2020	2021	2020	2021	2020	2021	2020	2021	2020	2021	2020
	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000
Current assets												
Cash and cash equivalents	-	-	655 457	619 428	24 398	16 710	-	-	562 795	270 859	1 242 650	906 997
Receivables	3 257	1 894	131 467	87 979	3 317	1 398	206	-	-	-	138 247	91 271
Inventories	-	-	1 961	2 783	-	-	-	-	-	-	1 961	2 783
Other current assets	300	505	87 008	114 757	1 891	2 054	3	-	-	-	89 202	117 316
Total current assets	3 557	2 399	875 893	824 947	29 606	20 162	209	-	562 795	270 859	1 472 060	1 118 367
Non-current assets												
Property, plant and equipment	109 569	106 578	22 736 093	21 229 798	2 433	3 201	-	-	-	-	22 848 095	21 339 577
Right-of-use assets	-	-	6 272	6 568	-	-	-	-	-	-	6 272	6 568
Intangible assets	454	-	29 296	29 942	1 853	2 013	-	-	-	-	31 603	31 955
Total non-current assets	110 023	106 578	22 771 661	21 266 308	4 286	5 214	-	-	-	-	22 885 970	21 378 100
Total assets	113 580	108 977	23 647 554	22 091 255	33 892	25 376	209	-	562 795	270 859	24 358 030	22 496 467
Current liabilities												
Payables	2 717	1 751	573 337	396 657	4 616	2 898	2	-	-	-	580 672	401 306
Borrowings	-	-	8 374	7 691	-	-	-	-	-	-	8 374	7 691
Lease liabilities	-	-	582	588	-	-	-	-	-	-	582	588
Accrued employee benefits	1 137	1 044	116 062	113 557	4 173	4 054	86	-	-	-	121 458	118 655
Other current liabilities	32	16	70 745	81 594	198	93	-	-	-	-	70 975	81 703
Total current liabilities	3 886	2 811	769 100	600 087	8 987	7 045	88	-	-	-	782 061	609 943
Non-current liabilities												
Borrowings	-	-	373 499	381 873	-	-	-	-	-	-	373 499	381 873
Lease liabilities	-	-	6 084	6 319	-	-	-	-	-	-	6 084	6 319
Total non-current liabilities	-	-	379 583	388 192	-	-	-	-	-	-	379 583	388 192
Total liabilities	3 886	2 811	1 148 683	988 279	8 987	7 045	88	-	-	-	1 161 644	998 135

Department of Education
Statement of Changes in Equity
for the year ended 30 June 2021

	Notes	Accumulated surplus	Asset revaluation surplus	Contributed equity	Total
		\$'000	\$'000	\$'000	\$'000
Balance as at 1 July 2019		290 758	15 848 920	3 942 442	20 082 120
Retrospective changes upon adoption of AASB 15 and AASB 1058		(48 898)	-	-	(48 898)
Balance as at 1 July 2019 - restated		241 860	15 848 920	3 942 442	20 033 222
Operating result					
Operating result from continuing operations		1 314	-	-	1 314
Other comprehensive income					
Increase/(decrease) in asset revaluation surplus		-	789 077	-	789 077
Total comprehensive income for the year		1 314	789 077	-	790 391
Transactions with owners as owners					
- Appropriated equity injections	C8-2	-	-	674 719	674 719
Net transactions with owners as owners		-	-	674 719	674 719
Balance as at 30 June 2020		243 174	16 637 997	4 617 161	21 498 332
Balance as at 1 July 2020		243 174	16 637 997	4 617 161	21 498 332
Operating result					
Operating result from continuing operations		157 317	-	-	157 317
Other comprehensive income					
Increase/(decrease) in asset revaluation surplus		-	939 923	-	939 923
Total comprehensive income for the year		157 317	939 923	-	1 097 240
Transactions with owners as owners					
- Appropriated equity injections	C8-2	-	-	600 814	600 814
Net transactions with owners as owners		-	-	600 814	600 814
Balance as at 30 June 2021		400 491	17 577 920	5 217 975	23 196 386

The accompanying notes form part of these statements.

Department of Education
Statement of Cash Flows
for the year ended 30 June 2021

	2021	2020
Note	\$'000	\$'000
CASH FLOWS FROM OPERATING ACTIVITIES		
<i>Inflows:</i>		
Service appropriation receipts	9 593 602	9 402 206
User charges and fees	347 220	423 055
Grants and contributions	187 359	180 938
Interest receipts	4 803	9 188
GST input tax credits from ATO	269 361	278 472
GST collected from customers	19 548	17 570
Other	68 362	40 086
<i>Outflows:</i>		
Employee expenses	(7 726 788)	(7 756 245)
Supplies and services	(1 208 199)	(1 516 505)
Grants and subsidies	(293 285)	(311 622)
Finance/borrowing costs	(19 785)	(22 008)
GST paid to suppliers	(270 087)	(278 601)
GST remitted to ATO	(18 466)	(18 008)
Other	(69 448)	(68 967)
Net cash provided by operating activities	884 197	379 559
CF-1		
CASH FLOWS FROM INVESTING ACTIVITIES		
<i>Inflows:</i>		
Sales of property, plant and equipment	801	612
<i>Outflows:</i>		
Payments for property, plant and equipment	(1 141 680)	(1 165 631)
Net cash used in investing activities	(1 140 879)	(1 165 019)
CASH FLOWS FROM FINANCING ACTIVITIES		
<i>Inflows:</i>		
Proceeds from borrowings	-	-
Equity injections	600 814	674 719
<i>Outflows:</i>		
Repayments of borrowings	(7 691)	(7 121)
Lease payments	(788)	(651)
Net cash provided by financing activities	592 335	666 947
Net increase/(decrease) in cash and cash equivalents		
	335 653	(118 513)
Cash and cash equivalents - opening balance	906 997	1 025 510
Cash and cash equivalents - closing balance	1 242 650	906 997
C1		

The accompanying notes form part of these statements.

Department of Education
Statement of Cash Flows
for the year ended 30 June 2021

NOTES TO THE STATEMENT OF CASH FLOWS

CF-1 Reconciliation of operating result to net cash provided by operating activities

	2021 \$'000	2020 \$'000
Operating surplus/(deficit)	157 317	1 314
<i>Non-cash items included in operating result:</i>		
Depreciation and amortisation expense	607 956	534 704
Loss on disposal of property, plant and equipment	1 062	6 694
Donated assets received	(20 878)	(17 399)
Changes in accounting policies	-	(43 000)
Bad debts and impairment losses/(gains)	(14 674)	7 312
<i>Change in assets and liabilities:</i>		
(Increase)/decrease in GST input tax credits receivable	342	(567)
(Increase)/decrease in net operating receivables	(47 318)	37 073
(Increase)/decrease in inventories	822	(270)
(Increase)/decrease in other current assets	28 114	(84 890)
Increase/(decrease) in other current liabilities	(10 728)	42 122
Increase/(decrease) in GST payable	14	1
Increase/(decrease) in payables	179 365	22 270
Increase/(decrease) in accrued employee benefits	2 803	(125 805)
Net cash provided by operating activities	884 197	379 559

CF-2 Changes in liabilities arising from financing activities

	I ---- Non-cash changes ---- I			I ---- Cash flows ---- I		Closing balance 2020 \$'000
	Closing balance 2019 \$'000	Changes in accounting policies / prior year adjustments \$'000	Other adjustments \$'000	Cash received \$'000	Cash repayments \$'000	
Leases	396 685	(396 685)	-	-	-	-
Borrowings	-	396 685	-	-	(7 121)	389 564
Lease liabilities	-	7 086	472	-	(651)	6 907
Total	396 685	7 086	472	-	(7 772)	396 471
	Closing balance 2020 \$'000	Transfers (to)/from other Queensland Government Entities \$'000	Other adjustments \$'000	Cash received \$'000	Cash repayments \$'000	Closing balance 2021 \$'000
Borrowings	389 564	-	-	-	(7 691)	381 873
Lease liabilities	6 907	-	547	-	(788)	6 666
Total	396 471	-	547	-	(8 479)	388 539

Further details are provided in Note C5.

Department of Education
Notes to the Financial Statements
for the year ended 30 June 2021

**SECTION 1
ABOUT THE DEPARTMENT AND THIS FINANCIAL REPORT**

A1 BASIS OF FINANCIAL STATEMENT PREPARATION

A1-1 GENERAL INFORMATION

The Department of Education ("the department") is a Queensland Government department established under the *Public Service Act 2008* and controlled by the State of Queensland, which is the ultimate parent.

The head office and principal place of business of the department is:

Education House
30 Mary Street
Brisbane QLD 4000

A1-2 COMPLIANCE WITH PRESCRIBED REQUIREMENTS

The department has prepared these general purpose financial statements:

- In compliance with s.38 of the *Financial and Performance Management Standard 2019*
- In compliance with Queensland Treasury's Minimum Reporting Requirements for reporting periods beginning on or after 1 July 2020
- In accordance with Australian Accounting Standards and Interpretations applicable to not-for-profit entities
- On an accrual basis.

New accounting standards early adopted and/or applied for the first time in these financial statements are outlined in Note G3.

A1-3 PRESENTATION

Currency and rounding

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

Comparatives

Comparative information reflects the audited 2019-20 financial statements.

Current/non-current classification

Assets and liabilities are classified as either 'current' or 'non-current' in the Statement of Financial Position and associated notes.

Assets are classified as 'current' where their carrying amount is expected to be realised within 12 months after the reporting date. Liabilities are classified as 'current' when they are due to be settled within 12 months after the reporting date, or the department does not have an unconditional right to defer settlement to beyond 12 months after the reporting date.

All other assets and liabilities are classified as non-current.

A1-4 AUTHORISATION OF FINANCIAL STATEMENTS FOR ISSUE

The financial statements are authorised for issue by the Director-General and Chief Finance Officer at the date of signing the management certificate.

A1-5 BASIS OF MEASUREMENT

Historical cost is used as the measurement basis in this financial report except for the following:

- Land, buildings, heritage building assets which are measured at fair value
- Inventories which are measured at the lower of cost and net realisable value.

A1-6 THE REPORTING ENTITY

These financial statements cover the Department of Education and include all income, expenses, assets, liabilities and equity of the department as an individual entity.

There have been no material changes in the reporting entity during 2020-21, and details of any transferred assets, liabilities, equity and appropriation revenue, including those associated with machinery-of-government changes that occurred on 1 December 2020, are detailed in Note A3 (transfer of Racing from the Department of State Development, Infrastructure, Local Government and Planning [the former Department of Local Government, Racing and Multicultural Affairs]).

Department of Education
Notes to the Financial Statements
for the year ended 30 June 2021

A1 BASIS OF FINANCIAL STATEMENT PREPARATION (continued)

A1-7 FINANCIAL IMPACTS FROM COVID-19 PANDEMIC

There have been no material financial impacts arising from COVID-19 on the department's financial statements. However, there have been minor impacts in the following areas:

- Some reductions in revenues for full fee paying overseas students, compared to pre-COVID levels and waivers of rent charged by schools to organisations such as outside school hours care providers
- There also have been reductions in travel costs which have been offset by additional costs in areas such as cleaning and information communication and technology costs
- Financial guarantees disclosed in note D2 Contingencies have been assessed and management does not expect that the guarantees will be called upon within the terms of the loans
- The department's land holdings are measured at fair value with reference to market prices. The State Valuation Service have advised, based on currently available information, that there is in general no material change observable in the land asset values provided. An exception relates to inner city land holdings which have been affected due to low sales volumes and uncertainty in the market with developers hesitant to commit to developing high density sites, which has resulted in a fall in value for these particular land holdings.

A2 DEPARTMENTAL OBJECTIVES

The Department of Education is building Queensland's future by giving all children a great start, engaging young people in learning and creating safe, fair and productive workplaces and communities.

This contributes to the Queensland Government's objectives for the community *Our Future State: Advancing Queensland's Priorities* to:

- Create jobs in a strong economy - supporting young Queenslanders to engage in education, training or work, and funding racing industry activities
- Give all our children a great start - developing and implementing a whole-of-government Early Years Plan to support Queensland children's early learning and development
- Keep Queenslanders healthy - enhancing student wellbeing by promoting resilience and educating students about respectful relationships
- Keep communities safe - continuing to meet the diverse needs of Queensland workplaces and communities through legislative compliance, enforcement, education and engagement activities across the state.

The department is funded for the departmental services it delivers principally by parliamentary appropriations.

The major services delivered by the department are as follows:

Early childhood education and care

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

School education

Preparing Queensland students for their future in the knowledge-based economy and as valuable contributors to the global community.

Office of Industrial Relations

Responsibility for regulatory frameworks, policy advice and compliance activities for workplace safety, electrical safety, industrial relations and workers' compensation to make Queensland work and workplaces safer, fairer and more productive.

Racing

Administer the *Racing Act 2002* and manage programs that support a viable, prosperous racing industry in Queensland.

The department's material financial statement balances reflect our large school land and buildings portfolio across over 1,250 schools and the salaries of our school, regional and central office staff. Supplies and services are dominated by curriculum resources, school utilities costs, and the maintenance and upkeep of our large asset base, including operational contract costs.

Department of Education
Notes to the Financial Statements
for the year ended 30 June 2021

A3 MACHINERY-OF-GOVERNMENT CHANGES

Transfers in – Controlled activities

- Details of transfer: Resources Safety and Health Serious Prosecutions (RSHSP) unit transferred from the Department of Natural Resources, Mines and Energy to the Office of Industrial Relations (OIR)
Basis of transfer: Public Service Departmental Arrangements Notice (No.2) dated 19 June 2020
Date of transfer: 1 July 2020

Five unbudgeted full time equivalent (FTE) staff transferred to the Work Place Health and Safety Prosecutors Office within OIR. A Service Level Arrangement has been established between Resources Safety and Health Queensland and OIR to recover costs for the 5 FTE's and any supplies and services incurred to operate the RSHSP unit.

- Details of transfer: Racing from the Department of State Development, Infrastructure, Local Government and Planning (the former Department of Local Government, Racing and Multicultural Affairs)
Basis of transfer: Public Service Departmental Arrangements Notice (No.4) dated 12 November 2020
Date of transfer: 1 December 2020

There were no assets and liabilities transferred as a result of this change.

Budgeted appropriation revenue of \$17.445 million was reallocated from Department of Local Government, Racing and Multicultural Affairs to the Department of Education as part of the machinery-of-government changes.

Transfers in – Administered activities

- Details of transfer: Racing from the Department of State Development, Infrastructure, Local Government and Planning (the former Department of Local Government, Racing and Multicultural Affairs)
Basis of transfer: Public Service Departmental Arrangements Notice (No.4) dated 12 November 2020
Date of transfer: 1 December 2020

There were no assets and liabilities transferred as a result of this change.

Budgeted appropriation revenue of \$35.432 million was reallocated from Department of Local Government, Racing and Multicultural Affairs to the Department of Education as part of the machinery-of-government changes.

A4 CONTROLLED ENTITIES

The following entity is controlled by the department:

- Name: Queensland Education Leadership Institute (QELi)
- Purpose: QELi was established in June 2010 to provide a range of professional learning services to school leaders.
- Structure and control: QELi is a not-for-profit public company, limited by guarantee, jointly owned by the Minister for Education and the Department of Education. 100% membership of the company's constitution is controlled by the Minister for Education and the Director-General, Education.
- Operation and reporting: Given the activities of the company, no dividends or other financial returns are received by the department. There are no significant restrictions on the department's ability to access the company's assets or settle its liabilities. The assets, liabilities, revenues and expenses of this entity have not been consolidated in these financial statements, as they would not materially affect the reported financial position and operating revenue and expenses. The company produces separate financial reports and is audited by Queensland Audit Office.

Department of Education
Notes to the Financial Statements
for the year ended 30 June 2021

**SECTION 2
NOTES ABOUT OUR FINANCIAL PERFORMANCE**

B1 REVENUE

B1-1 APPROPRIATION REVENUE

Reconciliation of payments from Consolidated Fund to appropriated revenue recognised in operating result

	2021	2020
	\$'000	\$'000
Budgeted appropriation revenue	9 621 435	9 325 328
Treasurer's Advance	-	2 000
Transfers from/to other headings (variation in headings)	(27 833)	49 342
Unforeseen expenditure	-	25 536
Total appropriation receipts (cash)	9 593 602	9 402 206
Less: Opening balance of appropriation revenue receivable	-	(1 811)
Plus: Effect of adoption of new accounting standards	-	1 811
Plus: Opening balance of deferred appropriation payable to Consolidated Fund	24 898	39 071
Less : Closing balance of deferred appropriation payable to Consolidated Fund	(136 068)	(24 898)
Appropriation revenue recognised in statement of comprehensive income	9 482 432	9 416 379

Accounting policy – Appropriation revenue

Appropriations provided under the *Appropriation Act 2021* are recognised as revenue when received under AASB 1058 *Income of Not-for-Profit Entities*. Where the department has an obligation to return unspent (or unapplied) appropriation receipts to Consolidated Fund at year end (a deferred appropriation payable to Consolidated Fund), a liability is recognised with a corresponding reduction to appropriation revenue, reflecting the net appropriation revenue position with Consolidated Fund for the reporting period. Capital appropriations are recognised as adjustments to equity, refer to Note C8-2.

B1-2 USER CHARGES AND FEES

	2021	2020
	\$'000	\$'000
Student fees	57 159	73 529
General fees	63 545	65 684
Student Resource Scheme fees	92 323	91 823
Excursion fees	70 051	50 782
Other fees and commissions	264	573
Property income	23 643	26 289
Sales revenue	67 699	60 066
Workers' Compensation Self-insurer levies	10 554	10 237
Electrical Licensing Registration fees	5 917	6 473
Service delivery	8 496	8 236
Total	399 651	393 692

Accounting policy – User charges and fees

The department recognises user charges and fees when delivery of the goods or services in full or part has occurred, in accordance with AASB 15 *Revenue from Contracts with Customers*. User charges outside the scope of AASB 15 are recognised in accordance with the requirements of the applicable accounting standard.

Department of Education
Notes to the Financial Statements
for the year ended 30 June 2021

B1 REVENUE (continued)

B1-2 USER CHARGES AND FEES (continued)

Student fees include international student tuition fees, homestay fees and dependant program fees which come within the scope of AASB 15. A contractual liability is initially recognised upon receipt of funds with revenue being recognised over time as the performance obligations are met and students receive the services.

General fees include the provision of a wide variety of goods and services including hire of facilities, school sports revenue, rural remote & international fees and other miscellaneous items. Most of this revenue comes within the scope of AASB 15 with the majority of revenue being recognised at the point in time the goods or services are delivered.

Student Resource Scheme fees are invoiced to parents at the beginning of each school (calendar) year relating to bulk provisioning and/or hire of textbooks, resources, consumables and materials, which come within the scope of AASB 15. A contract liability is raised for the unearned portion of the income with revenue subsequently recognised over time as the performance obligations are met and the resources are provided to students.

Excursion fees relate to charges for excursions, field trips and camps, which come within the scope of AASB 15 and are recognised at the point in time the revenue is received which approximates the delivery of the services.

Sales revenue relates to revenue from tuckshops, uniform shops and other miscellaneous goods and services provided to students, which come within the scope of AASB 15 and are recognised at the point in time that the goods or services are provided.

B1-3 GRANTS AND CONTRIBUTIONS

	2021	2020
	\$'000	\$'000
Contributions from WorkCover	110 040	102 927
Contributions from external parties	42 477	42 613
Grants from the Australian Government	11 610	11 068
Grants from other State Government departments	3 970	3 849
Special purpose capital grants	5 896	5 885
Goods and services received below fair value	1 812	1 803
Donations - cash	11 821	18 837
Donations - other assets ⁽¹⁾	20 878	11 514
Total	208 504	198 496

(1) Donated physical assets are recognised at their fair value.

Accounting policy – Grants and contributions

Grants, contributions and donations represent transactions where the consideration paid by the department to acquire an asset (including cash) is significantly less than the fair value of the asset, principally to enable the department to further its objectives. Generally these transactions are accounted for under AASB 1058 *Income for Not-for-Profit Entities* with revenue recognised upon receipt of the asset.

Contributions from WorkCover include the Workplace Health & Safety Grant and the Workers' Compensation Regulator Grant. These grants are enabled under s.481A of the *Workers' Compensation and Rehabilitation Act 2003* at the direction of the Minister. They represent non-contractual income arising from a statutory requirement which is recognised as income upon receipt under AASB 1058.

Contributions from external parties include Electrical Safety Contributions levied under s.201 of the *Electrical Safety Act 2002*, which represents non-contractual income arising from a statutory requirement. The contributions are recognised as income upon receipt under AASB 1058. Also included are contributions from community organisations (such as Parents and Citizens' Associations). These contributions are voluntary and do not result in a material benefit or advantage to the contributor. They are therefore recognised as income upon receipt under AASB 1058 as the consideration received represents an asset provided to the department for significantly less than fair value to enable the department to further its objectives.

Department of Education
Notes to the Financial Statements
for the year ended 30 June 2021

B2 EXPENSES

B2-1 EMPLOYEE EXPENSES

	2021 \$'000	2020 \$'000
Employee benefits		
Teachers' salaries and allowances	4 608 860	4 527 086
Public servants' and other salaries and allowances *	835 940	889 187
Teacher aides' salaries	568 752	566 761
Cleaners' salaries and allowances	238 931	219 723
Janitors'/groundstaff salaries and allowances	66 581	64 937
Employer superannuation contributions	804 950	796 563
Annual leave levy/expense	239 335	231 736
Long service leave levy/expense	153 770	150 259
Other employee benefits	4 603	878
Employee related expenses		
Fringe benefits tax	2 113	2 906
Workers' compensation premium	83 565	74 223
Staff transfer costs	17 470	14 784
Staff rental accommodation	34 341	31 999
Staff training	32 482	32 624
Total	7 691 693	7 603 666

* In 2019-20, this category included \$86.845 million for all employee groups (Teachers, Public Servants, Teacher aides, Cleaners and Janitors/groundstaff) who received \$1,250 payable as an one-off, pro-rata amount for reaching an in-principle agreement to the current DoE certified enterprise bargaining agreements, for 69,476 full-time equivalent employees (announced in September 2019).

The number of employees as at 30 June, including both full-time employees and part-time employees measured on a full-time equivalent basis (reflecting Minimum Obligatory Human Resource Information (MOHRI)) is:

	2021 No.	2020 No.
Full-Time Equivalent Employees	75 297	73 971

Accounting policy

Wages and salaries

Wages and salaries expenses are recognised in the reporting period in which the employees rendered the related service.

Wages and salaries due but unpaid at reporting date are recognised in the Statement of Financial Position at the current salary rates. As the department expects such liabilities to be wholly settled within 12 months of reporting date, the liabilities are recognised at undiscounted values.

Sick leave

Prior history indicates that on average, sick leave taken each reporting period is less than the entitlement accrued. This is expected to continue into future periods. Accordingly, it is unlikely that existing accumulated entitlements will be used by employees and no liability for unused sick leave entitlements is recognised. As sick leave is non-vesting, an expense is recognised for this leave as it is taken.

Annual leave and long service leave

The entitlement for annual leave includes a component for accrued leave loading for teaching staff working at schools, but does not include recreation leave, which is not an entitlement under their award.

Under the Queensland Government's Annual Leave Central Scheme and Long Service Leave Scheme, levies are payable by the department to cover the cost of employee leave (including leave loading and on-costs). These levies are expensed in the period in which they are payable. Amounts paid to employees for annual leave and long service leave are claimed back from the scheme quarterly in arrears.

Department of Education
Notes to the Financial Statements
for the year ended 30 June 2021

B2 EXPENSES (continued)

B2-1 EMPLOYEE EXPENSES (continued)

Superannuation

Post-employment benefits for superannuation are provided through defined contribution (accumulation) plans or the Queensland Government's QSuper defined benefit plans as determined by the employee's conditions of employment.

Defined contribution plans – Contributions are made to eligible complying superannuation funds based on the rates specified in the relevant Enterprise Bargaining Agreement (EBA) or other conditions of employment. Contributions are expensed when they are paid or become payable following completion of the employee's service each pay period.

Defined benefit plans – The liability for defined benefits is held on a whole-of-government basis and reported in those financial statements pursuant to AASB 1049 *Whole of Government and General Government Sector Financial Reporting*. The amount of contributions for defined benefit plan obligations is based upon the rates determined by the Treasurer on the advice of the State Actuary. Contributions are paid by the department at the specified rate following completion of the employee's service each pay period. The department's obligations are limited to those contributions paid.

Workers' compensation premiums

The department pays premiums to WorkCover Queensland in respect of its obligations for employee compensation.

Key management personnel and remuneration disclosures are detailed in Note G1.

B2-2 SUPPLIES AND SERVICES

	2021	2020
	\$'000	\$'000
Building maintenance	296 778	264 491
Utilities	201 264	209 008
Equipment and building refurbishment	272 248	376 505
Contractors and consultants	55 807	79 313
Contractors and consultants - in-school costs	67 964	62 404
Materials and running costs	125 660	186 073
Student course supplies and excursion admission costs	154 786	157 597
Payments to shared service provider/inter-agency services	1 954	2 140
Computer costs	95 207	87 786
Office accommodation	40 097	40 537
Travel	9 445	12 745
Travel - school and student	14 067	24 543
Lease expenses	1 893	1 845
Total	1 337 170	1 504 987

Accounting policy – Distinction between grants and procurement

For a transaction to be classified as supplies and services, the value of goods and services received by the department must be of approximately equal value to the value of the consideration exchanged for those goods and services. Where this is not the substance of the arrangement, the transaction is classified as a grant in Note B2-3.

Department of Education
Notes to the Financial Statements
for the year ended 30 June 2021

B2 EXPENSES (continued)

B2-3 GRANTS AND SUBSIDIES

	2021	2020
	\$'000	\$'000
Recurrent		
Early childhood education and care grants and subsidies	221 493	218 377
Other grants and allowances	69 646	90 442
Capital		
Grants to external organisations	2 546	-
Total	293 685	308 819

B2-4 OTHER EXPENSES

	2021	2020
	\$'000	\$'000
Insurance premiums - QGIF	25 853	25 585
External audit fees ⁽¹⁾	706	624
Loss on disposal of property, plant and equipment	1 062	6 694
Special payments:		
Ex-gratia payments - general ⁽²⁾	30	53
Court awarded damages	345	850
Penalty interest payment	1	1
Payments to other government departments ⁽³⁾	40 863	40 170
Other	1 664	1 683
Total	70 524	75 660

(1) Total external audit fees quoted by the Queensland Audit Office relating to the 2020-21 financial year are \$0.727 million (2019-20: \$0.727 million). There are no non-audit services included in this amount.

(2) Special payments represent ex gratia expenditure and other expenditure that the department is not contractually or legally obligated to make to other parties. The department made one special payment during 2020-21 (that was in excess of \$5,000) in order to cover costs of repairs for damage to a property that is adjacent to departmental school's grounds.

(3) Payments to other government departments relate to school transport arrangements with the Department of Transport and Main Roads.

Department of Education
Notes to the Financial Statements
for the year ended 30 June 2021

**SECTION 3
NOTES ABOUT OUR FINANCIAL POSITION**

C1 CASH AND CASH EQUIVALENTS

	2021	2020
	\$'000	\$'000
Cash on hand	132	118
Cash at bank	1 242 518	906 879
Total	1 242 650	906 997

Accounting policy – Cash and cash equivalents

Cash and cash equivalents include cash on hand, cheques receipted but not banked at 30 June and cash in school and central office bank accounts which are used in the day-to-day cash management of the department.

Departmental bank accounts (excluding school bank accounts) are grouped within the whole-of-government set-off arrangement with the Queensland Treasury Corporation and do not earn interest on surplus funds. Interest earned on the aggregate set-off arrangement balance accrues to the Consolidated Fund.

C2 RECEIVABLES

	2021	2020
	\$'000	\$'000
Current		
Trade receivables	77 469	68 077
Less: Allowance for impairment of trade receivables	(17 683)	(36 150)
	59 786	31 927
GST receivable	27 883	28 225
GST payable	(14)	-
	27 869	28 225
Employee leave reimbursements	49 327	30 526
Other	1 256	587
Loans and advances	9	6
Total	138 247	91 271

Disclosure – Movement in loss allowance for trade receivables

	2021	2020
	\$'000	\$'000
Balance at 1 July	36 150	34 138
Expected credit losses expense/(gains)	(14 697)	7 291
Bad debts written-off	(3 770)	(5 279)
Balance at 30 June	17 683	36 150

Department of Education
Notes to the Financial Statements
for the year ended 30 June 2021

C2 RECEIVABLES (continued)

Accounting policy – Receivables

Receivables are measured at amortised cost, which approximates their fair value at the reporting date.

Trade debtors are recognised at the amounts due at the time of sale or service delivery i.e. the agreed purchase/contract price. Settlement of trade debtors is required within 30 days from invoice date.

Employee leave reimbursements relate to the Queensland Government's Annual Leave and Long Service Leave Central Schemes which are administered by QSuper on behalf of the state. Refer to Note B2-1.

The maximum exposure to credit risk at balance date for receivables is the gross carrying amount of these assets inclusive of any allowance for impairment. No collateral is held as security and no credit enhancements related to receivables are held by the department.

The department uses a provision matrix to measure the expected credit losses on trade and other debtors. The department has determined that parents of students are the only material grouping for measuring expected credit losses.

The calculations reflect historical credit losses. The historical default rates are then adjusted by reasonable and forward-looking information on expected changes in macroeconomic indicators that affect the future recovery of those receivables. The department uses the change in the unemployment rate for Queensland as the most relevant forward-looking indicator for receivables.

Where the department has receivables from Queensland Government agencies or the Australian Government, no loss allowance is recorded for these receivables on the basis of materiality. Refer to Note D1-2 for the department's credit risk management policies.

Department of Education
Notes to the Financial Statements
for the year ended 30 June 2021

C3 PROPERTY, PLANT, EQUIPMENT AND DEPRECIATION EXPENSE

C3-1 CLOSING BALANCES AND RECONCILIATION OF CARRYING AMOUNT

Property, plant and equipment reconciliation 2021	at Fair Value		Heritage and cultural 2021 \$'000	at Cost		Total 2021 \$'000
	Land	Buildings		Plant and equipment 2021 \$'000	Work in progress 2021 \$'000	
	2021 \$'000	2021 \$'000		2021 \$'000	2021 \$'000	
<i>Gross</i>	5 812 942	25 256 613	71 223	551 576	744 393	32 436 747
<i>Less: Accumulated depreciation</i>	-	(9 209 980)	(45 707)	(332 965)	-	(9 588 652)
Carrying amount at 30 June 2021	5 812 942	16 046 633	25 516	218 611	744 393	22 848 095
<i>Represented by movements in carrying amount:</i>						
Carrying amount at 1 July 2020	5 779 527	14 684 558	22 671	218 827	633 994	21 339 577
Acquisitions (including upgrades)	41 621	679 418	179	51 735	383 696	1 156 649
Donations received	-	14 072	-	503	-	14 575
Disposals	(117)	(128)	-	(1 610)	-	(1 855)
Donations made	-	-	-	(7)	-	(7)
Transfers between asset classes	17 074	247 584	722	7 917	(273 297)	-
Net revaluation increments/(decrements) in asset revaluation surplus	(25 163)	961 982	3 104	-	-	939 923
Depreciation	-	(540 853)	(1 160)	(58 754)	-	(600 767)
Carrying amount at 30 June 2021	5 812 942	16 046 633	25 516	218 611	744 393	22 848 095

Department of Education
Notes to the Financial Statements
for the year ended 30 June 2021

C3 PROPERTY, PLANT, EQUIPMENT AND DEPRECIATION EXPENSE (continued)

C3-1 CLOSING BALANCES AND RECONCILIATION OF CARRYING AMOUNT (continued)

Property, plant and equipment reconciliation 2020	Land	at Fair Value		Leased assets 2020 \$'000	at Cost		Total 2020 \$'000
	2020 \$'000	Buildings 2020 \$'000	Heritage and cultural 2020 \$'000		Plant and equipment 2020 \$'000	Work in progress 2020 \$'000	
	<i>Gross</i>	5 779 527	22 990 268		65 475	-	
<i>Less: Accumulated depreciation</i>	-	(8 305 710)	(42 804)	-	(440 029)	-	(8 788 543)
Carrying amount at 30 June 2020	5 779 527	14 684 558	22 671	-	218 827	633 994	21 339 577
<i>Represented by movements in carrying amount:</i>							
Carrying amount at 1 July 2019	5 780 277	12 629 095	19 075	681 928	223 114	585 403	19 918 892
Acquisitions (including upgrades)	11 189	693 796	739	-	52 857	395 089	1 153 670
Donations received	-	10 699	-	-	491	-	11 190
Disposals	(1 892)	(3 177)	-	-	(2 234)	-	(7 303)
Donations made	-	-	-	-	(3)	-	(3)
Transfers between asset classes	13 787	1 012 538	-	(681 928)	2 101	(346 498)	-
Net revaluation increments/(decrements) in asset revaluation surplus	(23 834)	808 917	3 994	-	-	-	789 077
Depreciation	-	(467 310)	(1 137)	-	(57 499)	-	(525 946)
Carrying amount at 30 June 2020	5 779 527	14 684 558	22 671	-	218 827	633 994	21 339 577

Department of Education
Notes to the Financial Statements
for the year ended 30 June 2021

C3 PROPERTY, PLANT, EQUIPMENT AND DEPRECIATION EXPENSE (continued)

C3-2 RECOGNITION AND ACQUISITION

Accounting policy

Basis of capitalisation and recognition thresholds

Items of property, plant and equipment with a cost or other value equal to or in excess of the following thresholds are recognised as Property, Plant and Equipment in the following classes:

Buildings	\$10 000
Heritage buildings	\$10 000
Land	\$1
Heritage and cultural (cultural works of art)	\$5 000
Plant and equipment	\$5 000

Items with a lesser value are expensed in the year of acquisition.

Expenditure on property, plant and equipment is capitalised where it is probable that the expenditure will produce future service potential for the department.

Cost of acquisition

Property, plant and equipment are initially recorded at cost plus any other costs incurred in getting the assets ready for use, including architects' fees and engineering design fees.

Assets received free of charge from another Queensland Government department (whether as a result of a machinery-of-government change or other involuntary transfer), are recognised at fair value, being the gross carrying amount in the books of the other entity immediately prior to the transfer together with any accumulated depreciation.

Assets acquired at no cost or for nominal consideration, other than from an involuntary transfer from another Queensland Government entity, are recognised as assets and revenues at their fair value at the date of acquisition.

C3-3 MEASUREMENT

Accounting policy

Fair Value measurement

All assets of the department for which fair value is measured or disclosed in the financial statements are categorised with the following fair value hierarchy, based on the data and assumptions used in the most recent specific appraisals:

- Level 1 – represents fair value measurements that reflect unadjusted quoted market prices in active markets for identical assets
- Level 2 – represents fair value measurements that are substantially derived from inputs (other than quoted prices included in level 1) that are observable, either directly or indirectly
- Level 3 – represents fair value measurements that are substantially derived from unobservable inputs.

None of the department's valuations of assets are eligible for categorisation into level 1 of the fair value hierarchy. There were no transfers of assets between fair value hierarchies during the period.

Valuation of property, plant and equipment

Plant and equipment are measured at cost in accordance with Queensland Treasury's *Non-Current Asset Policies for the Queensland Public Sector*. The carrying amounts for such plant and equipment are not materially different from their fair value.

Land, buildings (including residential buildings and land improvements such as sports facilities), and heritage building assets are measured at fair value, which are reviewed each year to ensure they are materially correct.

The cost of items acquired during the financial year have been judged by management to materially represent their fair value at the end of the reporting period.

Department of Education
Notes to the Financial Statements
for the year ended 30 June 2021

C3 PROPERTY, PLANT, EQUIPMENT AND DEPRECIATION EXPENSE (continued)

C3-3 MEASUREMENT (continued)

Accounting policy (continued)

Fair value for land is determined by establishing its market value by reference to observable prices in an active market or recent market transactions. The fair value of buildings and heritage building assets is determined by calculating the current replacement cost of the asset.

Any revaluation increment arising on the revaluation of an asset is credited to the asset revaluation surplus of the appropriate class, except to the extent it reverses a revaluation decrement for the class previously recognised as an expense. A decrease in the carrying amount on revaluation is charged as an expense, to the extent it exceeds the balance, if any, in the revaluation surplus relating to that asset class.

On revaluation, accumulated depreciation is restated proportionately with the change in the carrying amount of the asset and any change in the estimate of remaining useful life.

Use of specific appraisals

Land, buildings, and heritage building assets are revalued by management each year to ensure that they are reported at fair value. Management valuations incorporate the results from the independent revaluation program, and the indexation of the assets not subject to independent revaluation each year.

For the purposes of revaluation, the department has divided the state into 25 districts and each year's selection is chosen to ensure that major urban, provincial and rural characteristics are included. Districts independently valued in each year are as follows:

<p>Last valued in 2019-20 and next scheduled for 2023-24</p> <p>Torres Strait and Cape Roma Mackay-Whitsunday Moreton West South East Brisbane Sunshine Coast South Wide Bay South</p>	<p>Valued in 2020-21 and next scheduled for 2024-25</p> <p>Tablelands-Johnstone Mount Isa The Downs Brisbane North Logan-Albert Beaudesert Central Queensland</p>
<p>2021-22</p> <p>Townsville Warwick Moreton East Brisbane South Sunshine Coast North Wide Bay North</p>	<p>2022-23</p> <p>Cairns Coastal Central West Toowoomba Brisbane Central and West Gold Coast Wide Bay West</p>

The fair values reported by the department are based on appropriate valuation techniques that maximise the use of available and relevant observable inputs and minimise the use of unobservable inputs.

Where assets have not been specifically appraised in the reporting period, their previous valuations are materially kept up-to-date via the application of relevant indices. The department ensures that the application of these indices results in a valid estimation of the asset's fair value at reporting date. Land price indices are derived from market information available to the State Valuation Service (SVS). The Building price index is provided by SVS from Gray Robinson & Cottrell (GRC) Quantity Surveyors and is based on recent tenders for specialised buildings. This is considered to be the most appropriate index for application to the relevant assets. The results of interim indexations are compared to the results of the independent revaluation performed in the year to ensure the results are reasonable. This annual process allows management to assess and confirm the relevance and suitability of indices provided by SVS based on the asset portfolio of the department.

Department of Education
Notes to the Financial Statements
for the year ended 30 June 2021

C3 PROPERTY, PLANT, EQUIPMENT AND DEPRECIATION EXPENSE (continued)

C3-3 MEASUREMENT (continued)

Accounting policy (continued)

Land valuations

<i>Effective Date of Last Specific Appraisal:</i>	30 June 2021 by the State Valuation Service
<i>Valuation Approach:</i>	Market-based assessment. Fair Value Hierarchy Level 2.
<i>Inputs:</i>	The fair value of land involved physical inspection and reference to publicly available data on recent sales of similar land in nearby localities in accordance with industry standards.
<i>Current Year Valuation Activity:</i>	<p>Approximately one quarter of the department's land was comprehensively valued. In determining the values, adjustments were made to the sales data to take into consideration the location of the department's land, its size, street/road frontage and access, and any significant restrictions. The extent of the adjustments made varies in significance for each parcel of land.</p> <p>Desktop valuations were also performed by the State Valuation Service on 14 sites that have exhibited volatile price movements over the last three years.</p> <p>The remaining three quarters of the land assets were indexed to ensure that values reflect fair value as at the reporting date. This involved the selection of a sample of 182 properties from the 17 districts across the state that were not independently valued in 2020-21. The State Valuation Service then provided indices for each of these sites based on recent market transactions for local land sales. The department then uses the sampled indices to create a weighted average for each district. These indices decreased the value of land in these districts by 0.01%.</p>

Buildings valuations

<i>Effective Date of Last Specific Appraisal:</i>	30 June 2021 by the State Valuation Service
<i>Valuation Approach:</i>	All purpose-built facilities are valued at current replacement cost, as there is no active market for these facilities. Fair Value Hierarchy Level 3.
<i>Inputs:</i>	The State Valuation Service conduct physical inspections and apply construction rates from the State School Costing Manual provided by GRC Quantity Surveyors.
<i>Current Year Valuation Activity:</i>	<p>Approximately one quarter of the department's buildings were independently valued. The current replacement cost was based on standard school buildings and specialised fit-out constructed by the department, adjusted for more contemporary design/construction approaches. Significant judgement was also used to assess the remaining service potential of these facilities, including the current physical condition of the facility.</p> <p>The remaining three quarters were indexed using the Building Price Index provided by GRC Quantity Surveyors. The change in the Building Price Index (June 2020 to June 2021) was a 4.49% increase. Because of the department's continuing investment in general and specific priority maintenance, the condition of the assets are not expected to deteriorate significantly between comprehensive valuations.</p>

Heritage buildings assets valuations

<i>Effective Date of Last Specific Appraisal:</i>	30 June 2021 by the State Valuation Service
<i>Valuation Approach:</i>	As there is no active market for these assets, fair value was determined using the current replacement cost approach. Fair Value Hierarchy Level 3.
<i>Inputs:</i>	Estimating the cost to reproduce the items with features and materials of the original items, with substantial adjustments made to take into consideration the items' heritage restrictions and characteristics.
<i>Current Year Valuation Activity:</i>	Approximately one quarter of the department's heritage and cultural assets were independently valued. The remaining three quarters were indexed using the Building Price Index provided by GRC Quantity Surveyors.

Department of Education
Notes to the Financial Statements
for the year ended 30 June 2021

C3 PROPERTY, PLANT, EQUIPMENT AND DEPRECIATION EXPENSE (continued)

C3-4 DEPRECIATION EXPENSE

Accounting policy

Buildings, heritage and cultural assets, and plant and equipment are depreciated on a straight-line basis so as to allocate the net cost or revalued amount of each asset, less its estimated residual value, progressively over its estimated useful life to the department.

The residual (or scrap) value of depreciable assets is assumed to be nil.

Complex assets comprise separately identifiable components of significant value that require regular replacement during the life of the complex asset at different times to other components. The department's complex assets are special purpose school buildings. When the change in depreciation expense from separately identifying significant components is material to the class of assets to which the asset relates, the significant components are separately identified and depreciated. The three components of the department's complex buildings are: a) Fabric; b) Fit-out; and c) Plant. The useful lives for these assets are disclosed in the table below.

Key Judgement: The estimated useful lives of the assets are reviewed annually and, where necessary, are adjusted to better reflect the future service potential of the asset. In reviewing the useful life of each asset, factors such as asset usage and the rate of technical and commercial obsolescence are considered.

Useful lives for the assets included in the revaluation are amended progressively as the assets are inspected by the valuers.

Any expenditure that increases the originally assessed capacity or service potential of an asset is capitalised and the new depreciable amount is depreciated over the remaining useful life of the asset to the department.

The depreciable amount of improvements to, or on, right-of-use assets is allocated progressively over the estimated useful life of the improvements or the unexpired period of the lease, whichever is the shorter. The unexpired period of leases includes any option period where exercise of the option is probable.

Assets under construction (capital work-in-progress) are not depreciated until construction is complete and the asset is first put to use or is installed ready for use in accordance with its intended application. These assets are then reclassified to the relevant classes within property, plant and equipment.

Land is not depreciated as it has an unlimited useful life.

Depreciation Rates

Key Estimates: For each class of depreciable asset the depreciation rates are based on the following useful lives:

Current useful life (years) reported in financial statements

Class	Current useful life (years)
Buildings - Fabric	60 - 80
Buildings - Fit-out	25
Buildings - Plant	25
Buildings - Demountable buildings, sheds and covered areas	40
Buildings - Land improvements (including sporting facilities)	15 - 80
Heritage and Cultural Assets (Buildings)	80
Heritage and Cultural Assets (Cultural works of art)	50 - 100
Plant and equipment - Computer equipment	5
Plant and equipment - Office equipment	5 - 20
Plant and equipment - Musical instruments and craft equipment	20
Plant and equipment - Plant and machinery	5 - 25
Plant and equipment - Sporting equipment	10

C3-5 IMPAIRMENT

Accounting policy

All non-current physical assets are assessed for indicators of impairment on an annual basis. If an indicator of possible impairment exists, the department determines the asset's recoverable amount (higher of the asset's fair value less costs to sell and current replacement cost).

An impairment loss is recognised immediately in the Statement of Comprehensive Income, except for land and buildings where any impairment loss would be offset against the asset revaluation reserve surplus of the relevant class.

Department of Education
Notes to the Financial Statements
for the year ended 30 June 2021

C4 PAYABLES

	2021 \$'000	2020 \$'000
Current		
Trade creditors	184 048	73 426
Capital creditors	257 987	243 018
FBT and other taxes	671	58 469
Grants and subsidies payable	1 670	1 267
Deferred appropriation payable to Consolidated Fund	136 068	24 898
Other	228	228
Total	580 672	401 306

Accounting policy

Trade creditors are recognised upon receipt of the goods or services ordered and are measured at the nominal amount i.e. agreed purchase/contract price, gross of applicable trade and other discounts. Capital creditors relates to capital works billed progressively based on the extent of work performed. Amounts owing are unsecured.

C5 BORROWINGS

	2021 \$'000	2020 \$'000
Current		
Finance liability - private provision of public infrastructure	8 374	7 691
Total	8 374	7 691
Non-current		
Finance liability - private provision of public infrastructure	373 499	381 873
Total	373 499	381 873

Accounting policy

Finance liabilities are initially recognised at fair value, plus any transaction costs directly attributable to the liability, then subsequently held at amortised cost using the effective interest method. The effective interest rate is the rate that exactly discounts estimated future cash payments through the expected life of a finance liability to the amortised cost of the liability.

The department does not enter into transactions for speculative purposes, nor for hedging. No financial liabilities are measured at fair value through profit or loss.

C5-1 FINANCE LIABILITY AND COMMITMENTS

Finance liability terms and conditions

The finance liability relates to the Private Provision of Public Infrastructure (PPPI) agreement projects - South-East Queensland School - Aspire and Queensland Schools - Plenary. As part of the department's review of leasing arrangements under AASB 16 Leases it has been concluded that these arrangements are not leases, but more in the nature of financing to construct and maintain buildings. Refer to Note C6 for details.

Interest rates

Interest on finance liabilities is recognised as an expense as it accrues. No interest has been capitalised during the current or comparative reporting period.

The implicit interest rate for the finance liabilities ranges from 2.87% to 15.99% (2019-20: 2.87% to 15.99%).

C5-2 DISCLOSURE ABOUT SENSITIVITY TO INTEREST RATE MOVEMENTS

Interest rate sensitivity analysis evaluates the outcome on profit or loss if interest rates would change by +/- 0.25% from the year-end rates applicable to the department's financial assets and liabilities. With all other variables held constant, the department would have a surplus and equity increase/(decrease) of \$2.541 million (2019-20 \$1.693 million).

Department of Education
Notes to the Financial Statements
for the year ended 30 June 2021

C5 BORROWINGS (continued)

C5-3 FAIR VALUE DISCLOSURES FOR FINANCIAL LIABILITIES MEASURED AT AMORTISED COST

	2021		2020	
	\$'000	\$'000	\$'000	\$'000
	Carrying amount	Fair Value	Carrying amount	Fair Value
Finance liability – PPPI	381 873	314 649	389 564	343 713
Total	381 873	314 649	389 564	343 713

The fair value of finance liabilities is calculated using discounted cash flow analysis and using the Reserve Bank Commonwealth Government 10 year bond rate.

C6 PUBLIC PRIVATE PARTNERSHIPS

C6-1 OTHER PUBLIC PRIVATE PARTNERSHIPS OUTSIDE AASB 1059

Some Public Private Partnerships (PPPs) are not service concession arrangements within the scope of AASB 1059 *Service Concession Arrangements: Grantors*. Other accounting standards and policies apply to these arrangements, and are described for each arrangement below.

PPPs outside AASB 1059

	2021	2020
	\$'000	\$'000
Assets		
Buildings (Note C3)		
Queensland Schools – Plenary	452 327	436 505
South East Queensland Schools - Aspire	249 388	242 131
Liabilities		
Financial Liabilities (Note C5)		
Queensland Schools – Plenary	184 426	187 352
South East Queensland Schools - Aspire	197 447	202 212

The department entered two PPPI agreement projects - South-East Queensland Schools – Aspire and Queensland Schools - Plenary. The two PPPI's within the table following are social infrastructure arrangements whereby the department pays for the third party use of the infrastructure asset through regular service payments to respective partners over the life of contract.

The PPPI operators only provide maintenance activities that do not contribute significantly to the public services provided by the asset and therefore are out of scope of AASB 1059.

Department of Education
Notes to the Financial Statements
for the year ended 30 June 2021

C6 PUBLIC PRIVATE PARTNERSHIPS (continued)

C6-1 OTHER PUBLIC PRIVATE PARTNERSHIPS OUTSIDE AASB 1059 (continued)

The land on which the facility/schools are constructed is owned and recognised as an asset by the department. The buildings are controlled by the department and are recognised as property, plant and equipment, and details on depreciation are included in Note C3.

The department recognises the future repayments of the construction finance as a financial liability. The contractual agreements provide details about the monthly service payments which comprise the following components:

- capital to effect the systematic write down of the liability over the term of the agreements
- financing which will be recognised as an expense when incurred
- other such as facilities management, maintenance, and insurance will be expensed when incurred.

PPP Arrangement	(a) South-East Queensland Schools - Aspire – Public Private Partnership	(b) Queensland Schools – Plenary – Public Private Partnership
Entered Into Contract	April 2009	December 2013
Partner	Aspire Schools Pty Ltd	Plenary Schools Pty Ltd
Agreement Type	Design, construct, maintain, and partly finance 7 schools.	Design, construct, maintain and partly finance 10 schools.
Agreement Period	30 years	30 years
Financing	Finance during the design and construction phases was provided by Commonwealth Investments Pty Ltd, Bank of Tokyo- Mitsubishi, and the National Australia Bank. Queensland Treasury Corporation will provide the remaining 70% of the project's financial requirements during the operating phase from January 2010 to December 2039.	Finance during the design and construction phases was provided by Investec, National Australia Bank, Plenary Group, and the State of Queensland. The department paid a series of co- contributions (\$190 million) during the construction phase of the project towards the construction costs
Construction Period	May 2009 – January 2014	January 2014 – January 2019
Variable Costs	Variable costs change according to the number of module units in use at the individual sites, utilities, car parking agreements, and other service payments adjustments.	Variable costs change according to the number of module units in use at the individual sites, utilities, car parking agreements, and other service payments adjustments.
Other	Inflows for the PPP relate to cleaning, grounds maintenance, and janitorial services. Aspire is required to use staff provided by the State.	Nil

Department of Education
Notes to the Financial Statements
for the year ended 30 June 2021

C6 PUBLIC PRIVATE PARTNERSHIPS (continued)

C6-2 OPERATING STATEMENT IMPACT

The operating statement impact for each material public private partnership arrangement is as follows:

2020-21	Queensland Schools Plenary \$'000	South-East Queensland Schools Aspire \$'000	Total \$'000
Revenue			
Other Revenue	-	2 640	2 640
Expenses			
Depreciation	(9 643)	(6 233)	(15 876)
Interest expenses	(6 419)	(13 233)	(19 652)
Utilities	(554)	(405)	(959)
Property rates	(796)	(699)	(1 495)
Facility management	(8 210)	(14 873)	(23 083)
Insurance	(478)	(572)	(1 050)
Net impact on operating result	(26 100)	(33 375)	(59 475)
2019-20	Queensland Schools Plenary \$'000	South-East Queensland Schools Aspire \$'000	Total \$'000
Revenue			
Other Revenue	-	2 447	2 447
Expenses			
Depreciation	(9 384)	(6 072)	(15 456)
Interest expenses	(7 860)	(14 003)	(21 863)
Utilities	(445)	(371)	(816)
Property rates	(847)	(646)	(1 493)
Facility management	(7 290)	(13 694)	(20 984)
Insurance	(424)	(579)	(1 003)
Net impact on operating result	(26 250)	(32 918)	(59 168)

Department of Education
Notes to the Financial Statements
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C6 PUBLIC PRIVATE PARTNERSHIPS (continued)

C6-3 ESTIMATED FUTURE CASH FLOWS

The estimated future cash flows on an undiscounted basis for the department's public private partnerships are as follows:

	South East Queensland Schools - Aspire		Queensland Schools Plenary		Total	
	2021 \$'000	2020 \$'000	2021 \$'000	2020 \$'000	2021 \$'000	2020 \$'000
Cash inflows						
Not later than 1 year	2 666	2 485	-	-	2 666	2 485
Later than 1 year but not later than 5 years	10 923	10 336	-	-	10 923	10 336
Later than 5 years but not later than 10 years	14 257	13 857	-	-	14 257	13 857
Later than 10 years	27 453	31 162	-	-	27 453	31 162
	<u>55 299</u>	<u>57 840</u>	<u>-</u>	<u>-</u>	<u>55 299</u>	<u>57 840</u>
Cash outflows						
Not later than 1 year	(34 375)	(34 562)	(20 350)	(19 074)	(54 725)	(53 636)
Later than 1 year but not later than 5 years	(145 041)	(145 936)	(84 638)	(88 273)	(229 679)	(234 209)
Later than 5 years but not later than 10 years	(198 180)	(204 217)	(134 575)	(161 582)	(332 755)	(365 799)
Later than 10 years	(325 260)	(388 914)	(376 068)	(471 755)	(701 328)	(860 669)
	<u>(702 856)</u>	<u>(773 629)</u>	<u>(615 631)</u>	<u>(740 684)</u>	<u>(1 318 487)</u>	<u>(1 514 313)</u>

C7 ACCRUED EMPLOYEE BENEFITS

	2021 \$'000	2020 \$'000
Annual leave levy payable	63 016	60 552
Long service leave levy payable	38 594	37 638
Accrued salaries and wages	18 111	19 008
Paid parental leave	1 299	1 002
Other accrued employee benefits	438	455
Total	<u>121 458</u>	<u>118 655</u>

Accounting policy

No provision for annual leave or long service leave is recognised in the department's financial statements as the liability is held on a whole-of-government basis and reported in those financial statements pursuant to AASB 1049 *Whole of Government and General Government Sector Financial Reporting*.

Refer to Note B2-1 for further information on leave levies and sick leave.

Department of Education
Notes to the Financial Statements
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C8 EQUITY

C8-1 CONTRIBUTED EQUITY

Interpretation 1038 *Contributions by Owners Made to Wholly-Owned Public Sector Entities* specifies the principles for recognising contributed equity by the department. The following items are recognised as contributed equity by the department during the reporting and comparative years:

- Appropriations for equity adjustments (refer Note C8-2)
- Non-reciprocal transfers of assets and liabilities between wholly-owned Queensland State Public Sector entities as a result of machinery-of-government changes (refer Note A3).

C8-2 APPROPRIATIONS RECOGNISED IN EQUITY

Reconciliation of payments from consolidated fund to equity adjustment

	2021 \$'000	2020 \$'000
Budgeted equity adjustment appropriation	1 109 918	724 061
Transfers from/(to) other headings - variation in headings	(26 800)	(49 342)
Lapsed equity adjustment	(482 304)	-
Equity adjustment recognised in Contributed Equity	600 814	674 719

C8-3 ASSET REVALUATION SURPLUS BY ASSET CLASS

Accounting policy

The asset revaluation surplus represents the net effect of upwards and downwards revaluations of assets to fair value.

	Land \$'000	Buildings \$'000	Heritage and Cultural \$'000	Leased Assets \$'000	Total \$'000
Balance at 1 July 2019	5 841 606	9 890 998	20 030	96 286	15 848 920
Revaluation increments/(decrements)	(23 834)	808 917	3 994	-	789 077
Transfers between classes	-	96 286	-	(96 286)	-
Balance at 30 June 2020	5 817 772	10 796 201	24 024	-	16 637 997

	Land \$'000	Buildings \$'000	Heritage and Cultural \$'000	Total \$'000
Balance at 1 July 2020	5 817 772	10 796 201	24 024	16 637 997
Revaluation increments/(decrements)	(25 163)	961 982	3 104	939 923
Balance at 30 June 2021	5 792 609	11 758 183	27 128	17 577 920

Department of Education
Notes to the Financial Statements
for the year ended 30 June 2021

SECTION 4
NOTES ABOUT RISK AND OTHER ACCOUNTING UNCERTAINTIES

D1 FINANCIAL RISK DISCLOSURES

D1-1 FINANCIAL INSTRUMENT CATEGORIES

Financial assets and financial liabilities are recognised in the Statement of Financial Position when the department becomes party to the contractual provisions of the financial instrument. The department has the following categories of financial assets and financial liabilities:

	2021	2020
Note	\$'000	\$'000
Financial assets		
Cash and cash equivalents	C1 1 242 650	906 997
Receivables	C2 138 247	91 271
Total financial assets	1 380 897	998 268
Financial liabilities		
Financial liabilities measured at amortised cost:		
Payables	C4 580 672	401 306
Lease liabilities	6 666	6 907
Borrowings	C5 381 873	389 564
Total financial liabilities at amortised cost	969 211	797 777

No financial assets and financial liabilities have been offset and presented net in the Statement of Financial Position.

D1-2 FINANCIAL RISK MANAGEMENT

Risk exposure

Financial risk management is implemented pursuant to Government policy and seeks to minimise potential adverse effects on the financial performance of the department.

The department's activities expose it to a variety of financial risks as set out in the following table:

Risk Exposure	Definition	Exposure and management
Credit Risk	The risk that the department may incur financial loss as a result of another party to a financial instrument failing to discharge their obligation.	The department is exposed to credit risk in respect of: <ul style="list-style-type: none"> Receivables (exposure disclosed at Note C2 and mainly relates to student and parent debt) which are managed by the use of a credit management strategy and regular monitoring of funds owed; and Financial guarantees provided to Parents and Citizens' Associations, Universities and Grammar Schools are managed on an ongoing basis (maximum exposure disclosed in Note D2).
Liquidity Risk	Liquidity risk refers to the department's ability to meet its obligations when they fall due.	This risk is minimal, and is managed through a combination of regular fortnightly appropriation payments, and an approved overdraft facility of \$250.0 million under Government banking arrangements to manage any cash shortfalls.
Market Risk	The risk that the fair value or future cash flows of a financial instrument will fluctuate because of changes in market prices. Market risk comprises three types of risk: currency risk, interest rate risk and other price risk.	The department does not trade in foreign currency and is not materially exposed to commodity price changes. The department is exposed to interest rate risk through its finance liabilities (Note C5), and cash deposited in interest bearing accounts (Note C1).

All financial risk is managed by each division under policy approved by the Executive Management Board, and established and coordinated by Policy Performance and Planning Branch and Finance Branch.

Department of Education
Notes to the Financial Statements
for the year ended 30 June 2021

D1 FINANCIAL RISK DISCLOSURES (continued)

D1-3 LIQUIDITY RISK – CONTRACTUAL MATURITY OF FINANCIAL LIABILITIES

The following table sets out the liquidity risk of financial liabilities held by the department. It represents the contractual maturity of financial liabilities, calculated based on undiscounted cash flows relating to the liabilities at the reporting date. The undiscounted cash flows in these tables differ from the amounts included in the Statement of Financial Position that are based on discounted cash flows.

	2021 Payable in			Total
	<1 year	1 - 5 years	> 5 years	
	\$'000	\$'000	\$'000	
Financial liabilities				
Payables	580 672	-	-	580 672
Lease liabilities	708	1 456	8 165	10 329
Finance liability - Borrowings	37 632	162 473	601 616	801 721
Total	619 012	163 929	609 781	1 392 722

	2020 Payable in			Total
	<1 year	1 - 5 years	> 5 years	
	\$'000	\$'000	\$'000	
Financial liabilities				
Payables	401 306	-	-	401 306
Lease liabilities	760	1 638	8 390	10 788
Finance liability - Borrowings	39 080	162 619	642 177	843 876
Total	441 146	164 257	650 567	1 255 970

D2 CONTINGENCIES

Litigation in progress

At 30 June 2021, the following cases were filed in courts naming the State of Queensland acting through the Department of Education as defendant:

Litigation and other claims in progress

	2021 No. of cases	2020 No. of cases
Supreme Court	17	5
District Court	15	12
Federal Court	1	3
Total	33	20

In addition, 17 cases (2019-20: 4) were filed in commissions and tribunals naming the State of Queensland acting through the Department of Education as defendant.

The department's legal advisers and management believe that it is not possible to reliably determine the value of payouts in respect of this litigation which, in the majority of instances, represent insurable events in terms of the policy held with the Queensland Government Insurance Fund. The maximum exposure of the department under this policy is \$10 000 for each insurable event.

There are currently 156 (2019-20: 145) cases of general liability and 98 (2019-20: 74) WorkCover common law claims being managed by the department.

Department of Education
Notes to the Financial Statements
for the year ended 30 June 2021

D2 CONTINGENCIES (continued)

Financial guarantees and associated credit risks

The department has provided 24 (2019-20: 22) financial guarantees to Parents and Citizens' Associations (P&C), 6 (2019-20: 6) guarantees to Universities, and 8 (2019-20: 7) guarantees to grammar schools for a variety of loans. These guarantees have been provided over a period of time and have various maturity dates.

	2021 Remaining balance \$'000	2020 Remaining balance \$'000	Enabling legislation
Parents and Citizens' Associations	3 101	2 805	<i>Education (General Provisions) Act 2006 s.137</i>
Universities	506 688	505 479	<i>Australian National University Act 1991 s.44</i>
Grammar Schools	140 345	107 899	<i>Grammar Schools Act 2016 s.10</i>
	<u>650 134</u>	<u>616 183</u>	

Key estimate and judgement: The department assesses the fair value of financial guarantees annually as at 30 June. As at 30 June 2021 no university, grammar school or P&C had defaulted on an existing loan. The impact of COVID-19 on related statutory bodies remains uncertain. As at 30 June 2021 there were no known indications of loan default, but prolonged impacts could cause individual statutory bodies to realise operating deficits with associated deteriorating liquidity. As such, the fair value of the guarantees has not been recognised in the Statement of Financial Position.

Native title claims over departmental land

There are native title claims which have the potential to impact upon properties of the department, however most departmental properties are occupied under a "reserve" tenure, validly created prior to 23 December 1996, and therefore any development undertaken in accordance with gazetted purposes should minimise the potential of native title claims.

At reporting date it is not possible to make an estimate of any probable outcome of such claims, or any financial effect. It should be noted that native title would not arise as an issue until the property has been declared surplus and attempts are made for the property to be sold or transferred. Native title would need to be addressed as part of the disposal process. The department would necessarily recognise any cost implications arising from such claims at that time.

D3 COMMITMENTS

Capital expenditure commitments

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

	2021 \$'000	2020 \$'000
Buildings		
Not later than one year	532 505	510 919
Later than one and not later than five years	82 352	27 730
Later than five years	-	-
Total Capital expenditure commitments - Buildings	<u>614 857</u>	<u>538 649</u>

Department of Education
Notes to the Financial Statements
for the year ended 30 June 2021

SECTION 5
NOTES ABOUT OUR PERFORMANCE COMPARED TO BUDGET

E1 BUDGETARY REPORTING DISCLOSURES

This section contains explanations of major variances between the department's actual 2020-21 financial results and the original budget presented to Parliament.

E1-1 EXPLANATION OF MAJOR VARIANCES – STATEMENT OF COMPREHENSIVE INCOME

<i>User charges and fees:</i>	Variance of -\$30.761 million (includes reduced international education program revenue of -\$21.632 million) which is less than reported in the original budget. This relates predominantly to the continuing impacts of international activity due to the COVID-19 pandemic. Noting there was a -\$19.269 million improvement of actual revenue earned in the prior year.
<i>Grants and contributions revenue:</i>	Variance of +\$22.006 million is largely due to higher capital contributions because of an increase in donations received by schools.
<i>Supplies and services:</i>	<p>Variance of -\$160.809 million is largely attributable to lower expenditure of student course supplies -\$100.334 million; capitalisation of school expensed assets -\$40.600 million; a reduction in student related consumables -\$21.733 million; reduced international students Homestay program expenses -\$20.305 million; lower travel and accommodation costs -\$16.875 million; lower computer consumables -\$12.082 million; reduced motor vehicle hire costs -\$11.956 million and lower expenditure on contractors -\$8.184 million. Reduced expenditure was offset by increased spending on photocopying charges +\$19.345 million; stores and stationery +\$10.523 million; administration costs +\$20.045 million; publications and subscriptions +\$18.655 million and Workplace health and safety +\$3.744 million.</p> <p>The department's reduced spending on supplies and services has assisted in meeting its contribution towards the 2020-21 savings under the Government's Savings and Debt Plan.</p>
<i>Depreciation and amortisation:</i>	Variance of +\$57.353 million largely reflects the impact of end of year asset revaluations and the increase in depreciable assets associated with the department's capital program.
<i>Increase in asset revaluation surplus:</i>	Variance of +\$287.504 million is attributable to higher comprehensive revaluation outcomes for buildings 6.38%, instead of the budgeted 3.61% increase, which is partially offset by a minor reduction in land valuations.

Department of Education
Notes to the Financial Statements
for the year ended 30 June 2021

SECTION 6
WHAT WE LOOK AFTER ON BEHALF OF WHOLE-OF-GOVERNMENT AND THIRD PARTIES

F1 ADMINISTERED ACTIVITIES

The department administers, but does not control, certain activities on behalf of the Government. In doing so, it has responsibility for administering those activities (and related transactions and balances) efficiently and effectively, but does not have the discretion to deploy those resources for the achievement of the department's own objectives.

The majority of administered operations relate to Commonwealth financial assistance to non-government schools paid to the state in accordance with s.23 of the *Australian Education Act 2013* for transfer to non-government schools. The most significant component of State Government funded administered operations relates to financial assistance provided to non-government schools through the Non-State Schools Recurrent Grant. The Non-State Schools Recurrent Grant is provided under s.368(1)(b) of the *Education (General Provisions) Act 2006*.

Accounting policies applicable to administered items are consistent with the equivalent policies for controlled items, unless stated otherwise.

F1-1 SCHEDULE OF ADMINISTERED INCOME AND EXPENDITURE

	2021	2021	2020
	Original	Budget	Budget
	Budget	Variance	Variance
Notes	\$'000	\$'000	\$'000
Administered income			
<u>Fees and charges</u>			
Fees and charges	69 155	57 374	66 255
Other revenue	-	285	-
<u>Grants and contributions</u>			
Recurrent			
Specific purpose - Commonwealth	3 176 454	3 067 593	3 151 549
Appropriation revenue *	4 213 673	4 113 628	4 069 295
Total administered income	7 459 282	7 238 880	7 287 099
Administered expenses			
<u>Grants and subsidies</u>			
Recurrent			
Commonwealth Government			
Non-state schools	3 176 454		3 151 549
State Government			
Non-state schools	758 658		716 936
Textbook and resource allowance	68 308		66 149
Statutory bodies (curriculum)	109 307		34 756
Capital			
State Government			
Non-state and other external organisations	100 946		99 905
	4 213 673	4 113 625	4 069 295
Supplies and services	-	3	90
Losses on disposal/ remeasurement of assets	-	21	(142)
Transfers of administered income to government **	3 245 609	3 125 231	3 217 856
Total administered expenses	7 459 282	7 238 880	7 287 099
Operating surplus/(deficit)	-	-	-

* This appropriation revenue is provided in cash via Queensland Treasury and funds activities/ expenses that the department administers on behalf of the Government.

** The department periodically transfers all cash collected for "Administered income" (excluding appropriation revenue) to the Queensland Government.

Department of Education
Notes to the Financial Statements
for the year ended 30 June 2021

F1 ADMINISTERED ACTIVITIES (continued)

F1-2 RECONCILIATION OF PAYMENTS FROM CONSOLIDATED FUND TO ADMINISTERED INCOME

	2021 \$'000	2020 \$'000
Budgeted appropriation	3 994 281	3 807 436
Transfers from/(to) other headings	54 633	-
Unforeseen expenditure	-	406 862
Total administered receipts	4 048 914	4 214 298
Plus opening balance of administered unearned revenue	119 347	-
Less closing balance of administered unearned revenue	-	(119 347)
Less opening balance of administered revenue receivable	-	(25 656)
Plus closing balance of administered revenue receivable	45 412	-
Administered income recognised in Note F1-1	4 213 673	4 069 295

F1-3 SCHEDULE OF ADMINISTERED ASSETS AND LIABILITIES

	2021 Actual \$'000	2020 Actual \$'000
Administered current assets		
Cash at bank	125	120 108
Appropriation receivable	45 412	-
Trade receivable	8 315	10 585
GST input tax credits receivable	2	-
Total administered current assets	53 854	130 693
Administered current liabilities		
Overdraft facilities	45 165	-
Revenue payable to Government	8 436	11 131
Other payable	42	4
Unearned administered appropriation	-	119 347
Total administered current liabilities	53 643	130 482
Net administered assets/ liabilities	211	211

F1-4 ADMINISTERED ACTIVITIES – BUDGET TO ACTUAL VARIANCE ANALYSIS

This note contains an explanation of major variances between 2020-21 actual results and the original budget for the department's major classes of administered income and expenses.

Fees and Charges: Variance of +\$11.781 million is mainly due to higher Office of Industrial Relations collections including +\$6.545 million for QLeave Portable Long Service Leave as a result of higher construction activity; and for occupational licencing +\$1.356 million mainly due to higher than expected labour hire licencing fees resulting from increased compliance activity.

Department of Education
Notes to the Financial Statements
for the year ended 30 June 2021

F2 TRUST TRANSACTIONS AND BALANCES

(a) Educational bequests

The department acts as trustee for and manages one trust established by benefactors to encourage Queensland students to learn Japanese as a second language and recognise their achievements in acquiring this valuable skill. The Trust receives revenue in the form of bank interest and makes disbursements for student bursaries to fund travel and tuition fees and support continuing study of the Japanese language.

As the department performs only a custodial role in respect of these transactions and balances, they are not recognised in the financial statements but are disclosed in these notes for the information of users.

No fees are received by the department for providing trustee services for these funds.

	2021 \$'000	2020 \$'000
Trust Account - Educational bequests		
Opening balance - cash	210	227
Revenue - return on investment term deposit	1	4
Expense - Iwasaki Sangyo prize	(10)	(21)
Closing balance - cash	201	210

(b) Industrial Relations collections

	2021 \$'000	2020 \$'000
District Industrial Inspectors' Collection Accounts		
<i>Industrial Relations Act 1999 s.358</i>		
Opening balance - cash	6	-
Revenue - recovered wages	5	33
Expense - payments to workers	(4)	(27)
Closing balance - cash	7	6

This account holds recovered wages owed to employees until funds are cleared before forwarding on to workers.

	2021 \$'000	2020 \$'000
In-scope Electrical Equipment (Registration Fees) Fund		
<i>Electrical Safety Act 2002 s.204A</i>		
Opening balance - cash	7 509	7 528
Revenue - registration fees and interest	2 604	1 727
Expense - jurisdiction transfer payments and costs	(2 035)	(1 746)
Closing balance - cash	8 078	7 509

This account holds money collected from the registration of electrical equipment and make payments to participating jurisdictions for electrical safety services.

The prior year comparative numbers have been restated to include expense transfers out of \$1.986 million in funds collected to participating jurisdictions that were omitted from the reported figures.

There are no audit fees payable by the department for these trust transactions.

Department of Education
Notes to the Financial Statements
for the year ended 30 June 2021

**SECTION 7
OTHER INFORMATION**

G1 KEY MANAGEMENT PERSONNEL (KMP) REMUNERATION

Details of key management personnel

The department's responsible Minister is identified as part of the department's KMP, consistent with additional guidance included in the revised version of AASB 124 *Related Party Disclosures*. The Minister is the Honourable Grace Grace MP, Minister for Education, Minister for Industrial Relations and Minister for Racing.

The following details for non-Ministerial key management personnel includes those positions that had authority and responsibility for planning, directing and controlling the activities of the department during 2020-21 and 2019-20. Further information regarding the department's Key Management Personnel can be found in the body of the Annual Report under the section relating to Governance.

Position	Position Responsibility
Director-General	Strengthening education by boosting participation and quality in early childhood education and care, improving the performance of schools and delivering a responsive and productive industrial relations sector.
Deputy Director-General, Corporate Services * ***	Strategic leadership for the department's corporate procurement, finance, information technologies, and infrastructure services functions.
Deputy Director-General, Early Childhood and Education Improvement	Strategic leadership in the development and implementation of the innovation policy, funding and regulatory frameworks that shape the vibrant early childhood education and care sector in Queensland.
Deputy Director-General, Policy, Performance and Planning **	Driving the strategic direction of the department, across early childhood, schooling, and Aboriginal and Torres Strait Islander education. This position delivers education-related strategic policy and intergovernmental relations functions and leads the development of the portfolio's legislative instruments, performance monitoring and reporting functions, and governance, strategy and planning. Including the Office of Racing, the division provides oversight of Racing Queensland and legislation that enables the operation of the racing industry in Queensland.
Deputy Director-General, State Schools	Strategic leadership in the development and implementation of innovative and effective education models and policies for Queensland state schools to ensure every student engages purposefully in learning and experiences academic success.
Deputy Director-General, Office of Industrial Relations	Strategic leadership of the Office of Industrial Relations, with responsibility for regulatory frameworks, policy advice and compliance activities for workplace safety, electrical safety, industrial relations and workers' compensation to make Queensland work and workplaces safer, fairer and productive.
Deputy Director-General, People and Executive Services	Provision of strategic leadership across the department's human resources, strategic communications and engagement, and legal services functions to support a diverse, capable and confident workforce that designs and delivers responsive services as our population grows and technology changes how we learn, work and live.
Assistant Director-General, Finance and Chief Finance Officer	Provision of strategic financial advice to the department's Executive and overall leadership of the department's finance functions. The position also has responsibilities under section 77 of the <i>Financial Accountability Act 2009 (Qld)</i> .
Regional Director (rotating representative)	Providing direction to the operations of the department at the regional level across all service streams, ensuring delivery of planned outcomes in line with departmental vision, values and strategic direction.

* For the 2020-21 financial year, the incumbent position holder of Deputy Director-General, Corporate Services has been on extended leave for the whole financial year.

** The Office of Racing joined the department from the Department of State Development, Infrastructure, Local Government and Planning (the former Department of Local Government, Racing and Multicultural Affairs) following a Machinery of Government change effective from 1 December 2020.

*** A revised organisational structure took effect from 31 May 2021. The new structure created a new Infrastructure Services Division with a Deputy Director-General role and the Corporate Services Division was disestablished and restructured across the department. The previous reporting structure and reporting lines remained in place for 2020-21. The position, Deputy Director-General, Corporate Services, was abolished effective 31 May 2021.

Key management personnel remuneration policies

Ministerial remuneration entitlements are outlined in the Legislative Assembly of Queensland's Members' Remuneration Handbook, and aggregate remuneration expenses for all Ministers is disclosed in the Queensland General Government and Whole of Government Consolidated Financial Statements, which are published as part of Queensland Treasury's Report on State Finances. The department does not bear any cost of remuneration of Ministers.

Remuneration policy for the department's other KMP is set by the Queensland Public Service Commission as provided for under the *Public Service Act 2008*. Individual remuneration and other terms of employment (including motor vehicle entitlements and performance payments if applicable) are specified in employment contracts.

Department of Education
Notes to the Financial Statements
for the year ended 30 June 2021

G1 KEY MANAGEMENT PERSONNEL (KMP) REMUNERATION (continued)

Key management personnel remuneration policies (continued)

Where an employee has relieved in a KMP position for less than three months, these costs are reported against their substantive position.

Remuneration expenses for those KMP comprise the following components:

Short term employee expenses including:

- salaries, allowances and leave entitlements earned and expensed for the entire year, or for that part of the year during which the employee occupied a KMP position
- non-monetary benefits – consisting of provision of vehicle and car parking together with fringe benefits tax applicable to the benefit.

Long term employee expenses include amounts expensed in respect of long service leave entitlements earned.

Post-employment expenses include amounts expensed in respect of employer superannuation obligations.

Termination benefits include payments in lieu of notice on termination and other lump sum separation entitlements (excluding annual and long service leave entitlements) payable on termination of employment or acceptance of an offer of termination of employment.

Key management personnel remuneration expenses

The following disclosures focus on the expenses incurred by the department attributable to non-Ministerial KMP during the respective reporting periods. The amounts disclosed are determined on the same basis as expenses recognised in the Statement of Comprehensive Income.

2020-21

Position	Short Term Employee Expenses		Long Term Employee Expenses	Post-Employment Expenses	Termination Benefits	Total Expenses
	Monetary Expenses	Non-Monetary Benefits	\$'000	\$'000	\$'000	\$'000
	\$'000	\$'000				
Director-General	542	0	13	66	0	621
Deputy Director-General, Corporate Services (Acting from 01/07/2020 to 30/05/2021) Deputy Director-General, Infrastructure Services Division (Acting from 31/05/2021 to 30/06/2021)	271	7	7	25	0	310
Deputy Director-General, Early Childhood and Education Improvement	250	9	6	28	0	293
Deputy Director-General, Policy, Performance and Planning	279	8	7	33	0	327
Deputy Director-General, State Schools	260	8	6	30	0	304
Deputy Director-General, Office of Industrial Relations	290	2	8	27	0	327
Deputy Director-General, People and Executive Services (Appointed 13/10/2020)	213	4	5	24	0	246
Assistant Director-General, Finance and Chief Finance Officer (Acting from 01/07/2020 to 30/06/2021)	218	8	5	24	0	255

Department of Education
Notes to the Financial Statements
for the year ended 30 June 2021

G1 KEY MANAGEMENT PERSONNEL (KMP) REMUNERATION (continued)

Key management personnel remuneration expenses (continued)

Position	Short Term Employee Expenses		Long Term Employee Expenses	Post-Employment Expenses	Termination Benefits	Total Expenses
	Monetary Expenses	Non-Monetary Benefits	\$'000	\$'000	\$'000	\$'000
	\$'000	\$'000				
Regional Director (rotating representative) (to 31/12/2020)	118	0	3	13	0	134
Regional Director (rotating representative) (from 01/01/2021)	115	0	3	13	0	131

2019-20

Position	Short Term Employee Expenses		Long Term Employee Expenses	Post-Employment Expenses	Termination Benefits	Total Expenses
	Monetary Expenses	Non-Monetary Benefits	\$'000	\$'000	\$'000	\$'000
	\$'000	\$'000				
Director-General	550	0	13	68	0	631
Deputy Director-General, Corporate Services	308	6	7	34	0	355
Deputy Director-General, Early Childhood and Education Improvement	259	0	6	29	0	294
Deputy Director-General, Policy, Performance and Planning	266	6	7	34	0	313
Deputy Director-General, State Schools	270	6	7	31	0	314
Deputy Director-General, Office of Industrial Relations *	308	5	7	27	0	347
Deputy Director-General, People and Executive Services (Position Created 16/03/2020) *						
Assistant Director-General, Finance and Chief Finance Officer	236	7	6	25	0	274
Regional Director (rotating representative) (to 31/12/2019)	125	0	3	14	0	142
Regional Director (rotating representative) (from 01/01/2020)	122	0	3	13	0	138

* The role of Deputy Director-General, People and Executive Services was created on 16 March 2020. The roles of Deputy Director-General, People and Executive Services and Deputy Director-General, Office of Industrial Relations were being undertaken conjointly, performing dual functions within the department's respective service areas.

Performance Payments

Key Management Personnel do not receive performance or bonus payments.

Department of Education
Notes to the Financial Statements
for the year ended 30 June 2021

G2 RELATED PARTY TRANSACTIONS

Transactions with people/ entities related to KMP

The department has no related party transactions during 2020-21 with people and entities related to Key Management Personnel.

Transactions with other Queensland Government-controlled entities

The department's primary ongoing sources of funding from Government for its services are appropriation revenue (Note B1-1) and equity injections (Note C8-2), both of which are provided in cash via Queensland Treasury. The department purchases a variety of services from the Department of Energy and Public Works including building construction and maintenance \$288.315 million (2019-20 \$249.865 million); motor vehicle fleet \$7.537 million (2019-20 \$7.211 million); office accommodation \$38.436 million (2019-20 \$37.105 million); government employee housing \$21.541 million (2019-20 \$21.201 million); and information and communication technology services from CITEC \$6.341 million (2019-20 \$5.936 million). Services relating to school transport arrangements for \$40.405 million are purchased from the Department of Transport and Main Roads.

G3 NEW AND REVISED ACCOUNTING STANDARDS

The department did not voluntarily change any of its accounting policies during 2020-21.

No Australian Accounting Standards have been early adopted for 2020-21.

Effective for the first time in 2020-21

AASB 1059 Service Concession Arrangements: Grantors

AASB 1059 will first apply to the department's financial statements in 2020-21. This standard defines service concession arrangements and applies a new control concept to the recognition of service concession assets and related liabilities.

The department has analysed the effects of the private provision of public infrastructure arrangements and it does not consider that AASB 1059 is applicable as no services are directly delivered to the public.

New Australian Accounting Standards issued but not yet effective

All other Australian Accounting Standards and Interpretations with future commencement dates are either not applicable to the department's activities, or have no material impact on the department.

G4 EVENTS OCCURRING AFTER THE REPORTING DATE

No events after the balance date have occurred for the department.

G5 TAXATION

The department is a State body as defined under the *Income Tax Assessment Act 1936* and is exempt from all forms of Commonwealth taxation with the exception of Fringe Benefits Tax (FBT), and Goods and Services Tax (GST). FBT and GST are the only taxes accounted for by the department. GST credits receivable from, and GST payable to the Australian Taxation Office are recognised and accrued (refer to Note C2).

G6 CLIMATE RISK DISCLOSURE

The department addresses the financial impacts of climate related risks by identifying and monitoring the accounting judgements and estimates that will potentially be affected, including asset useful lives, fair value of assets, contingent liabilities and changes to future expenses and revenues.

The department has not identified any material climate related risks relevant to the financial report at the reporting date, however constantly monitors the emergence of these risks under the Queensland Government's Climate Transition Strategy.

No adjustments to the carrying value of recorded assets or other adjustments to the amounts recorded in the financial statements were recognised during the financial year.

Department of Education
Management Certificate
for the year ended 30 June 2021

These general purpose financial statements have been prepared pursuant to s.62(1) of the *Financial Accountability Act 2009* (the Act), s.38 the *Financial and Performance Management Standard 2019* and other prescribed requirements. In accordance with s.62(1)(b) of the Act we certify that in our opinion:

- (a) the prescribed requirements for establishing and keeping the accounts have been complied with in all material respects; and
- (b) the financial statements have been drawn up to present a true and fair view, in accordance with the prescribed accounting standards, of the transactions of the Department of Education for the financial year ended 30 June 2021, and of the financial position of the department at the end of that year; and

The Director-General, as the Accountable Officer of the Department, acknowledges responsibility under s.7 and s.11 of the *Financial and Performance Management Standard 2019* for the establishment and maintenance, in all material respects, of an appropriate and effective system of internal controls and risk management processes with respect to financial reporting throughout the reporting period.



Alison Mohr CPA, B ECom (Acc)
Acting Assistant Director-General, Finance
Chief Finance Officer
Department of Education



Tony Cook PSM
Director-General
Department of Education

Date: 23 August 2021

Date: 23 August 2021

INDEPENDENT AUDITOR'S REPORT

To the Accountable Officer of the Department of Education

Report on the audit of the financial report

Opinion

I have audited the accompanying financial report of the Department of Education.

In my opinion, the financial report:

- a) gives a true and fair view of the department's financial position as at 30 June 2021, and its financial performance and cash flows for the year then ended
- b) complies with the *Financial Accountability Act 2009*, the Financial and Performance Management Standard 2019 and Australian Accounting Standards.

The financial report comprises the statement of financial position and statement of assets and liabilities by major departmental service as at 30 June 2021, the statement of comprehensive income, statement of changes in equity, statement of cash flows and statement of comprehensive income by major departmental service for the year then ended, notes to the financial statements including summaries of significant accounting policies and other explanatory information, and the management certificate.

Basis for opinion

I conducted my audit in accordance with the *Auditor-General Auditing Standards*, which incorporate the Australian Auditing Standards. My responsibilities under those standards are further described in the *Auditor's Responsibilities for the Audit of the Financial Report* section of my report.

I am independent of the department in accordance with the ethical requirements of the Accounting Professional and Ethical Standards Board's APES 110 *Code of Ethics for Professional Accountants* (the Code) that are relevant to my audit of the financial report in Australia. I have also fulfilled my other ethical responsibilities in accordance with the Code and the *Auditor-General Auditing Standards*.

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

Key audit matter

Key audit matters are those matters that, in my professional judgement, were of most significance in my audit of the financial report of the current period. I addressed these matters in the context of my audit of the financial report as a whole, and in forming my opinion thereon, and I do not provide a separate opinion on these matters.

Valuation of Buildings (\$16.0 billion as at 30 June 2021)

Refer to note C3 in the financial report.

Key audit matter	How my audit addressed the key audit matter
<p>Department of Education's specialised buildings were measured at fair value at balance date using the current replacement cost method.</p> <p>The Department performed a comprehensive revaluation of approximately one quarter of its buildings using an independent valuer, with remaining assets being revalued using indexation. It is the Department's policy to conduct revaluations on this basis annually.</p> <p>The current replacement cost method comprises:</p> <ul style="list-style-type: none"> • gross replacement cost, less • accumulated depreciation. <p>For comprehensively revalued buildings, the Department applied unit rates provided by the independent valuer to derive gross replacement cost. These unit rates require significant judgement in relation to:</p> <ul style="list-style-type: none"> • identifying the components of buildings with separately identifiable replacement costs • specifying the unit rate categories based on building and component types with similar characteristics • elapsed utility estimates • assessing the current replacement cost for each unit rate category having consideration for more contemporary design/construction approaches. <p>For Buildings not comprehensively revalued, significant judgement was required to estimate the change in gross replacement cost from the prior year.</p> <p>The significant judgements required for gross replacement cost and useful lives are also significant for calculating annual depreciation expense.</p>	<p>Our procedures for Buildings comprehensively revalued included, but were not limited to:</p> <ul style="list-style-type: none"> • Assessing the adequacy of management's review of the valuation process. • Obtaining an understanding of the methodology used and assessing its design, integrity and appropriateness with reference to common industry practice. • Assessing the competence, capability and objectivity of the experts used by the Department. • On a sample basis, evaluating the relevance, completeness and accuracy of source data used to derive the unit cost rates including: <ul style="list-style-type: none"> • modern substitute (including locality factors and oncosts) • adjustment for obsolescence. <p>For Buildings revalued by index, our procedures included but were not limited to:</p> <ul style="list-style-type: none"> • Evaluating the relevance and appropriateness of the indices used for changes in Building Price Index inputs by comparing to other relevant external indices. • Reviewing the appropriate application of these indices to the remaining three quarters of the portfolio. <p>Buildings useful life estimates were evaluated for reasonableness by:</p> <ul style="list-style-type: none"> • Reviewing management's annual assessment of useful lives. • Ensuring that no component still in use has reached or exceeded its useful life. • Reviewing for consistency between condition assessment and percentage of depreciation. • Where changes in useful lives were identified, evaluating whether the effective dates of the changes applied for depreciation expense were supported by appropriate evidence. • Ensuring that management has updated accumulated depreciation this year for changes in remaining useful lives identified.

Responsibilities of the department for the financial report

The Accountable Officer is responsible for the preparation of the financial report that gives a true and fair view in accordance with the *Financial Accountability Act 2009*, the Financial and Performance Management Standard 2019 and Australian Accounting Standards, and for such internal control as the Accountable Officer determines is necessary to enable the preparation of the financial report that is free from material misstatement, whether due to fraud or error.

The Accountable Officer is also responsible for assessing the department's ability to continue as a going concern, disclosing, as applicable, matters relating to going concern and using the going concern basis of accounting unless it is intended to abolish the department or to otherwise cease operations.

Auditor's responsibilities for the audit of the financial report

My objectives are to obtain reasonable assurance about whether the financial report as a whole is free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes my opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with the Australian Auditing Standards will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of this financial report.

As part of an audit in accordance with the Australian Auditing Standards, I exercise professional judgement and maintain professional scepticism throughout the audit. I also:

- Identify and assess the risks of material misstatement of the financial report, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for my opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances. This is not done for the purpose of expressing an opinion on the effectiveness of the department's internal controls, but allows me to express an opinion on compliance with prescribed requirements.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the department.
- Conclude on the appropriateness of the department's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the department's ability to continue as a going concern. If I conclude that a material uncertainty exists, I am required to draw attention in my auditor's report to the related disclosures in the financial report or, if such disclosures are inadequate, to modify my opinion. I base my conclusions on the audit evidence obtained up to the date of my auditor's report. However, future events or conditions may cause the department to cease to continue as a going concern.

- Evaluate the overall presentation, structure and content of the financial report, including the disclosures, and whether the financial report represents the underlying transactions and events in a manner that achieves fair presentation.

I communicate with the Accountable Officer regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that I identify during my audit.

From the matters communicated with the Accountable Officer, I determine those matters that were of most significance in the audit of the financial report of the current period and are therefore the key audit matters. I describe these matters in my auditor's report unless law or regulation precludes public disclosure about the matter or when, in extremely rare circumstances, I determine that a matter should not be communicated in my report because the adverse consequences of doing so would reasonably be expected to outweigh the public interest benefits of such communication.

Report on other legal and regulatory requirements

Statement

In accordance with s.40 of the *Auditor-General Act 2009*, for the year ended 30 June 2021:

- a) I received all the information and explanations I required.
- b) I consider that, the prescribed requirements in relation to the establishment and keeping of accounts were complied with in all material respects.

Prescribed requirements scope

The prescribed requirements for the establishment and keeping of accounts are contained in the *Financial Accountability Act 2009*, any other Act and the Financial and Performance Management Standard 2019. The applicable requirements include those for keeping financial records that correctly record and explain the department's transactions and account balances to enable the preparation of a true and fair financial report.



Brendan Worrall
Auditor-General

25 August 2021

Queensland Audit Office
Brisbane

