

B. How we prepared this report

Queensland Audit Office reports to parliament

The Queensland Audit Office (QAO) is Queensland's independent auditor of public sector entities and local governments.

QAO's independent public reporting is an important part of our mandate. It brings transparency and accountability to public sector performance and forms a vital part of the overall integrity of the system of government.

QAO provides valued assurance, insights and advice, and recommendations for improvement via the reports it tables in the Legislative Assembly, as mandated by the *Auditor-General Act 2009*. These reports may be on the results of our financial audits, on the results of our performance audits, or on our insights. Our insights reports may provide key facts or a topic overview, the insights we have gleaned from across our audit work, the outcomes of an investigation we conducted following a request for audit, or an update on the status of Auditor-General recommendations.

We share our planned reports to parliament in our 3-year forward work plan, which we update annually: www.qao.qld.gov.au/audit-program.

A fact sheet on how we prepare, consult on, and table our reports to parliament is available on our website: www.qao.qld.gov.au/reports-resources/fact-sheets.

About this report

QAO prepares its reports on the results of financial audits under the *Auditor-General Act 2009*:

- section 60, which outlines the Auditor-General must prepare a report to the Legislative Assembly on each audit conducted of a public sector entity.
- section 62, which outlines the Auditor-General may combine reports on any 2 or more audits.
- section 63, which outlines the discretion the Auditor-General has for reporting to parliament.

This report summarises the audit results of entities in Queensland's education sector.

What we cover

Through our financial audit program, we form opinions about the reliability of entity financial statements. QAO completes these audits under the related Auditing and Assurance Standards Board standards. Each respective entity publishes our audit opinions in its annual report.

Our financial audit reports to parliament provide the results of our audits and assess the quality and effectiveness of internal controls. They also consider public sector-specific risks. These include the probity of matters associated with entity stewardship; propriety of administrative decisions; acts or omissions that give rise to a waste of public resources; and compliance with relevant Acts, regulations, and policies.

This report highlights key insights and information from across our work. It discusses the financial audit results of Queensland's education entities, and it analyses their financial performance, position, and sustainability.

Entities included in this report

- Department of Education
- Department of Trade, Employment and Training
- TAFE Queensland
- 7 universities
- 8 grammar schools
- 3 other statutory bodies
- 11 controlled entities (entities controlled by one or more public sector entity)
- 2 other entities.

Refer to [Appendix E](#) for the names of all the above entities.

Note: These do not include entities exempted from audit by the Auditor-General (see [Appendix F](#)), entities not preparing financial reports (see [Appendix G](#)), or entities audited by arrangement.

Our approach

This report has been prepared in accordance with the *Auditor-General Auditing Standards*.

Data and information

We used the following data sets in preparing our report:

- the universities' audited financial statements for the last 5 years for
 - Figure 4A** – Operating result ratios for Queensland universities – 5-year trend
 - Figure 4C** – Impact of unrealised investment returns on the Queensland university sector's operating results – 5-year trend
 - Figure 5G** – Universities' capital expenditure – 5-year trend
- the universities' audited financial statements for the last 5 years, and student information provided by universities (We have not audited the student data set.) for **Figure 4B** – Queensland universities' revenue from international and domestic students – 5-year trend
- TAFE Queensland's audited financial statements for the last 5 financial years for **Figure 4D** – TAFE Queensland training revenue and employee expenses – 5-year trend
- the grammar schools' audited financial statements for the last 5 financial years for **Figure 4F** – Queensland grammar schools' revenue from students and government grants – 5-year trend
- the departments' audited financial statements for the 2024–25 financial year for **Figure 4G** – Financial performance of departments – Department of Education and Department of Trade, Employment and Training
- the education sector's audited financial statements for the 2024–25 financial year for **Figure 4H** – Property, plant and equipment revaluation movement by education entity – 2025
- the projected population growth from the Queensland Government Statistician's Office and new schools and expansion data from the Department of Education's website as at 26 May 2026 for **Figure 5C** – Projected population growth in ages 5–19 from 2026–2031 and planned school infrastructure



- the Department of Education and Department of Trade, Employment and Training finance systems, which we audit as part of our financial statement audit processes for

Figure 5D – Departments' budgeted capital expenditure (We have not audited the budget; that is publicly available.) compared to actual capital expenditure

Figure 5E – The cost of replacing Department of Education buildings – by asset replacement year

Figure 5F – Expenditure on building maintenance as a percentage of replacement cost – 5-year trend.

For the education dashboard we are publishing alongside this report, we used the following data:

- Financial results: We sourced this from the education sector's audited financial statements, as noted in [Appendix H](#).
- Campus, student, and employee data: We sourced this from publicly available data (for the Department of Education) and data provided by TAFE Queensland, grammar schools, and universities, as noted in [Appendix I](#). (We have not audited this data set since our audit on *Enabling digital learning* (Report 1: 2021–22).)

Presentation

Where possible and useful, we present our graphs and figures with comparative data going back 3–5 years to show the relevant movements.

