

State Budget 2013-14

Service Delivery Statements

Department of Education, Training and Employment



2013–14 State Budget Papers

- 1. Budget Speech**
- 2. Budget Strategy and Outlook**
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Appropriation Bills

Concessions Statement

The suite of Budget Papers is similar to that published in 2012-13.

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Service Delivery Statements

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Queensland
Government

Department of Education Training and Employment

Summary of portfolio budgets

Page	Agency	2012-13 Adjusted Budget \$'000	2012-13 Est. Actual \$'000	2013-14 Estimate \$'000
2	Department of Education Training and Employment - controlled	8,446,567	8,172,749	8,672,444
	Department of Education Training and Employment - administered	2,611,159	2,531,571	2,739,315
38	Gold Coast Institute of TAFE	70,863	69,147	69,403
46	Queensland Studies Authority	39,746	41,286	38,447
54	Southbank Institute of Technology	105,921	103,671	103,759

Notes:

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

PORTFOLIO OVERVIEW

Ministerial and portfolio responsibilities

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

<p style="text-align: center;">Minister for Education, Training and Employment The Honourable John-Paul Langbroek MP</p>

<p style="text-align: center;">Assistant Minister for Technical and Further Education Saxon Rice MP</p>
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<p style="text-align: center;">Department of Education, Training and Employment Director General: Dr Jim Watterston</p> <hr/> <p>Service Area 1: Early Childhood Education and Care</p> <hr/> <p>Service Area 2: School Education</p> <hr/> <p>Service Area 3: Training, Tertiary Education and Employment</p>
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<p style="text-align: center;">Gold Coast Institute of TAFE Acting Board Chair: Adrienne Ward Chief Executive Officer: Aaron Devine</p> <p>Objective: To deliver high quality training, equipping graduates with relevant skills and knowledge to enter the workforce or go on to further tertiary study.</p>

<p style="text-align: center;">Queensland Studies Authority Board Chair: Bob McHugh Chief Executive Officer: Patrea Walton</p> <p>Objective: To support all Queensland education communities by providing quality, innovative and future-focused syllabuses, and assessment, certification and tertiary entrance services.</p>
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<p style="text-align: center;">Southbank Institute of Technology Board Chair: Warren Tapp Acting Chief Executive Officer: Christina Hong</p> <p>Objective: To contribute to the Government's objective to grow a four pillar economy by delivering world class education and training, providing educational development pathways and enhanced skills for a global market.</p>
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Additional information about these agencies can be sourced from:

Department of Education Training and Employment

<http://education.qld.gov.au/>

<http://deta.qld.gov.au/earlychildhood/>

<http://training.qld.gov.au/> and <http://www.employment.qld.gov.au/>

Gold Coast Institute of TAFE - <http://gcit.edu.au/>

Queensland Studies Authority - <http://www.qsa.qld.edu.au/>

Southbank Institute of Technology - <http://www.southbank.edu.au>

RESOURCES AND PERFORMANCE

DEPARTMENTAL OVERVIEW

Strategic direction

The Department of Education, Training and Employment is creating brighter futures by giving Queenslanders the knowledge, skills and confidence to maximise their potential and contribute productively to the economy.

To achieve this outcome the department is focused on contributing to the Government's key community objectives of growing a four pillar economy, lowering the cost of living, providing better infrastructure and planning, revitalising front line services and restoring accountability in government.

The department's strategic objectives are:

- Queensland families accessing quality early years services
- Queensland students engaged in learning and successfully transitioning to further education, training and work
- Queenslanders skilled and maximising their opportunities for employment and contributing to Queensland's economy
- Resources targeted to improve learning and skilling outcomes.

To achieve these objectives the department will focus on improving learning and skilling outcomes through:

- Successful learners – building strong foundations for lifelong learning, successful transitions to further learning and work and skilling pathways that enhance employability
- Great people – supporting skilled and committed staff, teachers and trainers focused on children and care, student achievement and completions
- Empowered leaders – making decisions with local communities, business and industry
- Engaged partners – involved in decision making and prioritisation of critical skills for the economy
- High standards – providing clear and relevant information about performance to drive improvement and providing safe and inclusive learning and working environments.

The department has an extensive capital program including:

- funding additional kindergarten services including establishing services on state school sites
- buying land, building new schools to meet enrolment growth, providing additional classrooms and upgrading and maintaining existing classrooms
- transitioning Year 7 to be the first year of secondary school from 2015
- funding to support infrastructure in non-state schools
- investing in modern training infrastructure to maximise the use of public training assets.

2013-14 Highlights

Early Childhood Education and Care

Key highlights include:

- working with the early childhood sector during 2013 to provide Queensland families with access to early childhood education programs including:
 - enrolling more than 250,000 children in early childhood education and care services and more than 50,000 children in kindergarten across Queensland; and
 - regulating more than 2,600 early childhood education and care providers including 1,000 services providing a kindergarten program
- investing \$39.6 million to establish an additional 33 new kindergarten services by the end of 2014, with 19 on state school sites and 14 located on other sites including non-state schools, long day care services and existing kindergarten services
- providing a quality pre-prep program to Indigenous children across 35 Indigenous communities and strengthening Indigenous leadership in early childhood education and care through the Remote Indigenous Professional Development (RIPD) project
- providing the eKindy program, a Government approved online kindergarten program through distance education, with more than 160 children enrolled in 2013
- investing \$1 million as part of \$4 million over four years in additional funding to implement the Step Up into Education program to better prepare children for school, particularly children in areas of disadvantage
- providing grants for early childhood education services to improve facilities so Queensland children can access a quality early childhood education
- continuing to invest more than \$8 million in early years centres to support families and children from birth to eight to access a range of early childhood education and care, family support, and maternal and child health services across 15 communities
- finalising 10 children and family centres under the Australian Government's \$75 million Indigenous Early Childhood Development National Partnership Agreement
- introducing a new online grants management system to streamline business processes and assist funded early years services to apply for and manage grant funding and subsidies
- introducing a new regulatory framework for services out of scope of the education and care national law to reduce red tape, minimise costs and support quality outcomes for children.

School Education

Key highlights include:

- providing education services during the 2013 school year across 1,240 Queensland state schools to:
 - over 326,400 students in state primary schools;
 - over 178,000 students in state secondary schools;
 - more than 2,500 students participating in distance education; and
 - more than 3,850 students in state special schools
- investing \$537 million over five years, starting with an initial investment of \$1.2 million in 2014, to implement Great Teachers = Great Results to ensure professional excellence in teaching and boost Queensland state schools' autonomy including strengthening discipline in schools
- investing \$100 million to meet maintenance backlogs in Queensland state schools
- investing \$4.9 million for 60 state schools to participate in the Independent Public Schools initiative as part of additional total funding of \$21 million over four years
- implementing recommendations from the Teacher Education Implementation Taskforce to improve teacher quality
- allocating 724 teachers and teacher aides in response to enrolment growth and students with special needs in Queensland state schools

- investing up to \$6 million as part of the second year of a four year program to roll out the equivalent of a full-time teacher aide to an additional 150 prep classes each year in areas of greatest need to provide up to 9,000 extra teacher aide hours per week by 2015-16
- working with the Queensland Schools Planning Commission to strategically plan for school infrastructure throughout Queensland
- continuing to invest \$3.2 million of \$10.9 million over four years under the Supporting Queenslanders with a Disability (Speech Pathologists) initiative to support speech pathology services in Queensland schools
- continuing to implement the Australian Curriculum in English, maths, science and history
- investing \$250,000 as part of \$1 million over four years to support Queensland schools with access to chaplaincy and student welfare services
- providing \$1 million over four years to continue an education program for all Queensland schools, including implementation of the Daniel Morcombe Child Safety Curriculum, to give children the knowledge to protect themselves and encourage reporting of suspected abuses
- continuing to invest \$6.5 million in state and non-state schools as part of \$26 million over four years in Getting the Basics Right – Literacy and Numeracy grants
- reviewing the Queensland Studies Authority and the senior assessment and tertiary entrance system
- continuing to invest \$1 million over three years to sponsor delegations of Queensland secondary school students to travel to ANZAC Day ceremonies at Gallipoli and the Western Front from 2013 to 2015
- providing professional registration services to the independent Non-State Schools Accreditation Board and the Non State Schools Eligibility for Government Funding Committee, home education applicants and providers of courses to overseas students including state and non-state schools and international secondary student exchange programs.

Training, Tertiary Education and Employment

Key highlights include:

- delivering services to over 250,000 students enrolled in vocational education and training leading to over 64,000 students completing their qualifications at the highly valued levels of Certificate III and above, through the TAFE and statutory TAFE institute network and government funded training at private registered training organisations (as at 30 June 2013)
- implementing the Government's response to the Queensland Skills and Training Taskforce final report including:
 - releasing an action plan that will detail a vision for Queensland's skills and training sector;
 - increasing access to government subsidised training places;
 - implementing a new vocational education and training investment framework that establishes a funding model for TAFE and increases the contestable funding available to the broader training market;
 - creating more flexible student training contribution arrangements; and
 - establishing TAFE Queensland with a commercially focused board responsible for the public provision of vocational education and training
- investing up to \$86 million over six years as part of the Pathways to a Skilled Trade Future initiative to support 10,000 additional apprentices to help meet skill shortages
- continuing to invest up to \$3.2 million as part of \$10 million for the Supporting Women Scholarships initiative over four years to fund 500 university scholarships for women of up to \$20,000 in traditionally male dominated fields or in areas of skills shortages
- progressing towards the creation of a dual sector university through the merger of Central Queensland Institute of TAFE (CQIT) with Central Queensland University (CQU).

2012-13 Achievements

Early Childhood Education and Care

Key initiatives in 2012-13 included:

- continuing the establishment of 155 extra kindergarten services in areas of need with a total of 130 services to operate on state and non-state school sites by the end of 2013
- investing \$1 million as part of \$4 million over four years to implement the Step Up into Education initiative to better prepare children for school, particularly those children in areas of disadvantage
- strengthening Indigenous early childhood workforce capacity and sustainability through the delivery of professional development to more than 200 early childhood educators
- implementing the National Quality Framework for Early Childhood Education and Care, including commencing assessment and rating of quality standards and streamlined regulatory requirements
- developing and implementing an integrated early childhood development framework that presents a flexible model and aligns with the National Quality Standards to strengthen the approach to integrated service delivery
- completing a total of seven children and family centres and continuing the implementation of services and programs under the \$75 million Indigenous Early Childhood Development National Partnership Agreement
- reviewing the *Child Care Act 2002* and commencing development of new legislation for services out of scope of the education and care services national law to reduce red tape and provide services with flexibility in the provision of quality education and care
- implementing a state-wide awareness campaign to encourage parents to enrol their children in an approved kindergarten program.

School Education

Key initiatives in 2012-13 included:

- allocating 359 additional staff to support enrolment growth and students with special needs in Queensland state schools
- investing \$100 million to meet maintenance backlogs in Queensland state schools
- investing \$6.5 million in state and non-state schools as part of \$26 million over four years to allow principals to select tailored literacy and numeracy programs matched to the needs of their students
- investing \$1.7 million as part of a four year program to roll out the equivalent of a full-time teacher aide to an additional 150 Prep classes each year in areas of greatest need to support an additional 2,341 teacher aide hours a week
- implementing the Australian Curriculum in English, maths and science from 2012 and history from 2013 including the development of curriculum plans, resources and professional development to teachers across the state
- investing \$2.6 million in 26 schools as part of additional funding of \$21 million over four years for 120 state schools to participate in the Independent Public Schools initiative
- investing \$1.4 million as part of additional funding of \$10.9 million over four years to expand support for students with disability in state and non-state schools which represents an additional 30 speech-language pathologists in Queensland state schools to assist students facing learning challenges
- providing every state special school with 20 tablets for students and up to 10 tablets to each state and non-state school offering a special education program
- investing \$1 million as part of \$4 million over three years to establish the Queensland Schools Planning Commission to streamline and coordinate the processes for the planning, establishment and expansion of state and non-state schools across Queensland

- implementing the Australian Government's Investing in Focus Schools initiative to support Aboriginal and Torres Strait Islander students in identified state schools
- providing additional funding of \$250,000 as part of \$1 million over four years to support Queensland schools to access chaplaincy and student welfare services
- providing \$1 million over four years to develop a school education program for all Queensland schools, including implementation of the Daniel Morcombe Child Safety Curriculum to give children the knowledge to protect themselves and encourage reports of suspected abuses
- providing \$1 million over three years to sponsor delegations of Queensland high school students to travel to ANZAC Day ceremonies at Gallipoli and the Western Front from 2013 to 2015
- consulting the community on the development of the Aboriginal and Torres Strait Islander Education Action Plan.

Training, Tertiary Education and Employment

Key initiatives in 2012-13 included:

- completing the industry led Queensland Skills and Training Taskforce Review and delivering the Government response to the recommendations
- obtaining excellent results in the 2011 National Centre for Vocational Education Research Student Outcomes survey results, released in December 2012, with almost 9 out of 10 students securing a job or continuing further training after graduating from TAFE
- progressing reforms to the vocational education and training investment framework with a focus on developing skilled, job ready Queenslanders through an industry demand driven training system and greater contestability of training funds
- working with industry to develop workforce strategies that meet skills and labour needs to contribute to the government objectives for growing the economy and reducing unemployment
- funding 126 scholarships for women in non-traditional areas of study through the \$10 million Supporting Women Scholarships initiative
- supporting Industry Workforce Coordinators in the Gold Coast and Wide Bay Regions to link locals with potential employment opportunities within the Queensland resources sector
- implementing the joint Government and Industry Skilling Response for areas impacted by ex-Tropical Cyclone Oswald by providing \$1.9 million in subsidies for 120 traineeship positions across affected local councils
- maximising the participation of Indigenous businesses in private and government supply chains through the development of the Queensland Indigenous Business Gateway - Black Business Finder
- committing to the proposed merger of Central Queensland Institute of TAFE with Central Queensland University to create a dual sector university.

Departmental Budget Summary

The table below shows the total resources available in 2013-14 from all sources and summarises how resources will be applied by service area and by controlled and administered classifications.

Department of Education, Training and Employment	2012-13 Adjusted Budget \$'000	2012-13 Est. Actual \$'000	2013-14 Estimate \$'000
CONTROLLED			
Income			
Appropriation for services ^{1, 2}			
Deferred from previous year/s	183,215	(78,013)	286,377
Balance of service appropriation	7,479,103	7,472,309	7,645,231
Other revenue	784,249	778,453	740,836
Total income	8,446,567	8,172,749	8,672,444
Expenses			
Early Childhood Education and Care	332,197	234,477	315,391
School Education	6,786,542	6,687,397	7,042,368
Training, Tertiary Education and Employment	1,327,828	1,250,875	1,314,685
Total expenses	8,446,567	8,172,749	8,672,444
Operating surplus/deficit	..	..	..
Net assets	18,010,551	18,076,773	18,501,284
ADMINISTERED			
Revenue			
Commonwealth revenue	1,899,662	1,821,418	1,959,710
Appropriation of administered items	2,611,159	2,531,571	2,739,315
Other administered revenue	8,000	7,779	
Total revenue	4,518,821	4,360,768	4,699,025
Expenses			
Transfers to government	1,907,662	1,829,197	1,959,710
Administered expenses	2,611,159	2,531,571	2,739,315
Total expenses	4,518,821	4,360,768	4,699,025
Net assets	285	285	285
APPROPRIATIONS			
Controlled Items			
Departmental services ¹	7,626,618	7,358,596	7,931,608
Equity adjustment	(107,222)	(38,947)	(9,081)
Administered items	2,611,162	2,531,574	2,739,315
VOTE TOTAL³	10,130,558	9,851,223	10,661,842

Notes:

1. Appropriation for services under the Adjusted Budget and Estimated Actual for 2012-13 does not match appropriation for departmental services due to appropriation receivable of \$35.7 million and appropriation payable of \$35.7 million.

2. Includes State and Commonwealth funding.
3. The vote total for the 2012-13 Adjusted Budget does not match the 2013-14 Appropriation Bill due to the machinery-of-government transfer of the Skilled Migration unit to Queensland Treasury and Trade.

Budget Measures Summary

The table shows a summary of budget measures relating to the Department since the 2012-13 Budget. Further details are contained in Budget Paper No. 4.

Department of Education, Training and Employment	2012-13 \$'000	2013-14 \$'000	2014-15 \$'000	2015-16 \$'000	2016-17 \$'000
Revenue measures					
Administered
Departmental
Expense measures					
Administered	..	231	12,259	26,848	28,814
Departmental	..	(7,074)	146,385	111,224	119,964
Capital measures					
Administered
Departmental

Notes:

1. The totals for 2013-14 reconciles with Budget Paper 4.

Staffing

Service Areas	Notes	2012-13 Adj. Budget ¹	2012-13 Est. Actual	2013-14 Estimate ²
Early Childhood Education and Care		205	205	200
School Education		58,761	58,850	59,675
Training, Tertiary Education and Employment		6,444	6,444	6,022
TOTAL³		65,410	65,499	65,897

Notes:

1. The 2012-13 Adjusted budget has been adjusted to reflect a change in methodology from using the Minimum Obligatory Human Resource Information (MOHRI) data to funded FTE.
2. The 2013-14 estimates include the budgeted impact of election commitments, forecast enrolment growth and savings measures.
3. FTEs include staff funded through other sources, for example Commonwealth programs.

SERVICE PERFORMANCE

Services

Our service areas are:

Early Childhood Education and Care

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

School Education

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

Training, Tertiary Education and Employment

Supporting the skilling needs of Queensland through the funding, delivery and quality assurance of vocational education and training. Providing information, advice and support to vocational education and training providers, higher education providers, employers, apprentices and trainees to improve workforce participation.

Red tape reduction

In 2012-13 the department advanced nine key red tape reduction initiatives and has identified a further seven reduction strategies for progression in 2013-14.

In 2012-13 the department's contribution to the Government's commitment to red tape reduction included:

- streamlining data collection and payment processes under the Queensland Kindergarten Funding Scheme to reduce the administrative burden on long day care services
- abolishing the Queensland Comparable Assessment Task (QCAT) - a common assessment task offered in years 4, 6 and 9 in English, maths and science to save student and teacher time
- streamlining procedures for state schools including enrolment, school excursions, transfer notes, animal ethics application process and Curriculum Activity Risk Assessment (CARA) guidelines
- establishing the Queensland Schools Planning Commission to streamline and coordinate the processes for the planning, establishment and expansion of state and non-state schools across Queensland
- implementing 1school 1plan to streamline school planning processes and introduce an online planning tool for state schools
- rolling out the final release of OneSchool to support teachers, administrators, students and their parents with student management, curriculum and learning management, finance and asset management, resource management and performance, reporting and analysis
- reviewing the regulatory barriers to the hiring of new apprentices and trainees to increase employer support and encourage more employers to take on apprentices and trainees
- implementing the new Policy and Procedure Register to increase usability of and access to the department's policies and procedures in a central location
- streamlining the administrative process for student international travel while meeting appropriate compliance regulations.

In 2013-14, the department will contribute to the Government's commitment to red tape reduction by:

- reviewing the *Child Care Act 2002* to reduce the administrative burden on early childhood education and care providers while maintaining accountability through appropriate levels of monitoring
- reviewing the *Grammar Schools Act 1975* to examine the potential for streamlining and reducing duplication, costs and administrative burden for the grammar schools and for Government
- reviewing the processes for regulation of non-state education sector to streamline and simplify practices while ensuring that standards of education and public confidence are maintained
- reviewing legislation relating to higher education in Queensland to address inconsistency and duplication between the *Higher Education (General Provisions) Act 2008* and individual Queensland University legislation and the *Tertiary Education Quality and Standards Agency Act 2011* (Cth)
- implementing a new Vocational Education and Training framework to establish a contestable TAFE funding model that increases funding available to the broader training market
- creating increased flexibility to student training contribution arrangements
- continuing to reduce policy and procedures to streamline requirements imposed on teachers, departmental staff, students and parents.

2013-14 Service Summary¹

Service area	Sources of Revenue				
	Total cost \$'000	State Contribution \$'000	User Charges \$'000	C'wealth Revenue \$'000	Other Revenue \$'000
Early Childhood Education and Care	315,391	135,780	511	177,964	1,136
School Education ²	7,042,368	5,603,266	257,959	1,009,783	171,360
Training, Tertiary Education and Employment	1,314,685	649,302	164,995	374,790	125,598
TOTAL	8,672,444	6,388,348	423,465	1,562,537	298,094

Notes:

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

Performance Statement

To improve accountability for performance, service standards for the 2013-14 State Budget will only present measures relating to the efficiency or effectiveness of services delivered by government. Measures of input and/or activity, which do not demonstrate effectiveness or efficiency and are no longer relevant measures of the agency's services will be discontinued from being reported in the Service Delivery Statements. Discontinued measures that remain relevant to the agency's services will continue to be publicly available through alternative communication channels. For details on measures which are being discontinued and where this information may be accessed in the future, please refer to the 2013-14 Budget website at www.budget.qld.gov.au.

Department of Education, Training and Employment	Notes	2012-13 Target/Est.	2012-13 Est. Actual	2013-14 Target/Est.
Service Area: Early Childhood Education and Care				
Service standards				
Proportion of Queensland children enrolled in an early childhood education program	1,2,3,4	86%	77.0%	95%
Proportion of enrolments in an early childhood education program:	1,3,4,5			
• Indigenous children	6	78%	66.0%	95%
• Children in disadvantaged communities	7	75%	71.0%	95%
Proportion of complaints relating to serious safety breaches in education and care services and child care services that are responded to within two working days.	8	100%	100%	100%
State contribution (\$000)		146,509	110,501	135,780
Other revenue (\$000)		185,688	123,976	179,611
Total cost (\$000)		332,197	234,477	315,391
Service Area: School Education				
Service standards				
<i>Literacy and Numeracy</i>				
Year 3 Test - Proportion of students at or above the National Minimum Standard:	9,10			
All Students:				
• Reading		92%	91.6%	92%
• Writing		93%	93.8%	94%
• Numeracy	6	94%	90.5%	94%
Indigenous students:				
• Reading		84%	80.0%	84%
• Writing		84%	82.8%	84%
• Numeracy		86%	73.4%	86%

Department of Education, Training and Employment	Notes	2012-13 Target/Est.	2012-13 Est. Actual	2013-14 Target/Est.
Year 5 Test - Proportion of students at or above the National Minimum Standard:	9,10			
All Students:				
• Reading		88%	83.2%	88%
• Writing		90%	83.3%	90%
• Numeracy	6	93%	87.3%	93%
Indigenous:				
• Reading		67%	61.5%	67%
• Writing		72%	62.0%	72%
• Numeracy		78%	66.7%	78%
Year 7 Test - Proportion of students at or above the National Minimum Standard:	9,10			
All Students:				
• Reading		94%	90.0%	94%
• Writing		92%	87.0%	92%
• Numeracy	6	95%	92.3%	95%
Indigenous:				
• Reading		85%	75.4%	85%
• Writing		78%	69.2%	78%
• Numeracy		85%	80.7%	85%
Year 9 Test - Proportion of students at or above the National Minimum Standard:	9,10			
All Students:				
• Reading		90%	87.0%	90%
• Writing		86%	69.8%	86%
• Numeracy	6	94%	92.2%	94%
Indigenous:				
• Reading		75%	71.0%	75%
• Writing		69%	46.3%	69%
• Numeracy		82%	81.4%	82%
<i>Attainment outcomes</i>				
Proportion of Year 12 students awarded a QCE	11	80%	82.2%	83%
Proportion of Year 12 students who are completing or have completed a SAT or were awarded one or more of: QCE, IBD or VET qualification	11	93%	94.4%	95%

Department of Education, Training and Employment	Notes	2012-13 Target/Est.	2012-13 Est. Actual	2013-14 Target/Est.
Proportion of OP/IBD students who received an OP 1 to 15 or an IBD	12	70%	74.9%	72%
Number of students awarded a Queensland Certificate of Individual Achievement		550	550	550
<i>Post schooling destinations</i>				
Proportion of students who, six months after completing Year 12, are participating in education, training or employment	13	88%	85.8%	88%
<i>Cost and satisfaction</i>				
Average cost of service per student:	14			
• Primary (Prep - Year 7)		\$11,082	\$10,829	\$11,162
• Secondary (Year 8 - Year 12)		\$13,816	\$13,565	\$13,981
• Students with Disabilities		\$27,785	\$27,072	\$28,087
Proportion of parents satisfied with their child's school	15,16	84%	95.2%	90%
State contribution (\$000)		5,276,906	5,265,312	5,603,266
Other revenue (\$000)		1,509,636	1,422,085	1,439,102
Total cost (\$000)		6,786,542	6,687,397	7,042,368

Service Area: Training, Tertiary Education and Employment

Service standards

VET outcomes

Proportion of all attempted competencies successfully completed		89%	90.3%	89%
Proportion of Queenslanders with higher qualifications	16,17	56%	56.4%	57%
Proportion of graduates in employment or further study	16,18,19	87%	85.9%	87%
Number of completions:	20,21			
• Apprenticeships		11,000	9,300	11,000
• Traineeships		24,000	29,200	24,000
• School-based Apprenticeships and Traineeships (SATs)		5,000	6,500	5,000

Department of Education, Training and Employment	Notes	2012-13 Target/Est.	2012-13 Est. Actual	2013-14 Target/Est.
<i>Cost and satisfaction</i>				
Proportion of graduates satisfied with the overall quality of their training	16,19	89%	89.0%	89%
Proportion of employers satisfied with graduates of:	16,22			
• nationally accredited training		83%	91.0%	85%
• apprenticeships and traineeships		83%	78.6%	83%
Average cost per competency successfully completed	23	\$683	\$725	\$712
State contribution (\$000)		693,027	675,123	649,302
Other revenue (\$000)		634,801	575,752	665,383
Total cost (\$000)		1,327,828	1,250,875	1,314,685

Notes:

1. Early childhood education program: A play-based program provided by a degree qualified teacher to children in the year before school.
2. Under the National Partnership Agreement on Early Childhood Education (2008-09 to 2012-13), Queensland is committed that by 2013 every child will have access to a preschool program in the 12 months prior to full-time schooling.
3. Variance between the 2012-13 Target Estimate and 2012-13 Estimated Actual is due to fluctuations in the estimated resident population, the voluntary nature of kindergarten participation and the availability of four year university trained early childhood teachers to deliver kindergarten programs.
4. Data is collected through an annual state-wide census held in August each year.
5. These proportions are measured by the number of enrolments from each population group as a percentage of the total population of four year olds in that group in Queensland.
6. Indigenous: a person of Aboriginal and/or Torres Strait Islander origin who identifies at enrolment to be of Aboriginal and/or Torres Strait Islander origin.
7. Disadvantaged Children: The cohort population that reside in statistical local areas classified by the Australian Bureau of Statistics (ABS) in the bottom two deciles using the Index of Relative Socio Economic Disadvantage.
8. The measure previously only related to child care services licenced under the *Child Care Act 2002*. The wording of this measure has been changed to also include education and care services approved under the *Education and Care Services National Law (Qld) Act 2011* and data should not be compared against previous years or targets.
9. These service standards relate to the state schooling sector only.
10. NAPLAN National Minimum Standard (NMS) targets represent the aspirational goals for achievement against these measures and should be read in conjunction with other NAPLAN data, which show broad improvements (ABS Index of Relative Socio-Economic Disadvantage, IRSED).
11. Attainment Outcomes acronyms: SAT – School-based Apprenticeship and Traineeship, IBD – International Baccalaureate Diploma, OP – Overall Position and QCE - Queensland Certificate of Education.
12. Variance between the 2012-13 Target Estimate and 2012-13 Estimated Actual is due to an uncharacteristic increase in the proportion of students gaining an OP in the 1-5 and 6-10 ranges in conjunction with a decrease in the proportion of students who were OP-eligible in this year.
13. 'Students' refers to year 12 completers. Data relates to students who attended state schools only and is sourced from the Next Step survey conducted by the Department of Education, Training and Employment (DETE) each year.
14. Calculation of the average cost of service per student is based on the total cost of state schooling for primary and secondary students and students with disabilities, divided by the enrolments for those student cohorts.

15. Sourced from the annual DETE School Opinion Survey conducted in all state schools in July/August. The Parent/Caregiver Survey was redeveloped in 2012 and data should not be compared against previous years or targets. The change in response scale (from five-point satisfaction to six-point agreement) resulted in an increase in positive responses in 2012. Data is presented as the aggregation of positive agreement responses.
16. Confidence intervals for agreement estimates derived from sample survey responses need to be considered when interpreting relative performance.
17. Sourced from the ABS Survey of Education and Work, Australia — Additional data cubes, Table 1.11, Proportion of Persons with a Non-school qualification at Certificate III level or above, (persons aged 25–64 years) 2012.
18. Confidence intervals for estimates derived from sample survey responses need to be considered when interpreting relative performance. The 2012-13 Estimated Actual is statistically similar to the 2012-13 Target Estimate.
19. Sourced from the annual National Centre for Vocational Education Research (NCVER) Student Outcomes Survey.
20. Apprenticeship and traineeship measures include school-based apprenticeships and traineeships (SATs).
21. Variance between the 2012-13 Target Estimate and 2012-13 Estimated Actual is due to a decrease in apprentice new commencements experienced 3-4 years ago.
22. Employer satisfaction estimates are obtained from the biennial national survey (Employers' Use and Views of the VET System), which was last conducted by NCVER in 2011. Confidence intervals for satisfaction estimates derived from sample survey responses need to be considered when interpreting relative performance. The 2012-13 Estimated Actual is statistically similar to the 2012-13 Target Estimate.
23. Variance between the 2012-13 Target Estimate and 2012-13 Estimated Actual is due to the impact of the National Partnership Productivity Places Program (PPP) being withdrawn. Competencies were efficient to deliver under the contestable PPP and its withdrawal had an impact on the overall efficiency of delivery as well as a larger than expected impact on the number of competencies completed.

Administered Items

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

The Department of Education, Training and Employment administers funds on behalf of the State, which includes financial assistance to non-state schools for both capital and recurrent purposes. In 2013-14 a total of \$679.5 million in State-funded recurrent and capital grants will be directed to non-state schools. The department also administers Australian Government funds received for non-state schools in Queensland.

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

- \$0.3 million in financial support to student hostels
- \$3.7 million to community organisations for the provision of specialist support for students with special needs
- \$9.5 million to Skills Queensland which was established to provide industry with leadership for skills and workforce development.

Financial statements and variance explanations in relation to Administered Items appear in the Departmental Financial Statements.

ADMINISTERED ITEMS STATEMENT

Department of Education, Training and Employment	Notes	2012-13 Adjusted Budget \$'000	2012-13 Est. act. \$'000	2013-14 Estimate \$'000
STATE FUNDING				
Assistance to non-state sector				
Assistance to non-state schools				
Recurrent funding for non-state schools				
General recurrent grants	5, 10	517,888	517,860	546,280
Grammar school endowments		164	164	164
School Transport		5,055	4,952	5,088
Total recurrent funding for non-state schools		523,107	522,976	551,532
Capital assistance for non-state schools				
Capital assistance		45,982	45,982	45,982
External Infrastructure		5,393	5,393	5,393
Transition of Year 7 to Secondary	6, 11	16,849	16,849	57,849
Building Queensland Schools of the future		18,750	18,750	18,750
Total capital assistance for non-state schools		86,974	86,974	127,974
Total assistance for non-state schools		610,081	609,950	679,506
Assistance to other non-state sector				
Student Hostels				
Recurrent	1, 7	189	228	233
Capital		100	100	100
Total Student Hostels		289	328	333
Living away from home allowances	2, 8	7,253	6,394	6,447
Textbook and resource allowances	3, 12	19,178	18,291	19,221
Weekend and vacation travel		44	44	44
Community Organisations		3,696	3,621	3,720
Non-state Accreditation Board		54	54	54
Total Assistance to other non-state sector		30,514	28,732	29,819
Total Assistance to non-state sector		640,595	638,682	709,325
Other				
Textbook and resource allowance - state		28,450	28,217	28,751
Queensland Studies Authority		32,758	33,419	31,976
Skills Queensland		9,594	9,735	9,453
Other		100	100	100
TOTAL STATE FUNDING		711,497	710,153	779,605
AUSTRALIAN GOVERNMENT ASSISTANCE TO NON-STATE EDUCATION	4, 9, 13	1,899,662	1,821,418	1,959,710
TOTAL ADMINISTERED ITEMS		2,611,159	2,531,571	2,739,315

Notes:

Major variations between 2012-13 Adjusted Budget and 2012-13 Estimated Actual include:

1. Change due to the net impact of student enrolment movement and CPI indexation.
2. Decrease due to the net impact of student enrolment movement and CPI indexation.
3. Decrease due to the net impact of student enrolment movement and CPI indexation.
4. Decrease reflects the change in the level of funding to non-state schools from the Australian Government.

Major variations between 2012-13 Adjusted Budget and 2013-14 Estimate include:

5. Increase due to flow on impact of Government funding for state schooling sector including enterprise bargaining outcome and provisions, enrolment growth, and election commitments.
6. Increase due to non-state schools' capital grant funding requirements to meet the transitional requirements of moving Year 7 to secondary from 2015.
7. Change due to the net impact of student enrolment movement and CPI indexation.
8. Decrease due to the net impact of student enrolment movement and CPI indexation.
9. Increase reflects the change in the level of funding to non-state schools from the Australian Government.

Major variations between 2012-13 Estimated Actual and 2013-14 Estimate include:

10. Increase due to flow on impact of Government funding for state schooling sector including enterprise bargaining outcome and provisions, enrolment growth, and election commitments.
11. Increase due to capital grant funding acceleration to meet the transitional requirements of moving Year 7 to secondary from 2015.
12. Increase due to the net impact of student enrolment movement and CPI indexation.
13. Increase reflects the change in the level of funding to non-state schools from the Australian Government.

CAPITAL

Capital program

The Department of Education, Training and Employment has an extensive capital program across the entire continuum of learning. In 2013-14, key highlights of the department's capital program will include:

- investing \$21.5 million to continue the construction of kindergartens, including 15 new kindergartens on state school sites at Blackwater North, Brightwater, Calen, Collingwood Park, Fernvale, Glenden, Gordonvale, Jinibara, Lakes Creek, Mango Hill, Marian, Serviceton South, Undurba, Waraburra and Wynnum and one new Pre-Prep facility at Aurukun Campus of Cape York Aboriginal Australian Academy
- investing \$2.9 million to construct the Mackay children and family centre to cater for the needs of Indigenous children from birth to eight years as part of a joint initiative with the Australian Government
- investing \$173.2 million to continue the implementation of Year 7 as the first year of secondary school from 2015
- investing \$10.7 million to continue delivery of the Building Our Future Schools initiative on school sites at Cairns, Gladstone, Gympie, Helensvale, Kingaroy, Lockyer District, Marsden, Mirani, Pimlico, Tamborine Mountain, The Gap, Urangan, Wavell and Woodridge
- investing \$158.5 million to commence planning for a new secondary school at Highfields, undertake staged works at 10 schools, including Pimpama State Secondary College and Mackay Northern Beaches State High School, buy land, and to provide additional classrooms at existing schools in growth areas throughout the State, as well as to commence the new Queensland Schools Public Private Partnerships project
- investing \$2.5 million to acquire new employee housing and to refurbish and maintain existing housing assets
- investing \$1.7 million to finalise the construction of a new two story classroom building to replace existing relocatable buildings at Ashgrove State School
- investing \$4.6 million to finalise the construction of a new sports hall at The Gap State High School
- investing \$3.9 million to continue planning of Stage 2 of the redevelopment of Pimlico Campus of the Barrier Reef Institute of TAFE.

Capital budget statement

Department of Education, Training and Employment	Notes	2012-13 Budget \$'000	2012-13 Est. Actual \$'000	2013-14 Estimate \$'000
Capital Purchases¹				
Total land, buildings and infrastructure	2	394,608	341,923	481,607
Total plant and equipment	3	55,928	49,862	54,497
Total other capital		..	..	..
Total Capital Purchases	4	450,536	391,785	536,104

Notes:

1. For more detail on the agency's capital acquisitions please refer to Budget Paper 3.
2. Differences between the years are due to the infrastructure for moving Year 7 to secondary and cash flow changes from Commonwealth funded programs including the National Solar School program, Trade Training Centres, Child Family Centres and the finalisation of initiatives under the Queensland Skills Plan.
3. Total plant and equipment includes information, communication and technology associated with Training services.
4. Total capital purchase does not include capital grants.

BUDGETED FINANCIAL STATEMENTS

ANALYSIS OF BUDGETED FINANCIAL STATEMENTS

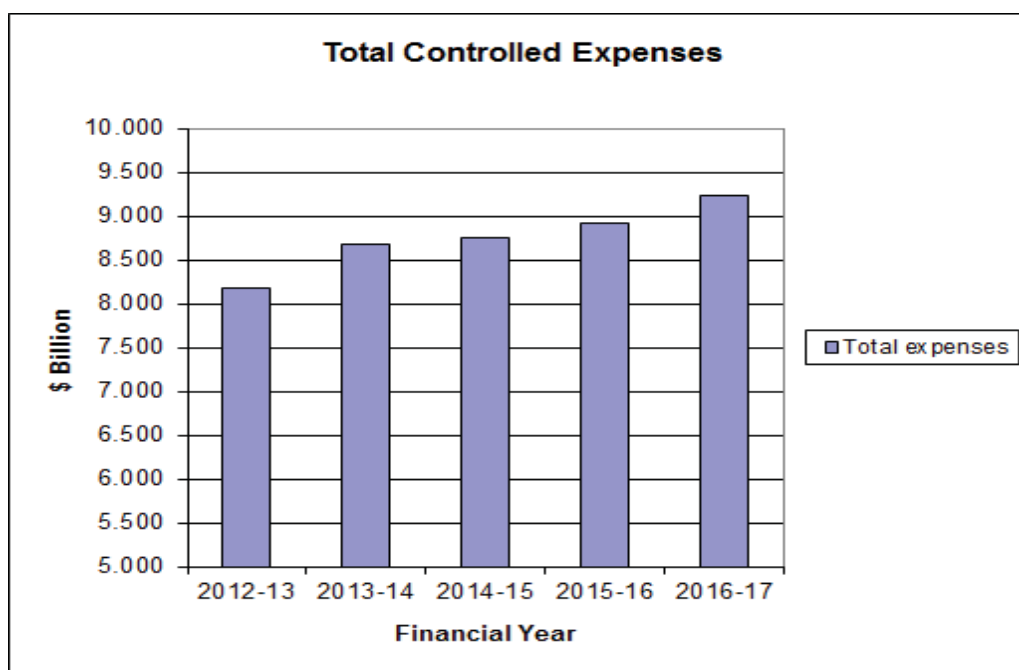
An analysis of the Department's budgeted financial statements is provided below. It should be noted that the Government's policy is that Gold Coast Institute of TAFE and Southbank Institute of Technology will cease as separate entities as of 30 June 2013. However the Financial Statements for the department and these entities currently reflect the status quo position as the legislation to cease the entities and establish the new TAFE Queensland entity is not effective at the time the state budget papers are presented.

The Queensland Government will continue to work through the detail of the Australian Government's proposal that the National Schools Special Purpose Payment and the National Education Agreement be replaced by National Education Reform funding and a new National Education Reform Agreement from 1 January 2014. The financial statements for the Department reflect the status quo. The Queensland Government will continue to negotiate with the Australian Government to determine whether it is in Queensland's best interests to implement the reforms.

Departmental income statement

Total expenses are estimated to be \$8.7 billion in 2013-14, an increase of \$225.9 million from the 2012-13 financial year. The increase is mainly due to the impact of increases in Commonwealth funding, enterprise bargaining outcomes and provisions for anticipated enterprise bargaining outcomes for core public servants, expenses associated with anticipated enrolment growth, and election commitment funding, partially offset by the department's contributions to the Whole of Government savings measures. The increase over the next few years is a result of increases in Commonwealth funding, enterprise bargaining outcomes and provisions for anticipated enterprise bargaining outcomes for core public servants, expenses associated with anticipated enrolment growth, election commitment funding and funding for the Great Teacher = Great Results initiative, partially offset by the department's contributions to the Whole of Government savings measures.

Chart: Total departmental expenses across the Forward Estimates period



Departmental balance sheet

The Department's major assets are in land and buildings (\$18.3 billion) and intangibles (\$80 million) and these categories are expected to increase by 6% and decrease by 44% respectively over the next three years, as a result of capital investment, levels of accumulated depreciation and asset revaluation impacts over this period. The Department's main liabilities relate to payables (including accrued employee benefits) and finance lease liabilities, which are estimated to increase by \$87 million (or 9%) by 2015-16.

INCOME STATEMENT

Department of Education, Training and Employment	Notes	2012-13 Adjusted Budget \$'000	2012-13 Est. Act. \$'000	2013-14 Estimate \$'000
Income				
Service revenue	1,7,16	7,662,318	7,394,296	7,931,608
User charges	2,8	434,088	425,695	423,465
Grants and other contributions	9,17	181,089	180,752	164,664
Other revenue	10,18	169,072	172,006	152,707
Gains on sale/revaluation of property, plant and equipment and investments		..	..	..
Total income		8,446,567	8,172,749	8,672,444
Expenses				
Employee expenses	3,11,19	5,809,172	5,778,844	5,915,207
Supplies and services	4,12,20	1,537,801	1,447,402	1,644,236
Grants and subsidies	5,13,21	488,529	333,780	479,286
Depreciation and amortisation	14,22	505,728	501,485	522,410
Finance/borrowing costs		41,556	41,556	42,028
Other expenses	15,23	63,781	62,400	68,580
Losses on sale/revaluation of property, plant and equipment and investments	6,24	..	7,282	697
Total expenses		8,446,567	8,172,749	8,672,444
OPERATING SURPLUS/(DEFICIT)		..	..	..

STATEMENT OF CHANGES IN EQUITY

Department of Education, Training and Employment	Notes	2012-13 Adjusted Budget \$'000	2012-13 Est. Act. \$'000	2013-14 Estimate \$'000
Net effect of the changes in accounting policies and prior year adjustments		..	..	..
Increase/(decrease) in asset revaluation reserve	26,28	427,886	425,831	434,084
Net amount of all revenue and expense adjustments direct to equity not disclosed above		..	..	..
Net income recognised directly in equity		427,886	425,831	434,084
Surplus/(deficit) for the period		..	..	..
Total recognised income and expense for the period		427,886	425,831	434,084
Equity injection/(withdrawal)	25,27,2,9	(143,414)	(75,139)	(9,573)
Equity adjustments (MoG transfers)		..	..	..
Total movement in equity for period		284,472	350,692	424,511

BALANCE SHEET

Department of Education, Training and Employment	Notes	2012-13 Adjusted Budget \$'000	2012-13 Est. Act. \$'000	2013-14 Estimate \$'000
CURRENT ASSETS				
Cash assets	30,38,50	251,140	373,716	404,873
Receivables		180,493	180,492	180,492
Other financial assets		..	..	..
Inventories		4,024	4,025	4,025
Other	31,39,51	100,147	58,106	50,792
Non-financial assets held for sale	32,40,52	48,768	37,166	8,530
Total current assets		584,572	653,505	648,712
NON-CURRENT ASSETS				
Receivables		..	..	..
Other financial assets		..	..	..
Property, plant and equipment	41,53	18,317,995	18,308,733	18,787,862
Intangibles	42,54	83,878	80,415	69,244
Other		..	..	..
Total non-current assets		18,401,873	18,389,148	18,857,106
TOTAL ASSETS		18,986,445	19,042,653	19,505,818
CURRENT LIABILITIES				
Payables	33,43	388,594	333,452	333,452
Accrued employee benefits	34,44,55	27,190	94,623	117,487
Interest-bearing liabilities and derivatives	35,45	16,082	10,373	10,869
Provisions		..	..	..
Other	36,46	57,363	40,767	40,767
Total current liabilities		489,229	479,215	502,575
NON-CURRENT LIABILITIES				
Payables		..	..	..
Accrued employee benefits		..	..	..
Interest-bearing liabilities and derivatives	47,56	486,349	486,349	501,643
Provisions		316	316	316
Other		..	..	..
Total non-current liabilities		486,665	486,665	501,959
TOTAL LIABILITIES		975,894	965,880	1,004,534
NET ASSETS/(LIABILITIES)		18,010,551	18,076,773	18,501,284
EQUITY				
Capital/contributed equity	37,48	4,897,554	4,964,395	4,954,822
Accumulated surplus/(accumulated deficit)		42,905	44,341	44,341
Reserves:				
- Asset revaluation surplus	49,57	13,070,092	13,068,037	13,502,121
- Other (specify)		..	..	..
TOTAL EQUITY		18,010,551	18,076,773	18,501,284

CASH FLOW STATEMENT

Department of Education, Training and Employment	Notes	2012-13 Adjusted Budget \$'000	2012-13 Est. Act. \$'000	2013-14 Estimate \$'000
CASH FLOWS FROM OPERATING ACTIVITIES				
Inflows:				
Service receipts	58,67,78	7,626,618	7,358,596	7,931,608
User charges	59,68	439,688	430,715	428,470
Grants and other contributions	69,79	113,089	112,752	96,664
Other	70,80	241,072	244,006	224,707
Outflows:				
Employee costs	60,71,81	(5,805,931)	(5,776,364)	(5,892,343)
Supplies and services	61,72,82	(1,572,867)	(1,483,848)	(1,680,333)
Grants and subsidies	62,73,83	(488,529)	(333,780)	(479,286)
Borrowing costs		(41,556)	(41,556)	(42,028)
Other		(31,001)	(28,247)	(34,776)
Net cash provided by/(used in) operating activities		480,583	482,274	552,683
CASH FLOWS FROM INVESTING ACTIVITIES				
Inflows:				
Sales of property, plant and equipment	63,74,84	109,096	70,165	34,154
Investments redeemed		..	..	..
Loans and advances redeemed		..	..	..
Outflows:				
Payments for property, plant and equipment and intangibles	64,75,85	(450,536)	(358,996)	(536,104)
Payments for investments		..	..	..
Loans and advances made		..	..	..
Net cash provided by/(used in) investing activities		(341,440)	(288,831)	(501,950)
CASH FLOWS FROM FINANCING ACTIVITIES				
Inflows:				
Borrowings		..	..	..
Equity injections	65,76,86	(57,178)	17,697	(9,573)
Outflows:				
Borrowing redemptions		(4,894)	(4,894)	(5,170)
Finance lease payments		(4,141)	(4,141)	(4,833)
Equity withdrawals	66,77,87	(50,536)	(57,136)	..
Net cash provided by/(used in) financing activities		(116,749)	(48,474)	(19,576)
Net increase/(decrease) in cash held		22,394	144,969	31,157
Cash at the beginning of financial year		228,746	228,747	373,716
Cash transfers from restructure		..	..	..
Cash at the end of financial year		251,140	373,716	404,873

ADMINISTERED INCOME STATEMENT

Department of Education, Training and Employment	Notes	2012-13 Adjusted Budget \$'000	2012-13 Est. Act. \$'000	2013-14 Estimate \$'000
Revenues				
Commonwealth grants	88,91,94	1,899,662	1,821,418	1,959,710
Taxes, fees and fines		..	..	..
Royalties, property income and other territorial Revenue		..	..	..
Interest		..	..	..
Administered revenue	89,92,95	2,611,159	2,531,571	2,739,315
Other		8,000	7,779	..
Total revenues		4,518,821	4,360,768	4,699,025
Expenses				
Supplies and services		23	23	23
Depreciation and amortisation		..	..	..
Grants and subsidies	90,93,96	2,610,261	2,530,668	2,738,399
Benefit payments		875	880	893
Borrowing costs		..	..	..
Other		..	..	..
Total expenses		2,611,159	2,531,571	2,739,315
Net surplus or deficit before transfers to Government		1,907,662	1,829,197	1,959,710
Transfers of administered revenue to Government		1,907,662	1,829,197	1,959,710
OPERATING SURPLUS/(DEFICIT)		..	..	..

ADMINISTERED BALANCE SHEET

Department of Education, Training and Employment	Notes	2012-13 Adjusted Budget \$'000	2012-13 Est. Act. \$'000	2013-14 Estimate \$'000
CURRENT ASSETS				
Cash assets		285	285	285
Receivables	
Inventories	
Other	
Non-financial assets held for sale	
Total current assets		285	285	285
NON-CURRENT ASSETS				
Receivables	
Other financial assets	
Property, plant and equipment	
Intangibles	
Other	
Total non-current assets	
TOTAL ADMINISTERED ASSETS		285	285	285
CURRENT LIABILITIES				
Payables	
Transfers to Government payable	
Interest-bearing liabilities	
Other	
Total current liabilities	
NON-CURRENT LIABILITIES				
Payables	
Interest-bearing liabilities	
Other	
Total non-current liabilities	
TOTAL ADMINISTERED LIABILITIES	
ADMINISTERED NET ASSETS/(LIABILITIES)		285	285	285
EQUITY				
Capital/Contributed equity	
Accumulated surplus/(Accumulated deficit)		285	285	285
Reserves:	
- Asset revaluation surplus	
- Other (specify)	
TOTAL ADMINISTERED EQUITY		285	285	285

ADMINISTERED CASHFLOW STATEMENT

Department of Education, Training and Employment	Notes	2012-13 Adjusted Budget \$'000	2012-13 Est. Act. \$'000	2013-14 Estimate \$'000
CASH FLOWS FROM OPERATING ACTIVITIES				
Inflows:				
Administered item receipts	97,100,103	2,611,162	2,531,574	2,739,315
Grants and other contributions		1,907,662	1,829,197	1,959,710
Taxes, fees and fines		..	..	..
Royalties, property income and other territorial revenues		..	..	..
Other		119	120	..
Outflows:				
Transfers to Government	98,101,104	(1,911,247)	(1,832,782)	(1,959,710)
Grants and subsidies	99,102,105	(2,618,119)	(2,538,532)	(2,739,292)
Supplies and services		(23)	(23)	(23)
Borrowing costs		..	..	..
Other		..	..	..
Net cash provided by/(used in) operating activities		(10,446)	(10,446)	..
CASH FLOWS FROM INVESTING ACTIVITIES				
Inflows:				
Sales of property, plant and equipment		..	..	..
Investments redeemed		..	..	..
Loans and advances redeemed		..	..	..
Outflows:				
Payments for property, plant and equipment and intangibles		..	..	..
Payments for investments		..	..	..
Loans and advances made		..	..	..
Net cash provided by/(used in) investing activities		..	..	..
CASH FLOWS FROM FINANCING ACTIVITIES				
Inflows:				
Borrowings		..	..	..
Equity injections		..	..	..
Outflows:				
Borrowing redemptions		..	..	..
Finance lease payments		..	..	..
Equity withdrawals		..	..	..
Net cash provided by/(used in) financing activities		..	..	..
Net increase/(decrease) in cash held		(10,446)	(10,446)	..
Administered cash at beginning of financial year		10,731	10,731	285
Cash transfers from restructure		..	..	..
Administered cash at end of financial year		285	285	285

EXPLANATION OF VARIANCES IN THE FINANCIAL STATEMENTS

The financial statements reflect adjustments for Machinery of Government changes which took effect during 2012-13. The Adjusted Budget column in the financial statements has been recast to reflect the transfer of the Skilled and Business Migration function to Queensland Treasury and Trade as from 1 April 2013. The 2012-13 Estimated Actual and 2013-14 Estimate columns have been adjusted for these changes. The 2012-13 Adjusted Budget and 2012-13 Estimated Actual columns in the financial statements reflect nine months of this transferred function.

Income statement

Major variations between 2012-13 Adjusted Budget and 2012-13 Estimated Actual include:

1. Decrease mainly due to changes in provisions for and actual enterprise bargaining outcomes, transfer of funds to equity mainly in relation to changes in the level of expensed capital works and levels of school held deposits, program deferrals including State kindergarten funding, and lower levels (including deferrals) of Commonwealth National Partnerships funds (including More Support for Students with a Disability, Digital Education Revolution, Skills Reforms, Improving Teacher Quality, and Universal Access to Early Education programs), revised National Schools Specific Purpose payments from the Commonwealth, partly offset by increase in maintenance funding for schools, additional funding for the cost of redundancies related to the fiscal repair measures announced in the 2012-13 Budget, which was held centrally at the time of the 2012-13 Budget, and additional funding for state school enrolment growth.
2. Decrease reflects revised Training revenue forecast and fluctuation in international student revenue.
3. Decrease mainly due to changes in provisions for and actual enterprise bargaining outcomes, offset in part by additional costs associated with state school enrolment growth and the cost of redundancies related to the fiscal repair measures announced in the 2012-13 Budget, which was held centrally at the time of the 2012-13 Budget.
4. Decrease mainly due to lower levels (including deferrals) of Commonwealth funded programs (including More Support for Students with a Disability, Digital Education Revolution, and Improving Teacher Quality), and changes in the level of expensed capital works, partly offset by additional school maintenance funds.
5. Decrease mainly due to lower levels (including deferrals) of Commonwealth funded programs (including Universal Access to Early Education and Skills Reform) and the deferral of State kindergarten grants.
6. Increase mainly due to an unforeseen loss on disposal of building assets.

Major variations between 2012-13 Adjusted Budget and 2013-14 Estimate include:

7. Increase mainly due to additional funding for state school enrolment growth, provisions for and actual enterprise bargaining outcomes, supplementation for school operating costs, school maintenance, funding associated with the transition of year seven to secondary from 2015, deferral of State contributions to the Australian Government's National Secondary Schools Computer Fund, and higher levels of net Commonwealth funding partly offset by the department's contribution to Whole of Government savings measures.
8. Decrease reflects revised Training revenue forecast and fluctuation in international student revenue.
9. Decrease mainly due to a net reduction in capital works contributions including those from other State government agencies to assist with new works, school re-locations and general property repairs.
10. Decrease mainly due to lower levels of recoveries from Statutory TAFE institutes for employees working for these entities and the receipt of a one-off payment from Southbank Institute of Technology for the sale of Morningside land in 2012-13.
11. Increase mainly due to enterprise bargaining outcomes and state school enrolment growth, offset in part by the impact of deferrals including deferrals relating to school related programs that run on a calendar rather than financial year, election commitments, and the department's contribution to Whole of Government savings measures.
12. Increase mainly due to additional school maintenance funds, higher school expenditure, costs associated with preparations for the transition of year seven to secondary from 2015, deferral of State contributions to Australian Government National Secondary Schools Computer Fund, offset in part by changes in the level of capital works expensed and deferrals relating to school related programs that run on a calendar rather than financial year, and election commitments.

13. Decrease mainly due to lower levels (including deferrals) of grants associated with Commonwealth funded programs, cessation of election commitments that impacted only on 2012-13, partly offset by indexation of early childhood grants.
14. Increase mainly due to asset acquisition and revaluation.
15. Increase mainly due to school transport assistance to students with a disability and anticipated higher Queensland Government Insurance Fund (QGIF) premiums.

Major variations between 2012-13 Estimated Actual and 2013-14 Estimate include:

16. Increase mainly due to additional funding for state school enrolment growth, provisions for and actual enterprise bargaining outcomes, supplementation for school operating costs, equity transfer for depreciation, funding associated with the transition of year seven to secondary from 2015, impact of deferrals including State contributions to Australian Government's National Secondary Schools Computer Fund and Early Childhood State kindergarten program, changes in the level of expensed capital works, higher levels (including deferrals) of net Commonwealth funding, partly offset by the department's contribution to Whole of Government savings measures, as well as additional funding for the cost of redundancies related to the fiscal repair measures announced in the 2012-13 Budget, which was held centrally at the time of the 2012-13 Budget.
17. Decrease mainly due to a net reduction in capital works contributions including those from other State government agencies to assist with new works, school re-locations and general property repairs.
18. Decrease mainly due to lower levels of recoveries from Statutory TAFE institutes for employees working for these entities and the receipt of a one-off payment from Southbank Institute of Technology for the sale of Morningside land in 2012-13.
19. Increase mainly due to provisions for and actual enterprise bargaining outcomes, and state school enrolment growth, offset in part by the department's contribution to Whole of Government savings measures, and the cost of redundancies related to the fiscal repair measures announced in the 2012-13 Budget, which was held centrally at the time of the 2012-13 Budget.
20. Increase mainly due to higher school expenditure, costs associated with the transition of year seven to secondary from 2015, prior year deferral of State contributions to Australian Government's National Secondary Schools Computer Fund, changes in the level of expensed capital works, and higher levels of Commonwealth funded programs.
21. Increase mainly due to the deferrals associated with the State Kindergarten program and the Commonwealth Skills Reforms National Partnership.
22. Increase mainly due to asset acquisition and revaluation.
23. Increase mainly due to school transport assistance to students with a disability and anticipated higher Queensland Government Insurance Fund (QGIF) premiums.
24. Decrease mainly due to an unforeseen loss on disposal of building assets in 2012-13.

Statement of changes in equity

Major variations between 2012-13 Adjusted Budget and 2012-13 Estimated Actual include:

25. Decrease in net withdrawals mainly due to changes in the level of expensed capital works and level of school held deposits, and changes in Commonwealth National Partnerships funding (including deferrals) mainly in relation to Trade Training Centres.

Major variations between 2012-13 Adjusted Budget and 2013-14 Estimate include:

26. Increase due to a revised provision for asset revaluation.
27. Decrease in net withdrawals mainly due to changes in the level of expensed capital works, additional funding for the transition of year seven to secondary in 2015, and changes in Commonwealth National Partnerships funding (including deferrals) mainly in relation to Trade Training Centres, National Solar Schools and Indigenous Child and Family Centres programs.

Major variations between 2012-13 Estimated Actual and 2013-14 Estimate include:

28. Increase due to a revised provision for asset revaluation.
29. Decrease in net withdrawals mainly due to additional funding for the transition of year seven to secondary in 2015, offset in part by higher levels of expensed capital works.

Balance sheet

Major variations between 2012-13 Adjusted Budget and 2012-13 Estimated Actual include:

30. Increase mainly due to a reduction in land acquisition prepayments, capital program adjustments in relation to prior year program acceleration and changes in the level of school held deposits.
31. Decrease mainly due to land acquisition prepayments.
32. Decrease reflecting changes in the department's current asset disposal program.
33. Decrease reflects a lower level of payables than originally forecast.
34. Increase reflects a higher level of accrued employee benefits than originally forecast.
35. Decrease reflects a lower level of interest bearing liabilities than originally forecast.
36. Decrease reflects a lower level of other liabilities than originally forecast.
37. Increase mainly due to changes in the level of expensed capital works and level of school held deposits, offset in part by a reduction in Commonwealth National Partnerships funding (including deferrals) mainly in relation to Trade Training Centres.

Major variations between 2012-13 Adjusted Budget and 2013-14 Estimate include:

38. Increase mainly due to a reduction in land acquisition prepayments, capital program adjustments in relation to prior year program acceleration, changes in the level of school held deposits and higher levels of accrued employee costs.
39. Decrease mainly in relation to land acquisition prepayments and prepayment for information technology services in relation to the Commonwealth Digital Education Revolution National Partnership program.
40. Decrease reflecting changes in the department's current asset disposal program.
41. Increase mainly due to the transition of year seven to secondary as from 2015, and provision for asset revaluation, offset in part by provision for accumulated depreciation.
42. Decrease reflects a provision for the amortisation of related assets.
43. Decrease reflects a lower level of payables than originally forecast.
44. Increase mainly due to changes in the level of accrued employee benefits.
45. Decrease reflects a lower level of interest bearing liabilities than originally forecast.
46. Decrease reflects a lower level of other liabilities than originally forecast.
47. Increase mainly due to the ongoing capitalisation of lease obligations under the South East Queensland Public Private Partnership arrangements for school building assets.
48. Increase mainly due to the transition of year seven to secondary from 2015, transfer of funds to equity due to changes in the level of expensed capital works and levels of school held deposits, offset in part by the transfer of equity to recurrent funding in relation to increased levels of asset depreciation.
49. Increase reflects a provision for asset revaluation.

Major variations between 2012-13 Estimated Actual and 2013-14 Estimate include:

50. Increase mainly due to changes in the level of accrued employee benefits.
51. Decrease mainly due to prepayment for information technology services in relation to the Commonwealth Digital Education Revolution National Partnership program.
52. Decrease reflects changes in the department's current asset disposal program.
53. Increase mainly due to the transition of year seven to secondary as from 2015, and provision for asset revaluation, offset in part by provision for accumulated depreciation.
54. Decrease reflects a provision for the amortisation of related assets.
55. Increase mainly due to changes in the level of accrued employee benefits.
56. Increase mainly due to the ongoing capitalisation of lease obligations under the South East Queensland Public Private Partnership arrangements for school building assets.
57. Increase reflects a provision for asset revaluation.

Cash flow statement

Major variations between 2012-13 Adjusted Budget and 2012-13 Estimated Actual include:

58. Decrease mainly due to changes in provisions for and actual enterprise bargaining outcomes, transfer of funds to equity mainly in relation to changes in the level of expensed capital works and levels of school held deposits, program deferrals including State kindergarten funding, and lower levels (including deferrals) of Commonwealth National Partnerships funds (including More Support for Students with a Disability, Digital Education Revolution, Skills Reforms, Improving Teacher Quality, and Universal Access to Early Education programs), revised National Schools Specific Purpose payments from the Commonwealth, partly offset by increase in maintenance funding for schools, additional funding for the cost of redundancies related to the fiscal repair measures announced in the 2012-13 Budget, which was held centrally at the time of the 2012-13 Budget, and additional funding for state school enrolment growth.
59. Decrease reflects revised Training revenue forecast and fluctuation in international student revenue.
60. Decrease mainly due to changes in provisions for and actual enterprise bargaining outcomes, offset in part by additional costs associated with state school enrolment growth and the cost of redundancies related to the fiscal repair measures announced in the 2012-13 Budget, which was held centrally at the time of the 2012-13 Budget.
61. Decrease mainly due to lower levels (including deferrals) of Commonwealth programs (including More Support for Students with a Disability, Digital Education Revolution, and Improving Teacher Quality), changes in the level of expensed capital works, partly offset by additional school maintenance funds.
62. Decrease mainly due to lower levels of Commonwealth funded programs (including Universal Access to Early Education and Skills Reform) and the deferral of State kindergarten grants.
63. Decrease reflects changes in the department's current asset disposal program.
64. Decrease mainly due to lower levels (including deferrals) of Commonwealth funded programs including Trade Training Centres, National Solar Schools and Indigenous Child and Family Centres, changes in the level of expensed capital works and asset acquisition prepayments.
65. Increase mainly due to changes in the level of expensed capital works and levels of school bank balances partly offset by changes in the level of Commonwealth funded programs including Trade Training Centres, National Solar Schools and Indigenous Child and Family Centres.
66. Increase mainly due to the transfer from equity to recurrent funding to offset an unforeseen loss on disposal of building assets.

Major variations between 2012-13 Adjusted Budget and 2013-14 Estimate include:

67. Increase mainly due to additional funding for state school enrolment growth, provisions for and actual enterprise bargaining outcomes, supplementation for school operating costs, school maintenance, funding associated with the transition of year seven to secondary from 2015, deferral of State contributions to the Australian Government's National Secondary Schools Computer Fund, transfer of equity to recurrent funding in relation to higher levels of depreciation expense and higher levels of net Commonwealth funding, partly offset by the department's contribution to Whole of Government savings measures.
68. Decrease reflects revised Training revenue forecast and fluctuation in international student revenue.
69. Decrease mainly due to a net reduction in capital works contributions including those from other State government agencies to assist with new works, school re-locations and general property repairs.
70. Decrease mainly due to lower levels of recoveries from Statutory TAFE institutes for employees working for these entities and the receipt of a one-off payment from Southbank Institute of Technology for the sale of Morningside land in 2012-13.
71. Increase mainly due to enterprise bargaining outcomes and state school enrolment growth, offset in part by the impact of deferrals relating to school related programs that run on a calendar rather than financial year, election commitments, department's contribution to Whole of Government savings measures and changes in the level of accrued employee benefits.
72. Increase mainly due to additional school maintenance funds, higher school expenditure, costs associated with preparations for the transition of year seven to secondary from 2015, deferral of State contributions to Australian Government National Secondary Schools Computer Fund, offset in part by changes in the level of capital works expensed and deferrals relating to school related programs that run on a calendar rather than financial year, and election commitments.

73. Decrease mainly due to lower levels (including deferrals) of grants associated with Commonwealth funded programs, cessation of election commitments that impacted only on 2012-13, partly offset by indexation of early childhood grants.
74. Decrease reflects changes in the department's current asset disposal program.
75. Increase mainly due to the transition of year seven to secondary from 2015, offset in part by lower levels (including deferrals) of Commonwealth funded programs including Trade Training Centres, National Solar Schools and Indigenous Child and Family Centres.
76. Change mainly due to the transition of year seven to secondary from 2015, offset in part by lower levels (including deferrals) of Commonwealth funded programs including Trade Training Centres, National Solar Schools and Indigenous Child and Family Centres, and the transfer of equity to recurrent funding in relation to higher levels of depreciation expense.
77. Decrease mainly due to the return of proceeds resulting from the sale of surplus land.

Major variations between 2012-13 Estimated Actual and 2013-14 Estimate include:

78. Increase mainly due to additional funding for state school enrolment growth, provisions for and actual enterprise bargaining outcomes, supplementation for school operating costs, equity transfer for depreciation, funding associated with the transition of year seven to secondary from 2015, impact of deferrals including State contributions to Australian Government's National Secondary Schools Computer Fund and Early Childhood State kindergarten program, changes in the level of expensed capital works, higher levels (including deferrals) of net Commonwealth funding, partly offset by the department's contribution to Whole of Government savings measures, and additional funding for the cost of redundancies related to the fiscal repair measures announced in the 2012-13 Budget, which was held centrally at the time of the 2012-13 Budget.
79. Decrease mainly due to a net reduction in capital works contributions including those from other State government agencies to assist with new works, school re-locations and general property repairs.
80. Decrease mainly due to lower levels of recoveries from Statutory TAFE institutes for employees working for these entities and the receipt of a one-off payment from Southbank Institute of Technology for the sale of Morningside land in 2012-13.
81. Increase mainly due to provisions for and actual enterprise bargaining outcomes, and state school enrolment growth, offset in part by the department's contribution to Whole of Government savings measures and the cost of redundancies related to the fiscal repair measures announced in the 2012-13 Budget, which was held centrally at the time of the 2012-13 Budget.
82. Increase mainly due to higher school expenditure, costs associated with the transition of year seven to secondary from 2015, deferral of State contributions to Australian Government's National Secondary Schools Computer Fund into 2013-14, changes in the level of expensed capital works and higher levels (including deferrals) of Commonwealth funded programs.
83. Increase mainly due to the deferrals associated with the State kindergarten program and the Commonwealth Skills Reforms National Partnership.
84. Decrease reflects changes in the department's current asset disposal program.
85. Increase mainly due to the transition of year seven to secondary from 2015, changes in the timing of delivery of the Early Education State kindergarten program and changes in the level of land acquisition prepayments.
86. Decrease mainly due to changes in the level of expensed capital works, transfer of equity to recurrent to fund higher levels of depreciation expense, changes in school held deposits, offset in part by funding for the transition of year seven to secondary from 2015.
87. Decrease mainly due to the return of proceeds resulting from the sale of surplus land.

Administered income statement

Major variations between 2012-13 Adjusted Budget and 2012-13 Estimated Actual include:

88. Decrease reflects lower levels of Australian Government grant assistance to non-state schools.
89. Decrease reflects reduced levels of Australian Government grant assistance to non-state schools and reduced levels of State Government grants for Living Away from Home Allowance due to lower take up than anticipated.
90. Decrease reflects reduced levels of Australian Government grant assistance to non-state schools and reduced levels of State Government grants for Living Away from Home Allowance due to lower take up than anticipated.

Major variations between 2012-13 Adjusted Budget and 2013-14 Estimate include:

91. Increase reflects higher levels of Australian Government grant assistance to non-state schools.
92. Increase reflects higher levels of Australian Government grant assistance to non-state schools and higher levels of State Government funding to the non-state sector, including non-state schools.
93. Increase reflects higher levels of Australian Government grant assistance to non-state schools and higher levels of State Government funding to the non-state sector, including non-state schools.

Major variations between 2012-13 Estimated Actual and 2013-14 Estimate include:

94. Increase reflects higher levels of Australian Government grant assistance to non-state schools.
95. Increase reflects higher levels of Australian Government grant assistance to non-state schools and higher levels of State Government funding to the non-state sector, including non-state schools.
96. Increase reflects higher levels of Australian Government grant assistance to non-state schools and higher levels of State Government funding to the non-state sector, including non-state schools.

Administered cash flow statement

Major variations between 2012-13 Adjusted Budget and 2012-13 Estimated Actual include:

97. Decrease reflects reduced levels of Australian Government grant assistance to non-state schools and reduced levels of State Government grants for Living Away from Home Allowance due to lower take up than anticipated.
98. Decrease reflects lower levels of Australian Government grant assistance to non-state schools that is transferred to Government for re-appropriating back to the department.
99. Decrease reflects reduced levels of Australian Government grant assistance to non-state schools and reduced levels of State Government grants for Living Away from Home Allowance due to lower take up than anticipated.

Major variations between 2012-13 Adjusted Budget and 2013-14 Estimate include:

100. Increase reflects higher levels of Australian Government grant assistance to non-state schools and higher levels of State Government funding to the non-state sector, including non-state schools.
101. Increase reflects higher levels of Australian Government grant assistance to non-state schools and revenue from other government departments for capital purposes that are transferred to Government for re-appropriating back to the department.
102. Increase reflects higher levels of Australian Government grant assistance to non-state schools and higher levels of State Government funding to the non-state sector, including non-state schools.

Major variations between 2012-13 Estimated Actual and 2013-14 Estimate include:

103. Increase reflects higher levels of Australian Government grant assistance to non-state schools and higher levels of State Government funding to the non-state sector, including non-state schools.
104. Increase reflects higher levels of Australian Government grant assistance to non-state schools and revenue from other government departments for capital purposes that are transferred to Government for re-appropriating back to the department.
105. Increase reflects higher levels of Australian Government grant assistance to non-state schools and higher levels of State Government funding to the non-state sector, including non-state schools.

STATUTORY BODIES

GOLD COAST INSTITUTE OF TAFE

AGENCY OVERVIEW

Strategic direction

The Gold Coast Institute of TAFE (GCIT) was established as a statutory TAFE institute under the Vocational Education, Training and Employment Act 2000 on 1 July 2008. The Government Response to the Queensland Skills and Training Taskforce Final Report commits to establishing TAFE Queensland as a statutory body from 1 July 2013. Following the passing of new legislation, GCIT will cease operations as a statutory body and following the machinery of government process, will transition to TAFE Queensland. As this new legislation will not take effect before preparation of the 2013-14 State Budget, the transition will be reported in the 2014-15 Service Delivery Statements. The Institute's assets will be transferred according to the Government Response to the Queensland Commission of Audit's Final Report. GCIT is one of Australia's leading vocational education training facilities and provides high quality training, apprenticeships and traineeships equipping graduates with skills and knowledge to enter the workforce or transition to further tertiary studies. The Institute will continue to support the Gold Coast community in training and education during the TAFE reform in alignment with GCIT's vision - 'Learning that works for you'.

GCIT contributes to the Queensland Government's objective to grow a four-pillar economy, specifically contributing to reducing unemployment to four per cent within six years and delivering 10,000 more apprentices by investing in Queenslanders' skills and training. GCIT offers:

- Health and Community Services - nursing, aged care, community services, health
- Services - tourism, events, hospitality, cookery, hairdressing, fitness, beauty, fashion
- Trades - automotive, electro-technology, engineering, marine mechanics and craft construction
- Trades Construction – carpentry, cabinetmaking, shop fitting, horticulture, plumbing, wet trades
- Creative Industries and Commerce – creative industries, training and assessment, engineering, construction, information technology, business, small business, justice
- General Education - literacy and numeracy programs, English as a second language, children's education support, adult tertiary preparation.

RESOURCES AND PERFORMANCE

Student and industry satisfaction continues to exceed targets with industry satisfaction at 89% and student satisfaction at 92%. During 2012-13, GCIT developed a pre-employment training program with local hospitality employers to meet their business needs. Eighty five per cent of the students who completed the program secured permanent employment.

GCIT collaborates with large Australian private health care providers to deliver Diploma and Advanced Diplomas of Nursing. In 2012, over 120 students completed the Ramsay Health Care Nursing program with 100% gaining employment upon completion. Over 80% of GCIT courses use innovative online and flexible teaching and learning methods. GCIT provides more than 300 pathways to some of Australia's leading universities. In 2013, and in partnership with Southern Cross University, GCIT commenced delivery of an Associate Degree in Business.

The GCIT 2012-17 infrastructure strategy provides a clear plan for new infrastructure in growth areas of the Gold Coast and the future disposal of ageing and surplus infrastructure.

STATEMENTS

Staffing¹

Gold Coast Institute of TAFE	Notes	2012-13 Budget	2012-13 Est. Actual	2013-14 Estimate
	1,2,3	25	35	35

Notes:

1. Full-time equivalents (FTEs) as at 30 June.
2. Staffing numbers reflect staff directly engaged by the Institute and do not include staff employed by the Department of Education, Training and Employment (DETE). As at 30 June 2013, GCIT forecasts 558 FTE DETE staff and 35 directly engaged staff. Staff increase has primarily been a result of DETE staff positions transitioning to common law contracts throughout the year.
3. Following the passing of new legislation, GCIT will cease operations as a separate statutory body from 1 July 2013 and following the machinery of government process, will transition to TAFE Queensland. Therefore FTE's for 2013-14 Estimate are deemed to be consistent with 2012-13 Estimated Actual.

Performance Statement

To improve accountability for performance, service standards for the 2013-14 State Budget will only present measures that relate to the efficiency or effectiveness of services delivered. Measures of input and/or activity which do not demonstrate the effectiveness or efficiency of the agency's services have been discontinued. Discontinued measures that remain relevant to the agency's services will continue to be publicly available through alternative communication channels. For details on measures which are being discontinued and where this information may be accessed in the future, please refer to the 2013-14 Budget website at www.budget.qld.gov.au.

Gold Coast Institute of TAFE	Notes	2012-13 Target/Est.	2012-13 Est. Actual	2013-14 Target/Est.
Service standards				
Proportion of all enrolled competencies successfully completed		86%	88%	86%
Student post training outcome (employed or in further study after training)		84%	87%	84%
Proportion of graduates satisfied with the overall quality of their training		85%	88%	85%
Proportion of employers satisfied with graduates of the Institute		85%	86%	85%
Average cost per competency successfully completed (\$)	1	\$616	\$623	\$618

Notes:

1. 2012-13 Estimated Actual is higher due to the significant investment in refurbishment of facilities and in teaching and learning equipment.

INCOME STATEMENT

Gold Coast Institute of TAFE	Notes	2012-13 Budget \$'000	2012-13 Est. Act. \$'000	2013-14 Estimate \$'000
Income				
User charges	1,5	32,216	28,585	28,549
Grants and other contributions	2,6	37,202	39,252	39,508
Other revenue		2,462	1,633	1,346
Gains on sale/revaluation of property, plant and equipment and investments		..	..	..
Total income		71,880	69,470	69,403
Expenses				
Employee expenses	3,7,10	4,470	5,673	7,044
Supplies and services	4,8,11	62,543	59,804	57,499
Grants and subsidies		..	..	..
Depreciation and amortisation	9,12	3,300	3,083	4,260
Finance/borrowing costs		..	..	..
Other expenses		442	487	500
Losses on sale/revaluation of property, plant and equipment and investments		108	100	100
Total expenses		70,863	69,147	69,403
OPERATING SURPLUS/(DEFICIT)		1,017	323	..

STATEMENT OF CHANGES IN EQUITY

Gold Coast Institute of TAFE	Notes	2012-13 Budget \$'000	2012-13 Est. Act. \$'000	2013-14 Estimate \$'000
Net effect of the changes in accounting policies and prior year adjustments	
Increase/(decrease) in asset revaluation reserve	
Net amount of all revenue and expense adjustments direct to equity not disclosed above	
Net income recognised directly in equity	
Surplus/(deficit) for the period		1,017	323	..
Total recognised income and expense for the period		1,017	323	..
Equity injection/(withdrawal)		(67)	(78)	(155)
Equity adjustments (MoG transfers)	
Total movement in equity for period		950	245	(155)

BALANCE SHEET

Gold Coast Institute of TAFE	Notes	2012-13 Budget \$'000	2012-13 Est. Act. \$'000	2013-14 Estimate \$'000
CURRENT ASSETS				
Cash assets	13,18,22	29,149	22,796	11,688
Receivables		5,171	5,461	5,386
Other financial assets		..	..	..
Inventories		17	17	17
Other		115	115	120
Non-financial assets held for sale		..	..	..
Total current assets		34,452	28,389	17,211
NON-CURRENT ASSETS				
Receivables		..	..	..
Other financial assets		..	..	..
Property, plant and equipment	14,19,23	87,622	91,526	101,510
Intangibles	15,24	3,137	1,631	3,022
Other		..	..	..
Total non-current assets		90,759	93,157	104,532
TOTAL ASSETS		125,211	121,546	121,743
CURRENT LIABILITIES				
Payables	16,20	9,568	8,307	8,634
Accrued employee benefits		467	389	394
Interest-bearing liabilities and derivatives		..	..	..
Provisions		..	..	..
Other	17,21	8,013	6,433	6,433
Total current liabilities		18,048	15,129	15,461
NON-CURRENT LIABILITIES				
Payables		5	5	5
Accrued employee benefits		327	286	306
Interest-bearing liabilities and derivatives		..	..	..
Provisions		..	..	..
Other		..	..	..
Total non-current liabilities		332	291	311
TOTAL LIABILITIES		18,380	15,420	15,772
NET ASSETS/(LIABILITIES)		106,831	106,126	105,971
EQUITY				
Capital/contributed equity		140,980	140,969	140,814
Accumulated surplus/(accumulated deficit)		(34,149)	(34,843)	(34,843)
Reserves:				
- Asset revaluation surplus		..	..	..
- Other (specify)		..	..	..
TOTAL EQUITY		106,831	106,126	105,971

CASH FLOW STATEMENT

Gold Coast Institute of TAFE	Notes	2012-13 Budget \$'000	2012-13 Est. Act. \$'000	2013-14 Estimate \$'000
CASH FLOWS FROM OPERATING ACTIVITIES				
Inflows:				
User charges	25,30	33,366	27,871	28,524
Grants and other contributions	26,31	37,202	39,252	39,508
Other		3,531	2,711	2,471
Outflows:				
Employee costs	27,32,35	(4,411)	(5,733)	(7,019)
Supplies and services	28,33,36	(63,077)	(61,606)	(57,177)
Grants and subsidies		..	..	..
Borrowing costs		..	..	..
Other		(1,511)	(1,556)	(1,625)
Net cash provided by/(used in) operating activities		5,100	939	4,682
CASH FLOWS FROM INVESTING ACTIVITIES				
Inflows:				
Sales of property, plant and equipment		..	..	..
Investments redeemed		..	..	..
Loans and advances redeemed		..	..	..
Outflows:				
Payments for property, plant and equipment and intangibles	29,34,37	(7,819)	(10,000)	(15,635)
Payments for investments		..	..	..
Loans and advances made		..	..	..
Net cash provided by/(used in) investing activities		(7,819)	(10,000)	(15,635)
CASH FLOWS FROM FINANCING ACTIVITIES				
Inflows:				
Borrowings		..	..	..
Equity injections		..	..	..
Outflows:				
Borrowing redemptions		..	..	..
Finance lease payments		..	..	..
Equity withdrawals		(67)	(78)	(155)
Net cash provided by/(used in) financing activities		(67)	(78)	(155)
Net increase/(decrease) in cash held		(2,786)	(9,139)	(11,108)
Cash at the beginning of financial year		31,935	31,935	22,796
Cash transfers from restructure		..	..	..
Cash at the end of financial year		29,149	22,796	11,688

EXPLANATION OF VARIANCES IN THE FINANCIAL STATEMENTS

Income statement

Major variations between 2012-13 Budget and 2012-13 Estimated actual include:

1. Decrease due to shortfall in offshore delivery activity and lower than expected participation in full fee for service courses.
2. Increase due to significantly higher demand in Language, Literacy and Numeracy programs. Funding allocations have increased since preparing the 2012-13 Budget.
3. Increase due to higher number of directly engaged staff at the Institute.
4. Decrease due to savings in contracted employees from Department of Education, Training and Employment and in operating expenditures generally (eg. property costs, travel and agents commission).

Major variations between 2012-13 Budget and 2013-14 Estimate include:

5. Decrease due to anticipated impact of new funding model on the Institute's ability to charge fee for service components on certain course offerings.
6. Increase due to flow-through impacts into 2013-14 Estimate of the higher demand in Language, Literacy and Numeracy programs in 2012-13 Estimated actual.
7. Increase due to higher number of directly engaged staff at the Institute.
8. Decrease due to further savings assumed in contracted employees from Department of Education, Training and Employment and in operating expenditures generally.
9. Increase due to significant capital investment activity assumed in 2012-13 Estimated actual and 2013-14 Estimate.

Major variations between 2012-13 Estimated actual and the 2013-14 Estimate include:

10. Increase due to full year effect of the increase in the number of directly engaged staff at the Institute during 2012-13.
11. Decrease due to further savings assumed in contracted employees from Department of Education, Training and Employment and in operating expenditures generally.
12. Increase due to significant capital investment activity such as the re-development of the Southport Campus assumed in 2012-13 Estimated actual and 2013-14 Estimate.

Balance sheet

Major variations between 2012-13 Budget and 2012-13 Estimated actual include:

13. Decrease due to significant capital investment activity assumed in 2012-13 Estimated actual.
14. Increase due to significant capital investment activity assumed in 2012-13 Estimated actual.
15. Decrease due to delays in commencing the resource development work underpinning the new course development activity.
16. Decrease due to level of accruals and timing differences on payments of amounts owed by the Institute.
17. Decrease due to lower level of User Charges revenue therefore lower deferred income.

Major variations between 2012-13 Budget and 2013-14 Estimate include:

18. Decrease due to significant capital investment activity assumed in 2012-13 Estimated actual and 2013-14 Estimate.
19. Increase due to significant capital investment activity assumed in 2012-13 Estimated actual and 2013-14 Estimate.
20. Decrease due to level of accruals and timing differences on payments of amounts owed by the Institute.
21. Decrease due to lower level of User Charges revenue therefore lower deferred income.

Major variations between 2012-13 Estimated actual and the 2013-14 Estimate include:

22. Decrease due to significant capital investment activity assumed in 2013-14 Estimate.
23. Increase due to significant capital investment activity assumed in 2013-14 Estimate.
24. Increase due to investment in developing new course offerings for students that meet the criteria for capitalisation under Treasury non-current asset accounting policy.

Cash flow statement

Major variations between 2012-13 Budget and 2012-13 Estimated actual include:

25. Decrease due to shortfall in offshore delivery activity and lower than expected participation in full fee for service courses.
26. Increase due to significantly higher demand in Language, Literacy and Numeracy programs. Funding allocations have increased since preparing the 2012-13 Budget.
27. Increase due to higher number of directly engaged staff at the Institute.
28. Decrease due to savings in contracted employees from Department of Education, Training and Employment and in operating expenditures generally (eg. property costs, travel and agents commission).
29. Increase due to additional expenditure on campus rationalisation activities.

Major variations between 2012-13 Budget and 2013-14 Estimate include:

30. Decrease due to anticipated impact of new funding model on the Institute's ability to charge fee for service components on certain course offerings.
31. Increase due to flow-through impacts into 2013-14 Estimate of the higher demand in Language, Literacy and Numeracy programs in 2012-13 Estimated actual.
32. Increase due to higher number of directly engaged staff at the Institute.
33. Decrease due to further savings assumed in contracted employees from Department of Education, Training and Employment and in operating expenditures generally.
34. Increase due to additional expenditure on campus rationalisation activities.

Major variations between 2012-13 Estimated actual and the 2013-14 Estimate include:

35. Increase due to higher number of directly engaged staff at the Institute plus full year impact thereof.
36. Decrease due to further savings assumed in contracted employees from Department of Education, Training and Employment and in operating expenditures generally.
37. Increase due to additional expenditure on campus rationalisation activities.

QUEENSLAND STUDIES AUTHORITY

AGENCY OVERVIEW

Strategic direction

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

The QSA provides kindergarten to Year 12 syllabuses and guidelines, assessment, reporting, testing, accreditation, certification and tertiary entrance services for Queensland schools.

The QSA supports the Queensland Government's objective to revitalise front line services for families by assisting teachers to develop high-quality curriculum for the classroom. Influenced by educational change at both the state and national levels, the QSA's strategic objectives focus on providing:

- innovative syllabuses and supporting products that assist schools to prepare young people for life and work in the 21st century
- assessments and other resources that enable students to demonstrate achievement and provide useful information for teachers, parents and other stakeholders
- efficient and effective delivery of its products and services.

RESOURCES AND PERFORMANCE

In collaboration with the education community, the QSA will continue to provide schools with resources and support to enable teachers to confidently implement the Australian Curriculum. A comprehensive state-wide professional development program has been delivered in addition to the development of an extensive range of online resources to support the new curriculum in schools.

The Queensland Kindergarten Learning Guideline (QKLG) supports the Government's commitment to provide universal access to quality early childhood education. The QKLG was developed by the QSA, based on the Australian Government's Early Years Learning Framework for Australia. The QSA also developed online resources and delivered a professional development program to assist teachers to implement the QKLG in kindergartens and long day care services.

In 2012, the QSA issued 48,205 Senior Education Profiles to Year 12 Queensland students, 41,330 (86%) of whom also received a Queensland Certificate of Education (QCE) — up from 84% in 2011. Queensland Certificates of Individual Achievement (QCIA) were awarded to 599 students, and 27,023 students received Tertiary Entrance Statements. The QSA will continue to work with schools and education stakeholders to increase eligibility for a QCE.

During 2013, the National Assessment Program – Literacy and Numeracy (NAPLAN) was administered to approximately 236,550 Queensland students in Years 3, 5, 7 and 9, compared to 218,700 in 2012 (due to the initial half-cohort Prep year being in Year 5 in 2012). The QSA also supported the final Queensland Comparable Assessment Tasks (QCATs) in Years 4, 6 and 9.

Throughout 2013-14, recommendations will be received from the Queensland parliamentary inquiry into assessment methods for senior mathematics, chemistry and physics in Queensland schools and the review of the *Education (Queensland Studies Authority) Act 2002*. A review of the Overall Position (OP) tertiary entrance score is being undertaken.

STATEMENTS

Staffing¹

Queensland Studies Authority	Notes	2012-13 Budget	2012-13 Est. Actual	2013-14 Estimate
	1,2,3	217	217	204

Notes:

1. Full-time equivalents (FTEs) as at 30 June.
2. The majority of the QSA's FTE staff are based at the South Brisbane office, with the remainder located at 11 district offices across Queensland. The figures include permanent and temporary funded positions.
3. The decrease in 2013-14 Estimate is due to temporary FTEs engaged for short term projects not continuing into 2013-14.

Performance Statement

To improve accountability for performance, service standards for the 2013-14 State Budget will only present measures that relate to the efficiency or effectiveness of services delivered. Measures of input and/or activity which do not demonstrate the effectiveness or efficiency of the agency's services have been discontinued. Discontinued measures that remain relevant to the agency's services will continue to be publicly available through alternative communication channels. For details on measures which are being discontinued and where this information may be accessed in the future, please refer to the 2013-14 Budget website at www.budget.qld.gov.au.

Queensland Studies Authority	Notes	2012-13 Target/Est.	2012-13 Est. Actual	2013-14 Target/Est.
Service standards				
Percentage of stakeholders surveyed who consider the syllabuses and support materials developed by the Authority to be satisfactory	1	93%	90%	90%
Quality of certification processes: the percentage of Year 12 students whose Queensland Certificate of Education (QCE) eligibility status changed as a result of internal review	2	0.2%	0.1%	0.1%
Quality of certification processes: the percentage of all OP eligible Year 12 students whose Tertiary Entrance Statement changed for reasons other than school data error	2	0.01%	0.02%	0.02%
Average cost per syllabus revision	3	\$79,691	\$113,833	\$88,598
Average cost per student of developing and issuing Senior Education Profiles	4	\$276	\$269	\$267

Queensland Studies Authority	Notes	2012-13 Target/Est.	2012-13 Est. Actual	2013-14 Target/Est.
Average cost per student of developing and issuing the National Assessment Program – Literacy and Numeracy (NAPLAN) student report	5	\$33	\$35	\$38
Average cost per student of tertiary entrance and pathways information programs		\$9	\$9	\$9

Notes:

1. The response rate from schools to the two surveys (Syllabuses and resources: Years 11 to 12 satisfaction survey and Syllabuses and resources: P to 10 satisfaction survey) was greater in 2011-12. The range of support materials provided and surveyed was larger than in previous years as it included a comprehensive range of P-10 resources to support the implementation of the Australian Curriculum. The usual satisfaction rating is between 80% and 90%.
2. Minor wording changes have been made to more accurately reflect the underlying measure.
3. The increase in 2012-13 Estimated Actual is a result of a decrease in the number of revisions due to a delay in the revision of the Study Area Specifications. When this is applied to relatively fixed costs, the average cost is increased.
4. The decrease in 2012-13 Estimated Actual and 2013-14 Target/Estimate is due to an increase in the number of students receiving a Senior Education Profile. When this is applied to relatively fixed costs, the average cost is decreased.
5. These figures represent the total cost of the administration of the NAPLAN tests in Queensland. Schools/school sectors contribute to the overall costs. The increase in 2013-14 Target/Estimate is due to Year 7 students in 2014 being a half-cohort (from the introduction of the Prep Year in 2007). When this is applied to relatively fixed costs, the average cost is increased.

INCOME STATEMENT

Queensland Studies Authority	Notes	2012-13 Budget \$'000	2012-13 Est. Act. \$'000	2013-14 Estimate \$'000
Income				
User charges	1,6,12	1,423	2,088	1,528
Grants and other contributions	2,7,13	37,923	38,615	36,380
Other revenue	3,8	400	583	539
Gains on sale/revaluation of property, plant and equipment and investments		..	..	..
Total income		39,746	41,286	38,447
Expenses				
Employee expenses	4,9,14	25,884	26,619	24,952
Supplies and services	10,15	12,256	12,288	12,114
Grants and subsidies		..	6	..
Depreciation and amortisation	11,16	1,566	1,542	1,351
Finance/borrowing costs		..	..	..
Other expenses		40	31	30
Losses on sale/revaluation of property, plant and equipment and investments	5,16	..	800	..
Total expenses		39,746	41,286	38,447
OPERATING SURPLUS/(DEFICIT)		..	..	..

STATEMENT OF CHANGES IN EQUITY

Queensland Studies Authority	Notes	2012-13 Budget \$'000	2012-13 Est. Act. \$'000	2013-14 Estimate \$'000
Net effect of the changes in accounting policies and prior year adjustments	
Increase/(decrease) in asset revaluation reserve	
Net amount of all revenue and expense adjustments direct to equity not disclosed above	
Net income recognised directly in equity	
Surplus/(deficit) for the period	
Total recognised income and expense for the period	
Equity injection/(withdrawal)	
Equity adjustments (MoG transfers)	
Total movement in equity for period	

BALANCE SHEET

Queensland Studies Authority	Notes	2012-13 Budget \$'000	2012-13 Est. Act. \$'000	2013-14 Estimate \$'000
CURRENT ASSETS				
Cash assets	17,19,21	10,008	11,420	11,294
Receivables		317	365	308
Other financial assets		..	..	..
Inventories		7	7	6
Other		172	172	178
Non-financial assets held for sale		..	..	..
Total current assets		10,504	11,964	11,786
NON-CURRENT ASSETS				
Receivables		..	..	..
Other financial assets		..	..	..
Property, plant and equipment		1,311	1,301	1,271
Intangibles	17,20,21	5,459	4,024	4,285
Other		..	..	..
Total non-current assets		6,770	5,325	5,556
TOTAL ASSETS		17,274	17,289	17,342
CURRENT LIABILITIES				
Payables		3,114	3,210	3,178
Accrued employee benefits	18,22	1,856	1,755	1,860
Interest-bearing liabilities and derivatives		..	..	..
Provisions		..	..	..
Other		241	261	241
Total current liabilities		5,211	5,226	5,279
NON-CURRENT LIABILITIES				
Payables		..	..	..
Accrued employee benefits		..	..	..
Interest-bearing liabilities and derivatives		..	..	..
Provisions		..	..	..
Other		..	..	..
Total non-current liabilities		..	..	..
TOTAL LIABILITIES		5,211	5,226	5,279
NET ASSETS/(LIABILITIES)		12,063	12,063	12,063
EQUITY				
Capital/contributed equity		4,832	4,832	4,832
Accumulated surplus/(accumulated deficit)		7,231	7,231	7,231
Reserves:				
- Asset revaluation surplus		..	..	..
- Other (specify)		..	..	..
TOTAL EQUITY		12,063	12,063	12,063

CASH FLOW STATEMENT

Queensland Studies Authority	Notes	2012-13 Budget \$'000	2012-13 Est. Act. \$'000	2013-14 Estimate \$'000
CASH FLOWS FROM OPERATING ACTIVITIES				
Inflows:				
User charges	23,29,36	1,388	2,058	1,517
Grants and other contributions	24,30,37	37,923	38,615	36,380
Other	25,31	647	802	737
Outflows:				
Employee costs	26,32,38	(26,089)	(26,924)	(24,844)
Supplies and services	33,39	(12,492)	(12,513)	(12,181)
Grants and subsidies	27,34	(88)	(6)	..
Borrowing costs		..	..	..
Other		(158)	(159)	(153)
Net cash provided by/(used in) operating activities		1,131	1,873	1,456
CASH FLOWS FROM INVESTING ACTIVITIES				
Inflows:				
Sales of property, plant and equipment		..	..	..
Investments redeemed		..	..	..
Loans and advances redeemed		..	..	..
Outflows:				
Payments for property, plant and equipment and intangibles	28,35,40	(1,862)	(1,192)	(1,582)
Payments for investments		..	..	..
Loans and advances made		..	..	..
Net cash provided by/(used in) investing activities		(1,862)	(1,192)	(1,582)
CASH FLOWS FROM FINANCING ACTIVITIES				
Inflows:				
Borrowings		..	..	..
Equity injections		..	..	..
Outflows:				
Borrowing redemptions		..	..	..
Finance lease payments		..	..	..
Equity withdrawals		..	..	..
Net cash provided by/(used in) financing activities		..	..	..
Net increase/(decrease) in cash held		(731)	681	(126)
Cash at the beginning of financial year		10,739	10,739	11,420
Cash transfers from restructure		..	..	..
Cash at the end of financial year		10,008	11,420	11,294

EXPLANATION OF VARIANCES IN THE FINANCIAL STATEMENTS

Income statement

Major variations between 2012-13 Budget and 2012-13 Estimated actual include:

1. Increase due to higher than expected attendance at professional development workshops and conferences combined with reimbursement by the Australian Curriculum, Assessment and Reporting Authority (ACARA) of costs incurred for trial marking exercises related to the National Assessment Program – Literacy and Numeracy (NAPLAN).
2. Increase is explained by the cost of redundancies related to the fiscal repair measures announced in the 2012-13 Budget. At the time of the 2012-13 Budget, the cost of redundancies was held centrally.
3. Impact of higher than anticipated interest revenue. This was due to the delayed commencement of capital expenditure projects resulting in more funds available for investment.
4. Increase is explained by the cost of redundancies related to the fiscal repair measures announced in the 2012-13 Budget. At the time of the 2012-13 Budget, the cost of redundancies was held centrally.
5. Increase due to impairment and subsequent decommissioning of the Assessment Bank software application.

Major variations between 2012-13 Budget and 2013-14 Estimate include:

6. Increase due to indexation of fees and charges by Consumer Price Index (CPI) combined with increased income from licensing of syllabuses and other intellectual property internationally.
7. Decrease predominately due to reduction in grant funding administered via the Department of Education, Training and Employment (DETE). Reduction also due to the cessation of DETE controlled funds for the development of professional development resources to support the implementation of the Queensland Kindergarten Learning Guidelines (QKLG).
8. Impact of higher interest revenue as a result of increased funds available for investment.
9. Decrease mainly due to a reduction in FTEs as a result of redundancies and from the cessation of funding for the QKLG. Reduction also due to a change in the provision for Enterprise Bargaining Agreement (EBA).
10. Reduction due to cessation of funding for QKLG implementation.
11. Reduction in amortisation due to the impairment and decommissioning of the Assessment Bank software application in 2012-13.

Major variations between 2012-13 Estimated actual and the 2013-14 Estimate include:

12. Decrease due to anticipated decline in professional development workshops.
13. Variation due to reimbursement of redundancy payments in 2012-13 combined with reduction in administered grant funding and cessation of DETE funding for QKLG implementation.
14. Decrease mainly due to a reduction in FTEs as a result of redundancies and from the cessation of funding for QKLG implementation. Reduction also due to a change in the provision for EBA.
15. Reduction due to cessation of funding for QKLG implementation.
16. Variation due to the impairment and decommissioning of the Assessment Bank software application in 2012-13.

Balance sheet

Major variations between 2012-13 Budget and 2012-13 Estimated actual include:

17. Variation due to delayed commencement of capital expenditure projects combined with the effect of the impairment expense of the Assessment Bank software application
18. Decrease due to termination payments made to separating employees.

Major variations between 2012-13 Budget and 2013-14 Estimate include:

19. Increase largely due to the impairment expense of the Assessment Bank software application in 2012-13, resulting in a higher opening cash balance in 2013-14.
20. Reduction due to the decommissioning of the Assessment Bank software application in 2012-13.

Major variations between 2012-13 Estimated actual and the 2013-14 Estimate include:

21. Variation due to delayed commencement of capital expenditure projects in 2012-13.
22. Impact of provision for EBA indexation plus increase in accrued salary costs.

Cash flow statement

Major variations between 2012-13 Budget and 2012-13 Estimated actual include:

23. Increase due to higher than expected attendance at professional development workshops and conferences combined with reimbursement by ACARA of costs incurred for trial marking exercises related to NAPLAN.
24. Increase largely due to redundancy payments reimbursed by the Consolidated Fund.
25. Increase due to impact of higher than anticipated interest revenue. This was due to the delayed commencement of capital expenditure projects resulting in more funds available for investment.
26. Increase largely due to redundancy packages paid to separating employees.
27. Reduction in cash outflows resulting from reduced payroll tax expense.
28. Variation due to delayed commencement of capital expenditure projects

Major variations between 2012-13 Budget and 2013-14 Estimate include:

29. Increase due to indexation of fees and charges by CPI combined with increased income from licensing of syllabuses and other intellectual property internationally.
30. Decrease predominately due to reduction in grant funding administered via DETE. Reduction also due to the cessation of DETE controlled funds for the development of professional development resources to support the implementation of the QKLG.
31. Impact of higher interest revenue as a result of increased funds available for investment.
32. Decrease mainly due to a reduction in FTEs as a result of redundancies and from the cessation of funding for the QKLG. Reduction also due to a change in the provision for EBA.
33. Reduction due to cessation of funding for QKLG implementation.
34. Reduction in cash outflows resulting from reduced payroll tax expense.
35. Variation due to delayed commencement of capital expenditure projects

Major variations between 2012-13 Estimated actual and the 2013-14 Estimate include:

36. Decrease due to anticipated decline in professional development workshops.
37. Variation due to reimbursement of redundancy payments in 2012-13 combined with reduction in administered grant funding and cessation of DETE funding for QKLG implementation.
38. Decrease mainly due to a reduction in FTEs as a result of redundancies and from the cessation of funding for QKLG implementation. Reduction also due to a change in the provision for EBA.
39. Reduction due to cessation of funding for QKLG implementation.
40. Variation due to delayed commencement of capital expenditure projects.

SOUTHBANK INSTITUTE OF TECHNOLOGY

OVERVIEW

Strategic direction

Southbank Institute of Technology (SBIT) was established as a statutory TAFE institute under the *Vocational Education, Training and Employment Act 2000* on 1 April 2008. The Government Response to the Queensland Skills and Training Taskforce Final Report commits to establishing TAFE Queensland as a statutory body from 1 July 2013. Following the passing of new legislation, SBIT will cease operations as a statutory body and following the machinery of government process, will transition to TAFE Queensland. As this new legislation will not take effect before preparation of the 2013-14 State Budget, the transition will be reported in the 2014-15 Service Delivery Statements. The Institute's assets will be transferred according to the Government Response to the Queensland Commission of Audit's Final Report. SBIT is committed to working with Department of Education, Training and Employment (DETE) and the Skills Reform Unit on the TAFE reform.

SBIT contributes to the Government's objective to grow a four pillar economy by delivering world-class education and training, providing educational development pathways and enhanced skills for a global market. The Institute's vision is to be Australia's leading provider of vocational training and job-ready graduates.

SBIT offers a range of high-level vocational qualifications, associate degrees, university pathways and articulation arrangements in key industries. On behalf of DETE, SBIT acts as the contract manager for two Australian Government programs – the Adult Migrant English Program and the Language, Literacy and Numeracy Program, both delivered in TAFE institutes across Queensland.

The Institute is focused on building a more commercial and high performing culture, improving academic quality and operational efficiency, building a stronger market position and improving the experience of its staff and students. The overall purpose of the business is to support the ongoing growth of Queensland's economy through training high quality, job ready graduates. This will be achieved by meeting industry skills needs and through applied learning.

RESOURCES AND PERFORMANCE

SBIT offers both FEE-HELP and VET FEE-HELP and continues to increase the number of eligible VET courses as a VET FEE-HELP provider. During 2012-13, the Institute had over 1,790 full-time equivalent students enrolled in FEE- HELP, compared to 1,435 in 2011-2012. In 2012-13, SBIT students were able to access 257 pathways to higher education including universities such as Queensland University of Technology, Griffith University, University of Queensland and the University of Sunshine Coast, University of Southern Queensland and Southern Cross University.

The Institute's business model is focussed on driving commercial efficiency outcomes by increasing fee for service programs which results in less reliance on government grants and contributions. The Institute is developing strategies to continue to strengthen its financial position and ensure it continues to deliver quality vocational training for students. These strategies include:

- building and maintaining effective and efficient relationships with industry to support the creation of job-ready employees for the Queensland workforce
- ensuring maximum utilisation of the SBIT's state of the art facilities
- partnering with higher education institutions to identify flexible and coordinated pathway models.

STATEMENTS

Staffing¹

Southbank Institute of Technology	Notes	2012-13 Budget	2012-13 Est. Actual	2013-14 Estimate
	2,3,4	13	120	120

Notes:

1. Full-time equivalents (FTEs) as at 30 June.
2. Staffing numbers reflect staff directly engaged by the Institute and do not include staff employed by the Department of Education, Training and Employment (DETE). As at 30 June 2013. SBIT utilised 447.4 FTE DETE staff and 120 directly engaged staff.
3. The Institute currently has a work performance arrangement with DETE to provide SBIT with employees.
4. Staffing numbers reflect staff directly engaged by the Institute to provide increased flexibility to meet commercial business arrangements.

Performance Statement

To improve accountability for performance, service standards for the 2013-14 State Budget will only present measures that relate to the efficiency or effectiveness of services delivered. Measures of input and/or activity which do not demonstrate the effectiveness or efficiency of the agency's services have been discontinued. Discontinued measures that remain relevant to the agency's services will continue to be publicly available through alternative communication channels. For details on measures which are being discontinued and where this information may be accessed in the future, please refer to the 2013-14 Budget website at www.budget.qld.gov.au.

Southbank Institute of Technology	Notes	2012-13 Target/Est.	2012-13 Est. Actual	2013-14 Target/Est.
Service standards				
Proportion of all attempted competencies successfully completed		85%	85%	85%
Student post training outcome (employed or further study after training)	1,2	89%	87.4%	88%
Proportion of graduates satisfied with the overall quality of their training	1,2	85%	89.2%	90%
Proportion of employers satisfied with graduates of the Institute	2,3	76%	90%	90%
Average cost per competency completed	4	\$898	\$871	\$870

Notes:

1. Data are sourced from the annual National Centre for Vocational Education Research (NCVER) *Student Outcomes Survey*.
2. Confidence intervals for satisfaction estimates derived from sample survey responses need to be considered when interpreting relative performance.
3. Employer satisfaction estimates are obtained from the TAFE QLD Student and Business Satisfaction survey.
4. The decrease in the average cost of a competency for the 2012-13 estimated actual is due to a reduction in the costs of delivery.

INCOME STATEMENT

Southbank Institute of Technology	Notes	2012-13 Budget \$'000	2012-13 Est. Act. \$'000	2013-14 Estimate \$'000
Income				
User charges	1,7,9	67,040	67,449	70,269
Grants and other contributions	2,10	36,892	37,153	36,772
Other revenue	3,11	1,348	1,915	1,270
Gains on sale/revaluation of property, plant and equipment and investments		..	..	..
Total income		105,280	106,517	108,311
Expenses				
Employee expenses	4,8,12	2,588	13,803	14,047
Supplies and services	5	100,872	87,180	87,949
Grants and subsidies		..	..	..
Depreciation and amortisation		1,517	1,555	1,365
Finance/borrowing costs		..	..	..
Other expenses		944	902	398
Losses on sale/revaluation of property, plant and equipment and investments	6	..	231	..
Total expenses		105,921	103,671	103,759
OPERATING SURPLUS/(DEFICIT)		(641)	2,846	4,552

STATEMENT OF CHANGES IN EQUITY

Southbank Institute of Technology	Notes	2012-13 Budget \$'000	2012-13 Est. Act. \$'000	2013-14 Estimate \$'000
Net effect of the changes in accounting policies and prior year adjustments	
Increase/(decrease) in asset revaluation reserve	
Net amount of all revenue and expense adjustments direct to equity not disclosed above	
Net income recognised directly in equity	
Surplus/(deficit) for the period		(641)	2,846	4,552
Total recognised income and expense for the period		(641)	2,846	4,552
Equity injection/(withdrawal)		(946)	(957)	(1,285)
Equity adjustments (MoG transfers)	
Total movement in equity for period		(1,587)	1,889	3,267

BALANCE SHEET

Southbank Institute of Technology	Notes	2012-13 Budget \$'000	2012-13 Est. Act. \$'000	2013-14 Estimate \$'000
CURRENT ASSETS				
Cash assets	13,19,24	15,455	26,553	28,024
Receivables	14,20	15,491	17,705	18,555
Other financial assets				
Inventories		4	3	3
Other		193	435	464
Non-financial assets held for sale		..	..	..
Total current assets		31,143	44,696	47,046
NON-CURRENT ASSETS				
Receivables		..	..	..
Other financial assets		..	..	..
Property, plant and equipment	21,25	2,384	2,320	3,816
Intangibles	15	216	100	14
Other		..	..	..
Total non-current assets		2,600	2,420	3,830
TOTAL ASSETS		33,743	47,116	50,876
CURRENT LIABILITIES				
Payables	16,22	11,702	14,741	13,579
Accrued employee benefits		417	695	1,207
Interest-bearing liabilities and derivatives		..	..	..
Provisions		..	..	..
Other	17	12,618	13,878	14,055
Total current liabilities		24,737	29,314	28,841
NON-CURRENT LIABILITIES				
Payables		..	146	32
Accrued employee benefits	18,23,26	278	1140	2220
Interest-bearing liabilities and derivatives		..	..	..
Provisions		..	..	..
Other		..	..	..
Total non-current liabilities		278	1,286	2,252
TOTAL LIABILITIES		25,015	30,600	31,093
NET ASSETS/(LIABILITIES)		8,728	16,516	19,783
EQUITY				
Capital/contributed equity	37,44	42,253	42,242	40,957
Accumulated surplus/(accumulated deficit)		(33,525)	(25,726)	(21,174)
Reserves:				
- Asset revaluation surplus		..	..	..
- Other (specify)		..	..	..
TOTAL EQUITY		8,728	16,516	19,783

CASH FLOW STATEMENT

Southbank Institute of Technology	Notes	2012-13 Budget \$'000	2012-13 Est. Act. \$'000	2013-14 Estimate \$'000
CASH FLOWS FROM OPERATING ACTIVITIES				
Inflows:				
User charges	32,38	66,069	66,127	69,596
Grants and other contributions		36,892	37,153	36,772
Other	27,39	1,348	1,915	1,270
Outflows:				
Employee costs	28,33,40	(2,634)	(12,200)	(12,455)
Supplies and services	29,34,41	(100,311)	(91,797)	(89,241)
Grants and subsidies	30,35,42	(12,500)	(13,200)	..
Borrowing costs		..	..	..
Other		(944)	(526)	(411)
Net cash provided by/(used in) operating activities		(12,080)	(12,528)	5,531
CASH FLOWS FROM INVESTING ACTIVITIES				
Inflows:				
Sales of property, plant and equipment		..	..	..
Investments redeemed	31	..	13,600	..
Loans and advances redeemed		..	..	..
Outflows:				
Payments for property, plant and equipment and intangibles	36,43	(1,442)	(1,442)	(2,775)
Payments for investments		..	..	..
Loans and advances made		..	..	..
Net cash provided by/(used in) investing activities		(1,442)	12,158	(2,775)
CASH FLOWS FROM FINANCING ACTIVITIES				
Inflows:				
Borrowings		..	..	..
Equity injections		..	..	..
Outflows:				
Borrowing redemptions		..	..	..
Finance lease payments		..	..	..
Equity withdrawals	37,44	(946)	(957)	(1,285)
Net cash provided by/(used in) financing activities		(946)	(957)	(1,285)
Net increase/(decrease) in cash held		(14,468)	(1,327)	1,471
Cash at the beginning of financial year		29,923	27,880	26,553
Cash transfers from restructure		..	..	..
Cash at the end of financial year		15,455	26,553	28,024

EXPLANATION OF VARIANCES IN THE FINANCIAL STATEMENTS

Income statement

Major variations between 2012-13 Budget and 2012-13 Estimated actual include:

1. The increase in revenue in fee for service (FEE- Help), Adult Migrant English Program and Language, Literacy and Numeracy Program has offset the decline in international revenue (student and partnership revenue).
2. Increase in grant revenue due to additional grants received for Indigenous Funding Pool.
3. Reflects higher interest revenue resulting from an improved operating position which improves the Institute's bank balance and the interest earned on the proceeds from the sale of Morningside.
4. Increase in the number of staff employed by Department of Education, Training and Employment transitioning to Institute directly engaged staff.
5. The reduction in supplies and services has resulted from the staff employed by Department of Education, Training and Employment transitioning to directly engaged staff. In addition, expenditure has not been incurred as revenue targets for International partnerships and commercial projects have not been achieved.
6. Increase is due to contract management software being decommissioned with a subsequent accounting write off.

Major variations between 2012-13 Budget and 2013-14 Estimate include:

7. Increase due to anticipated growth in fee for service (Fee-Help and commercial revenue), Adult Migrant English Program and Language Literacy and Numeracy Program due to increase in student enrolments. The growth is offset by a decline in international revenue, international partnership revenue and user choice.
8. Increase in the number of staff employed by Department of Education, Training and Employment transitioning to Institute directly engaged staff.

Major variations between 2012-13 Estimated actual and the 2013-14 Estimate include:

9. Increase due to anticipated growth in fee for service (Fee-Help and commercial revenue) and in Adult Migrant English Program due to an increase in student enrolments. The growth is offset by an anticipated decline in Language, Literacy and Numeracy Program.
10. Anticipate a decrease in grant funding due to changes in Information, Communication and Technology support.
11. Decrease due to proceeds of the sale of land at Morningside being paid to the Department of Education, Training and Employment on 30 June 2013.
12. Wage increase for directly engaged staff.

Balance sheet

Major variations between 2012-13 Budget and 2012-13 Estimated actual include:

13. Improved bank balance as a result of the improved operating result.
14. Increase due to the increase in student enrolments in FEE-Help, Adult Migrant English Program and Language, Literacy and Numeracy Program.
15. Decrease due to contract management software being decommissioned with a subsequent accounting write off.
16. Increase in payables due to timing of payment to the Department of Education, Training and Employment for payroll and rent.
17. Increase due to an increase in unearned revenue as a result of growth in revenue.
18. Accrued employee benefits have increased due to the increase in staff transitioning to directly engaged by the Institute.

Major variations between 2012-13 Budget and 2013-14 Estimate include:

19. Improved bank balance as a result of the improved operating result.
20. Increase due to the increase in student enrolments in FEE-Help, Adult Migrant English Program.
21. Increase asset values relate to the purchase of assets to replace the Information, Communication and Technology server.
22. Increase in payables due to timing of payment to the Department of Education, Training and Employment for payroll and rent.

23. Accrued employee benefits have increased due to the increase in staff transitioning to directly engaged.

Major variations between 2012-13 Estimated actual and the 2013-14 Estimate include:

24. Improved bank balance as a result of the improved operating result.
25. Increase asset values relate to the purchase of assets to replace the Information, Communication and Technology server.
26. Accrued employee benefits have increased due to the increase in staff transitioning to being directly engaged by the Institute.

Cash flow statement

Major variations between 2012-13 Budget and 2012-13 Estimated actual include:

27. Reflects higher interest revenue resulting from an improved operating position and interest earned on the proceeds from the sale of Morningside.
28. Increase in the number of staff employed by Department of Education, Training and Employment transitioning to Institute directly engaged.
29. Decrease due to increase in directly engaged staff, now being classified under employee expenses.
30. Relates to the payment to the Department of Education, Training and Employment from the proceeds of the sale of land at Morningside and the grant paid by TAFE Queensland English Language and Literacy Services (TELLS) relating to the prior year.
31. Relates to the 2012-13 fixed term deposit maturing.

Major variations between 2012-13 Budget and 2013-14 Estimate include:

32. Reflects anticipated increase in cashflow due to increase in student enrolments.
33. Increase in the number of staff employed by Department of Education, Training and Employment transitioning to Institute directly engaged staff.
34. Decrease due to increase in directly engaged staff, classified under employee expenses.
35. Budget reflects a one –off payment to the Department of Education, Training and Employment from the proceeds of the sale of land at Morningside.
36. Increase asset values relate to the purchase of assets to replace the Information, Communication and Technology server.
37. Reflects the return of funds to Government as part of the Institute’s contribution to the whole of Government savings measures.

Major variations between 2012-13 Estimated actual and the 2013-14 Estimate include:

38. Anticipated growth in fee for service and in Adult Migrant English Program due to an increase in student enrolments.
39. Interest revenue in 2012-13 estimated actual was higher due to the additional interest earned on the proceeds from the sale of Morningside.
40. Wage increase for staff directly engaged by the Institute.
41. Decrease due to increase in directly engaged staff, now being classified under employee expenses.
42. Budget reflects one-off payment to the Department of Education, Training and Employment from the proceeds of the sale of land at Morningside.
43. Increase asset values relate to the purchase of assets to replace the Information, Communication and Technology server.
44. Reflects the return of funds to Government as part of the Institute’s contribution to the whole of Government savings measures.

GLOSSARY OF TERMS

Accrual Accounting — Recognition of economic events and other financial transactions involving revenue, expenses, assets, liabilities and equity as they occur and reporting in financial statements in the period to which they relate, rather than when a flow of cash occurs.

Administered Items — Assets, liabilities, revenues and expenses an entity administers, without discretion, on behalf of the Government.

Agency/Entity — Used generically to refer to the various organisational units within Government that deliver services or otherwise service Government objectives. The term can include departments, commercialised business units, statutory bodies or other organisations established by Executive decision.

Appropriation — Funds issued by the Treasurer, under Parliamentary authority, to agencies during a financial year for:

- delivery of agreed services
- administered items
- adjustment of the Government's equity in agencies, including acquiring of capital.

Balance Sheet — A financial statement that reports the assets, liabilities and equity of an entity as at a particular date.

Capital — A term used to refer to an entity's stock of assets and the capital grants it makes to other agencies. Assets include property, plant and equipment, intangible items and inventories that an entity owns/controls and uses in the delivery of services.

Cash Flow Statement — A financial statement reporting the cash inflows and outflows for an entity's operating, investing and financing activities in a particular period.

Controlled Items — Assets, liabilities, revenues and expenses that are controlled by departments. These relate directly to the departmental operational objectives and arise at the discretion and direction of that department.

Depreciation — The periodic allocation of the cost of physical assets, representing the amount of the asset consumed during a specified time.

Equity — Equity is the residual interest in the assets of the entity after deduction of its liabilities. It usually comprises the entity's accumulated surpluses/losses, capital injections and any reserves.

Equity Injection	— An increase in the investment of the Government in a public sector agency.
Financial Statements	— Collective description of the Income Statement, the Balance Sheet and the Cash Flow Statement for an entity's controlled and administered activities.
Income Statement	— A financial statement highlighting the accounting surplus or deficit of an entity. It provides an indication of whether the entity has sufficient revenue to meet expenses in the current year, including non-cash costs such as depreciation.
Outcomes	— Whole-of-government outcomes are intended to cover all dimensions of community well being. They express the current needs and future aspirations of communities, within a social, economic and environment context.
Own-Source Revenue	— Revenue that is generated by an agency, generally through the sale of goods and services, but it may also include some Commonwealth funding.
Priorities	— Key policy areas that will be the focus of Government activity.
Services	— The actions or activities (including policy development) of an agency which contribute to the achievement of the agency's objectives.

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

