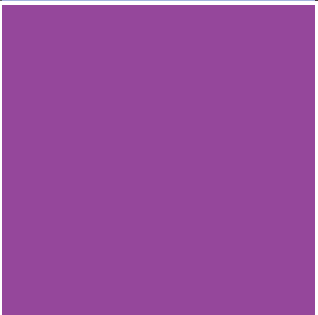
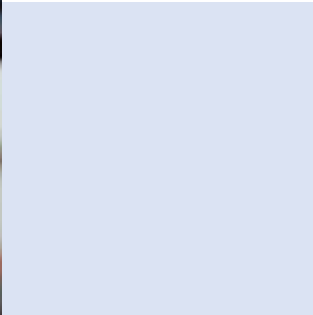
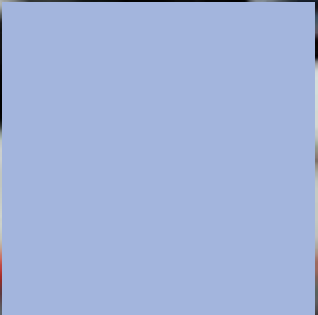
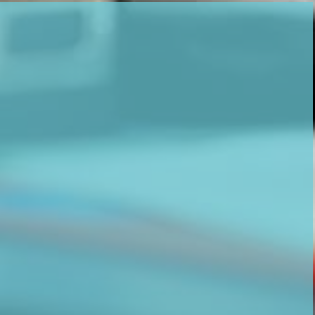


Annual Report

2016



TEACHERS
REGISTRATION
BOARD TASMANIA

LETTER TO THE MINISTER



TEACHERS
REGISTRATION
BOARD TASMANIA

GPO Box 539
Hobart TAS 7001

Level 4, 2 Kirksway Place
Battery Point 7004

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April 2017

Minister for Education and Training
Level 10,
15 Murray Street
HOBART TAS 7000

Dear Minister

I am pleased to submit the 2016 Annual Report of the Teachers Registration Board of Tasmania in accordance with Section 33 of the Teachers Registration Act 2000.

During this period, the Board has undertaken the required due diligence to ensure the sustainability of the operations of the Board into the future. This has included investigations into human resource levels, registration fees and charges. The services of the Department of Education, which have been provided under our service level agreement, have been of great assistance to the Board in these endeavours.

Members of the Board have also considered a number of complex registration issues and provided guidance to the Board office in regard to the development of a new strategic plan for the period 2017 - 2019. Throughout the period 2015 - 16, the Board has also continued to work in close cooperation with the Department of Justice to finalise arrangements for the introduction of the Registration to Work with Vulnerable People Act 2013 for all Tasmanian teachers in 2017.

Finally, in submitting this report I wish to express appreciation for the support and input the Board receives from the Tasmanian teaching profession, education employers, education unions, the University of Tasmania, your office and the broader education community. I would also like to acknowledge the excellent work of the TRB office staff, the Registrar and all members of the Board.

Yours sincerely

A handwritten signature in black ink, appearing to read 'S. Mannering'.

Stephen Mannering
Chair
TEACHERS REGISTRATION BOARD OF TASMANIA

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CHAIR'S FOREWORD

The Teachers Registration Board of Tasmania has continued to address a number of significant issues throughout the period 2015 -2016.

Board meetings have considered a number of complex registration matters which have required the Board to work within the Tasmanian Teachers Registration Act 2000 to assist both individuals and schools. The Board has also been at the forefront of identifying issues and suggesting possible solutions to the implementation challenges which have arisen as a result of the introduction of the Registration to Work with Vulnerable People Act 2013.

The Board has provided strategic advice and made contributions to the development of the strategic plan which addresses key priorities and issues for 2017 to 2019. In this context, the Board has endeavoured to further refine the agenda of Board meetings to achieve greater alignment with current operational plans and key areas of business, bringing greater coherence to the consideration of the wide ranging matters addressed in board meetings.

During 2015-2016, the Board has also received advice and strong support from the Audit and Risk Sub-Committee. In particular, the Risk Management Strategy for the Board has been regularly considered, work has been ongoing to address effective staffing levels and the modelling of income and expenses has been undertaken in order to identify optimal levels of operational sustainability. The drive and commitment of Board member Stephen Burke to the work of the Audit and Risk Committee has been significant.

The Board has greatly appreciated the outstanding service we have received from officers within the Department of Education, under the terms of our service level agreement, as we have considered ways to address projected financial challenges.

The office of the Teachers Registration Board continues to work closely with the University of Tasmania to address implementation issues associated with the recommendations of the TEMAG report as they impact on the accreditation of all initial teacher education courses. I would particularly like to thank all those teachers and board members who have provided significant insights and expertise in the approval process of the University of Tasmania's education courses that have been approved during the period covered by this report.

I would also like to acknowledge the contribution of those teachers who assist the Board by participating in committees of inquiry which arise as a result of teacher disciplinary matters and investigations.

During the period 2015-2016 the following board members concluded their service; Dr Deborah Beswick, Ms Sallyann Geale, Mr Andrew Frith and Ms Christy-Lee Hunt. As Chair, I would like to thank them all for their contribution to the work of the Board. In particular, I would like to acknowledge Sallyann Geale, representative for the AEU and Andrew Frith as representative for TasTAFE. Their participation in committees of inquiry was of great assistance. In addition, Andrew's work as a member of the Registration Oversight Committee was also greatly appreciated.

The longest standing Board member to conclude their Board service was Dr Deborah Beswick, 20 March 2010 - 20 March 2016. During this period, Deborah was an outstanding advocate for the work of the Teachers Registration Board. She took an active part in a wide range of committees, including the Audit and Risk Committee and Initial Teacher Education Course approval processes. Deborah was also a strong advocate for teachers to move from provisional to full registration. Her experience and highly informed contributions to Board decision-making and discussions will be missed.

Finally, I would also like to acknowledge and thank all continuing members of the Board, the Registrar, the Board staff and all of our wide ranging stakeholders for their ongoing support for the TRB as it strives to maintain the quality of the teaching profession within all Tasmanian schools and colleges.



Stephen Mannering
Board Chair

REGISTRAR'S REPORT

2016 was a year of many firsts and challenges. There was much communication from the Teachers Registration Board (TRB) with individual teachers, Principals and teacher employers about the requirement for all Tasmanian teachers to hold Registration to Work with Vulnerable People in addition to the requirements of teacher registration by 1.1.2017. Teachers, along with members of other professions (for example medical and legal) are required to obtain this additional level of professional clearance.

The checks undertaken by the Department of Justice for the Registration to Work with Vulnerable People and the checks undertaken by the Teachers Registration Board are not the same nor are they intended to have the same purpose. The Department of Justice focuses upon the risk of harm to a child and conducts a criminal history check with added intelligence about that one issue. The TRB is concerned with the broader issue, as to whether a person is of 'good character' and whether they are 'fit to teach'. This requires not only a national criminal history check but also a determination as to whether a person's behaviour is of the standard of behaviour expected of a teacher and whether they are competent in the classroom, have English language proficiency and are fit to teach with no medical, psychiatric or psychological condition affecting their ability to teach.



During 2016 there have been two key areas of increased work demand specifically, the area of teacher disciplinary investigations and complaints and also the accreditation of initial teacher education courses. The latter increased workload was generated due to the Commonwealth Government's response to the Teacher Education Ministerial Advisory Group's Report that suggested 38 changes to how initial teacher education courses should be accredited. All but one of these recommendations have been adopted by the Commonwealth Government. This has resulted in extra training for accreditation panels and a new accreditation process developed in conjunction with teacher regulatory bodies and universities by AITSL (Australian Institute for Teaching and School Leadership). In order to make provision for the extra workload, priorities have been set and decisions made to try and balance the finite resources of the Board.

The Board has a very small office staff of twelve to carry out the tasks necessary to fulfil the Board's legal obligations. To assist the Board to maintain the high professional standards expected of teachers by the community, practising teachers may consider nominating to undergo training to be able to sit on teacher disciplinary Committees of Inquiry or to take part as a practising teacher on an accreditation panel for initial teacher education courses. These activities are intellectually challenging and require specific training in order to take part. Teachers are a key factor in determining the future well-being of our society and the Teachers Registration Board is pivotal in upholding professional standards and ethics.

As professionals, Tasmanian teachers need to keep themselves informed and to that end we developed a new website during 2016 and I have during the year communicated directly with key stakeholders such as the University of Tasmania, teacher employers (Government, Catholic and Independent), teacher unions, teaching executives and some teachers directly. Tasmania is fortunate to have so many committed teachers making a significant difference to students' lives every day.

The Annual Report spans the 12 month period from 1 January 2016 to 31 December 2016 and includes the 2015/2016 Financial Statement. The next Annual Report will be published in April 2018 and will be for the period 1 January 2017 to 31 December 2017. It will include the 2016/2017 Financial Statement.

In closing, I wish to thank the Board's hard working office staff for their dedication and professionalism during 2016. It was a year when every teacher in the State had to engage with the Board to provide evidence of their Registration to Work with Vulnerable People, so the office staff were incredibly busy. I know the staff will continue to deliver the services required pursuant to the *Teachers Registration Act 2000* always with the focus on the welfare and the best interests of the students of Tasmania.



Lee Rayner
Registrar

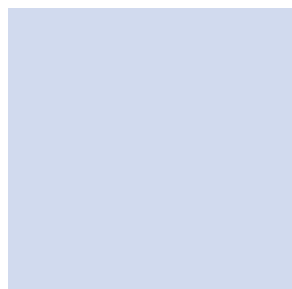
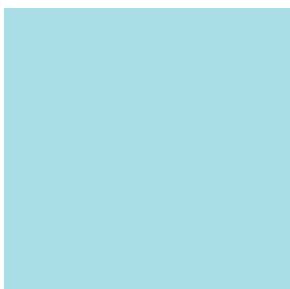
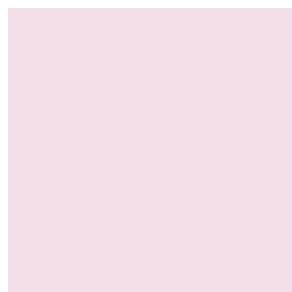
ABOUT THE TEACHERS REGISTRATION BOARD OF TASMANIA

The Teachers Registration Act 2000 was proclaimed on 1 January 2002 establishing the Board as an independent statutory body with its composition, functions and powers defined under the Act. Amendments to the Act, proclaimed on 1 January 2010, established the Board as a body corporate.

The Teachers Registration Board works for the community, education employers and the 11,353 registered teachers of Tasmania. During the reporting period the Board engaged in a variety of functions including registering teachers wishing to teach in Tasmanian schools and colleges and TaSTAFE, approving initial teacher education courses from the University of Tasmania and where appropriate it took disciplinary action in relation to registered teachers or holders of limited authorities and conferred and collaborated with corresponding registration authorities within Australia and New Zealand to exchange information and to promote consistency in the regulation of the teaching profession.

The Board has comprised 12 members, including the Chair. The term of office as a Board member is up to three years.

During the reporting period the Board was supported by a Registrar and a very small office team.



BOARD MEMBERS

During the reporting period the members of the Board were:

**TABLE 1: BOARD
1 JANUARY 2016 - 19 MARCH 2016**

Stephen Mannering	Chair
Allan Clark	Catholic Education Office nominee
Deborah Beswick	Practising teacher nominee (Department of Education)
Malcolm Wells	Department of Education nominee
Stephen Norris	Independent Schools Tasmania nominee
Sallyann Geale	Australian Education Union nominee
Adam Croser	Independent Education Union Tasmania nominee
Lynette Tunbridge	Tasmanian Independent School Teachers Association nominee
Helen Chick	University of Tasmania nominee
Stephen Burke	Tasmanian Catholic Schools Parents Council nominee
Andrew Frith	Practising teacher nominee (TasTAFE)
Christy-Lee Hunt	TasTAFE Nominee

**TABLE 2: BOARD
MARCH 2016 - DECEMBER 2016**

Stephen Mannering	Chair
Allan Clark	Catholic Education Office nominee
Jan Mansfield	Practising teacher nominee (Department of Education)
Malcolm Wells	Department of Education nominee
Stephen Norris	Independent Schools Tasmania nominee
Michael Hayen	Australian Education Union nominee
Adam Croser	Independent Education Union Tasmania nominee
Lynette Tunbridge	Tasmanian Independent School Teachers Association nominee
Helen Chick	University of Tasmania nominee
Stephen Burke	Tasmanian Catholic Schools Parents Council nominee
Bernadette Henry	Practising teacher nominee (TasTAFE)
Lori Hocking	TasTAFE Nominee

FUNCTIONS AND POWERS OF THE TEACHERS REGISTRATION BOARD

The Board had the following functions and powers:

GENERAL FUNCTIONS:

- to fully register and provisionally register persons;
- to grant Limited Authorities to persons;
- to promote the teaching profession;
- to investigate complaints;
- to conduct investigations, inquiries and hearings;
- if appropriate, to take disciplinary action in relation to persons who are or were registered teachers or holders of Limited Authorities;
- to approve teacher education courses, the successful completion of which satisfies a criterion for registration;
- to develop and improve teaching standards;
- to maintain a code of professional ethics for the teaching profession;
- to undertake relevant reviews and research projects, and to make recommendations to the Minister in relation to the funding of those reviews and projects and the appointment of persons necessary to enable the successful undertaking of those reviews and projects, as appropriate;
- to confer and collaborate with corresponding registration authorities; and
- any other functions imposed by the *Teachers Registration Act 2000* or any other Act.

POWERS OF THE BOARD

The Board may:

- Produce any materials necessary to perform its functions.
- Enter into an agreement with any person or body to sell any materials it provides.
- Direct and control persons appointed to assist the Board in the performance of its functions.
- Do anything necessary or convenient to perform its functions.

The Board may delegate any of its functions and powers under the Act other than this power of delegation. In performing its functions and exercising its powers, the Board must consider the welfare and best interests of students to be of paramount importance.

These functions and powers, along with other functions inherent within the Act, governed all Board business and activities from 1 January 2016 to 31 December 2016.

DELEGATIONS

The Board has established Instruments of Delegation that provide delegated authority to a number of Board staff positions including the Registrar, the Manager, Registration and IT Systems, the Manager, Professional Standards and Registration and the Registration and Compliance Officer.

The Instruments of Delegation are reviewed annually.

BOARD POLICIES

The Board has established a number of policies to provide for the processes and procedures by which it will fulfil its functions and powers under the *Teachers Registration Act 2000*.

Within the reporting period, all existing policies were reviewed/updated and endorsed/confirmed.

TABLE 3: BOARD POLICIES

Policy	2016 Status
Applying for Registration Policy	Reviewed/Updated
Applying for Registration under Mutual Recognition Policy	Reviewed/Updated
Board Allowances – Travel, Accommodation etc. Policy	Reviewed/Updated
English Language Proficiency Policy	Reviewed/Updated
Fees and Payments Policy	Reviewed/Updated
Full and Provisional Registration	Reviewed/Updated
Limited Authority to Teach	Reviewed/Updated
Managing the Annual Registration Process	Reviewed/Updated
Moving from Provisional to Full Registration	Reviewed/Updated
Personal Information Protection Policy	Reviewed/Updated
Promoting the Teaching Profession and Developing and Improving Teaching Standards	Reviewed/Updated
Record of Convictions Policy	Reviewed/Updated
Renewal of Registration Policy	Reviewed/Updated
Risk Management Policy	Reviewed/Updated
Specialist Vocational Education and Training Registration	Reviewed/Updated
Teaching Under Direct Supervision	Reviewed/Updated

BOARD MEETING DATES 2016

During the reporting period the Board met on the following occasions:

TABLE 4: BOARD MEETING DATES 2016

Date	Venue
10 February	Teachers Registration Board Room, 2 Kirksway Place, Battery Point
31 March	Teachers Registration Board Room, 2 Kirksway Place, Battery Point
11 May	Teachers Registration Board Room, 2 Kirksway Place, Battery Point
30 June	Teachers Registration Board Room, 2 Kirksway Place, Battery Point
10 August	Teachers Registration Board Room, 2 Kirksway Place, Battery Point
22 September	Teachers Registration Board Room, 2 Kirksway Place, Battery Point
9 November	Teachers Registration Board Room, 2 Kirksway Place, Battery Point

BOARD ADMINISTRATION

STAFFING ALLOCATION AND BOARD ADMINISTRATION

There were a number of changes to Board office personnel and the office staff structure during the reporting period. For the majority of 2016 the Board office operated with an overall Full Time Equivalent (FTE) of 8.79.

TABLE 5: STAFFING ALLOCATION (SUMMARISED) 2016

Position	Allocated (FTE)
Registrar	1.0
Manager, Registration & IT Systems	1.0/0.8
Manager, Professional Standards & Registration/ Project Officer: Certification	1.0/0.8
Professional Conduct Officers	1.8
Co-ordinator Professional Conduct	1.0
Executive Support Officer	0.8
Registration Officers	2.19
Clerk	0.4

The staffing budget for the reporting period was \$998,692. This allocation was established to ensure that staffing costs were sustainable given 2016 revenue predictions. Actual expenditure for the 2016 calendar year was under the calendar year budget predictions at approximately \$981,791.

The operations of the Teachers Registration Board office are funded by revenue raised through registration and other fees. Corporate support is provided by the Department of Education (Corporate Services Group). This includes the provision of Financial and Accounts Management, Human Resources Services and limited Information Technology support.

The scope and cost of this support is detailed in a three year Service Level Agreement with the Department of Education that was renegotiated in July 2016. For the 2015/2016 financial year the Board paid the Department a fee of \$63,477 for services provided under the Agreement. The Agreement is subject to annual review.

The Board also contracts Service Tasmania to provide a range of services to applicants and registrants, including the capacity to pay for:

- applications for registration;
- Limited Authorities to Teach; and,
- Annual registration and renewals of registration.

BOARD OFFICE ACCOMMODATION

During the reporting period the Board maintained its lease for the Board's office space and Board Room at 2 Kirksway Place, Battery Point.

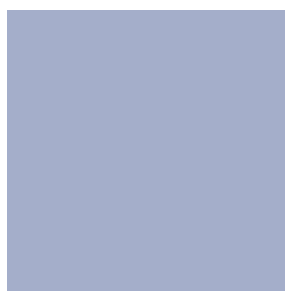
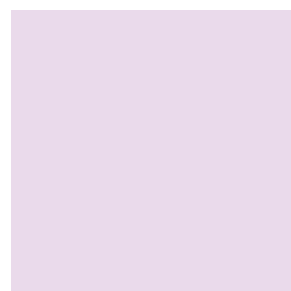
BOARD FEES

Board fees are contained in Regulations established under the *Teachers Registration Act 2000*. Board fees are defined in Fee Units. The actual dollar value for each fee is established prior to the beginning of each new financial year.

The Board's funds are held within the Department of Education financial accounts and are subject to the Department's normal management structures and requirements which include Treasurer's Instructions.

During the reporting period the Board and the Audit and Risk Committee worked to provide leadership and support in the management of the Board's corporate governance responsibilities with regard to risk management, financial reporting and audit processes.

The Audit and Risk Committee comprises three Board members (other than the Chair) plus an independent person to provide expert advice and opinion.



STRATEGIC PLAN 2017–2019

WHO WE ARE AND WHAT WE DO

The Teachers Registration Board (TRB) of Tasmania is an independent statutory authority and incorporated body established under the *Teachers Registration Act 2000* to regulate the teaching profession in Tasmania and to promote, maintain and apply the Australian Professional Standards for Teachers.

The TRB consists of the Board and a small secretariat that undertakes operational functions and provides support to the Board. The Board consists of twelve members who have been nominated by key stakeholders in education including teacher employers, teacher unions, parent groups, and TasTAFE. All members are appointed by the Minister for Education.

This three year Strategic Plan has been developed to allow the Board to effectively fulfil its functions under the Act while responding

to new issues and priorities as they emerge. The plan will build a culture of innovation and improvement while maintaining a focus on the Board's core legislated responsibilities.

Major priorities will be established over the life of the plan and will be informed by data, research and analysis, consultation with key stakeholders and risk analysis. These priorities and actions will be regularly reviewed and amended as required.

The Strategic Plan will be reviewed annually with a major review to be scheduled for October 2019.

In performing its functions and exercising its powers, the TRB considers the welfare and best interests of students to be of paramount importance (s 7A of the *Teachers Registration Act 2000*).

OUR FUNCTIONS

The Board's functions, pursuant to section 6A of the *Teachers Registration Act 2000* include:

- to register eligible persons;
- to grant limited authorities to teach;
- to promote the teaching profession;
- to investigate complaints;
- to conduct investigations, inquiries and hearings;
- if appropriate, to take disciplinary action in relation to persons who are or were registered teachers or holders of limited authorities;
- to approve initial teacher education courses;
- to develop and improve teaching standards;
- to maintain a code of professional ethics for the teaching profession;
- to undertake relevant reviews and research projects;
- to confer and collaborate with corresponding registration authorities;
- to investigate and recommend the prosecution of offences pursuant to the legislation.

OUR AIM, MISSION AND PRINCIPLES

AIM

To be an effective regulator for the teaching profession in Tasmania that reflects the highest standards of expertise and professional conduct.

MISSION

Uphold the standards of the teaching profession; Maintain public confidence in teachers and to actively engage with teachers and educational stakeholders

PRINCIPLES

Dignity, Respect, Integrity, Empathy, Justice, and Excellence.

STAKEHOLDERS

The main individuals and groups that have a stake in our work are:

- The Minister for Education;
- Registered teachers in Tasmania;
- Employers of teachers in Tasmania;
- Parents/carers of Tasmanian school students;
- Teacher unions of Tasmanian teachers;
- The community and general public of Tasmania;
- Providers of initial teacher education programs in Tasmania.

CONTRIBUTION TO THE NATIONAL AGENDA

Our strategies support the Council of Australian Governments (COAG) agenda through:

- Implementation of the Australian Professional Standards for Teachers;
- Nationally consistent teacher registration;
- Nationally consistent accreditation of initial teacher education programs.

KEY ACTIVITY AREAS

REGISTRATION – THIS INVOLVES:

- Maintaining the accuracy of the TRB's public register to assist employers to engage registered teachers;
- Assessing whether a person is suitable to be registered, or continue to be registered, as a teacher;
- Continually developing and improving the online platform to support online registration (CRM);
- Communicating to registered teachers advising of registration status and delivery of an effective communication strategy to teachers due to renew;
- Applying the appropriate regulatory response to risk assessments and compliance breaches by providers and individuals, noting that the application of regulation must be balanced, inclusive, efficient and utilise reasonable discretion;
- Enhancing relationships with stakeholders and the Minister for Education;
- Reviewing and auditing processes for teachers' progression from provisional to full registration;
- Thoroughly investigating complaints and notifications that may lead to disciplinary action of a teacher with a clear focus on natural justice and procedural fairness. Disciplinary matters are undertaken through delegated committees of the Board, with current practising teachers involved in the process.

ACCREDITATION OF INITIAL TEACHER EDUCATION PROGRAMS

- Facilitating and organising panels to conduct accreditation of Initial Teacher Education courses for the University of Tasmania;
- Requiring, through the approval of initial teacher education courses, that Tasmanian graduates meet the Australian Professional Standards for Teachers at the graduate level.

REGISTERING TEACHERS IN TASMANIA

To teach in a Tasmanian school, college or TasTAFE, a person must:

- be registered; or
- be granted a Limited Authority; or
- be employed to teach under the direct supervision of a registered teacher as approved by the Board.

To be registered as a teacher in Tasmania, applicants must satisfy the Board that they are:

- appropriately qualified;
- of good character; and
- fit to be a teacher.

Applicants must also meet the Board's English Language Proficiency requirements.

REGISTRATION PATHWAYS

There are two pathways to registration in Tasmania:

- general registration¹ (either provisional or full registration); and
- specialist vocational, education and training (VET) registration

GENERAL REGISTRATION: PROVISIONAL REGISTRATION AND FULL REGISTRATION

General registration comprises two categories of registration - provisional registration and full registration.

Part 3, Division 2 of the *Teachers Registration Act 2000* identifies the criteria for each category of registration and the processes the Board must undertake upon receiving an application for registration.

Upon receipt of an application for registration, the Board is to assess the applicant against the registration criteria contained in the Act and identify which type and category of registration will apply.

At any time during the cycle of provisional registration granted by the Board, a person granted provisional registration can apply to move to full registration under the relevant provisions of the Act and in accordance with Board policy.

At the completion of the cycle of full registration granted by the Board, a person with full registration can apply to renew this registration under the relevant provisions of the Act and in accordance with Board policy.

SPECIALIST VOCATIONAL, EDUCATION AND TRAINING REGISTRATION

Specialist vocational, education and training (VET) registration has only one category and can be held as a discrete type of registration or in conjunction with either provisional or full registration.

Part 3, Division 2 of the *Teachers Registration Act 2000* identifies the criteria for each category of registration and the processes the Board must undertake upon receiving an application for registration.

Upon receipt of an application for registration the Board is to assess the applicant against the registration criteria contained in the Act and identify which type and category of registration will apply. If an applicant meets the criteria for specialist VET registration and also meets the criteria for general registration (either provisional or full) the Board is to grant both types of registration to the applicant.

At the completion of the cycle of specialist VET registration granted by the Board, a person with specialist VET registration can apply to renew this registration under the relevant provisions of the Act and in accordance with Board policy.

A SNAPSHOT OF THE REGISTER

Over the course of each year the number of teachers listed on the register fluctuates.

At the end of each year a number of registrants let their registration lapse. Some of these reapply for registration during the following year.

At the start of each year the Board receives new applications from recent graduates and other people wishing to teach in Tasmania for the first time. New applications are also received throughout the year.

¹ For the purpose of clarity in this report, Registration will be referred to as general Registration.

As of 11 November 2016, there were 11,353 individuals on the Register.

TABLE 6

Type and Category of Registration	Number	Percentage of Total
Full Registration	7268	64.02%
Full Registration & Specialist VET Registration	14	0.12%
Provisional Registration	3380	29.77%
Provisional Registration & Specialist VET Registration	24	0.21%
Specialist VET Registration	667	5.88%
Total	11353	100.00%

DEMOGRAPHIC PROFILE OF TASMANIAN REGISTRANTS

TABLE 7

Teachers by Gender and Age Range

Number				Percentage of total			
Age	Female	Male	Total	Age	Female	Male	Total
20 - 24	138	46	184	20 - 24	1.22%	0.41%	1.62%
25 - 29	643	213	856	25 - 29	5.66%	1.88%	7.54%
30 - 34	874	356	1230	30 - 34	7.70%	3.14%	10.83%
35 - 39	937	371	1308	35 - 39	8.25%	3.27%	11.52%
40 - 44	940	373	1313	40 - 44	8.28%	3.29%	11.57%
45 - 49	951	379	1330	45 - 49	8.38%	3.34%	11.71%
50 - 54	982	396	1378	50 - 54	8.65%	3.49%	12.14%
55 - 59	1213	512	1725	55 - 59	10.68%	4.51%	15.19%
60 - 64	908	390	1298	60 - 64	8.00%	3.44%	11.43%
65 - 69	357	206	563	65 - 69	3.14%	1.81%	4.96%
70 - 74	87	51	138	70 - 74	0.77%	0.45%	1.22%
75 +	20	10	30	75 +	0.18%	0.09%	0.26%
80 - 84	2	1	3	80 - 84	0.02%	0.01%	0.03%
Total	8050	3303	11353	Total	70.91%	29.09%	100.00%

At 11 November 2016, approximately 57% of all registrants were aged 45 years and over.

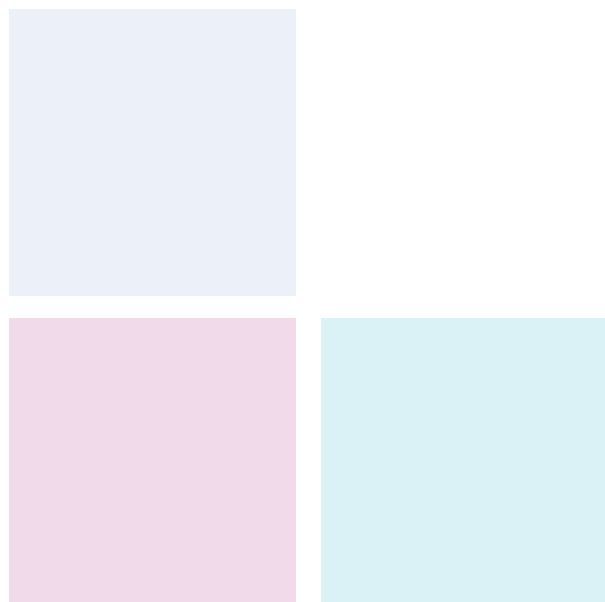
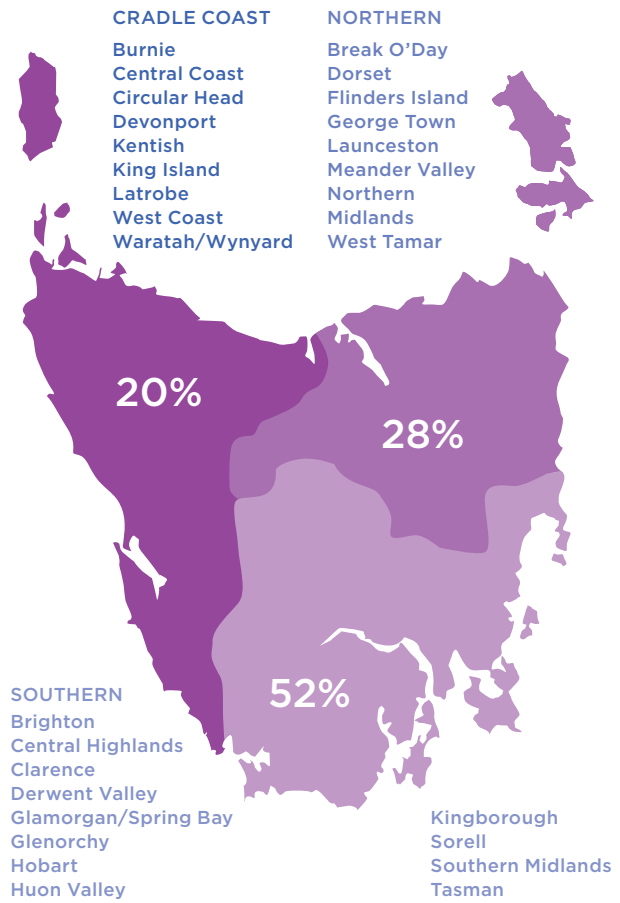
REGION OF BIRTH:

88.03 % of the total Registered teachers were born in Australia:

Of those born outside Australia, the majority (7.52%) came from Europe, predominantly the United Kingdom. The second largest group (1.91%) came from the Asia-Pacific region.

REGION OF CURRENT RESIDENCE

1. During the reporting period 99.74% of Tasmanian registered teachers were residing in Australia
2. Of this group 97.29% listed a Tasmanian address as their residential address
3. Of those residing in Tasmania, 52% were in the southern area, 28.30% were in the northern area and 19.90% were in the north/northwest (see map and note that percentages have been rounded).



REQUIREMENTS FOR REGISTRATION – TEACHER EDUCATION QUALIFICATIONS

APPROVED INITIAL TEACHER EDUCATION (ITE) QUALIFICATIONS – GENERAL REGISTRATION

During the reporting period, the Board recognised the following Initial Teacher Education (ITE) programs as meeting the qualifications requirements for general registration:

- Four-year or longer full-time equivalent higher education qualifications relating to teacher education structured as:
 - three-year (minimum) undergraduate degrees providing the required discipline knowledge, plus two-year graduate entry or post graduate professional qualifications, or
 - integrated qualifications of at least four years comprising discipline studies and professional studies, or
 - combined degrees of at least four years covering discipline and professional studies, or
 - other combinations of qualifications assessed as being equivalent to the above.
- All higher education qualifications relating to teacher education that have been approved by other Australian Teacher Regulatory Authorities.
- All higher education qualifications accredited under the Accreditation of Initial Teacher Education Programs in Australia process.
- Subject to the outcomes of a formal assessment, the Board also recognised the following higher education qualifications for teacher registration:
 - other national and international four-year undergraduate initial teacher education programs assessed as comparable to those currently approved by the Board;
 - other national and international two-year graduate entry or postgraduate initial teacher education programs assessed as comparable to that currently approved by the Board, combined with the equivalent of a suitable 3 year undergraduate degree (minimum);

- other national and international one-year graduate entry or postgraduate initial teacher education programs assessed as comparable to those currently approved by other Australian Regulatory Authorities or AITSL combined with the equivalent of a suitable 3 year undergraduate degree (minimum);
- other national and international programs of teacher education, as the Board may determine in a particular case, where the applicant has tertiary qualifications that, when combined with the teacher education programs are assessed as being equivalent to a 4 year degree (minimum).

An undergraduate degree was deemed suitable if it was assessed as meeting the discipline knowledge requirements for an undergraduate degree as outlined in Program Standard 4 of the *Accreditation of Initial Teacher Education Programs in Australia: Standards and Procedures*.

In the reporting period, only one applicant was formally refused registration as a result of being unable to meet qualification requirements.

Another two applicants were granted registration with the condition that the individuals obtain an approved teacher education qualification within a specified period.

It should be noted that since 2014 the Board has provided formal assessments of qualifications prior to applying for registration, as a fee for service arrangement. The assessment of potential applicants regarding their eligibility for registration can result in them deciding not to proceed with their application for teacher registration.

APPROVED INITIAL TEACHER EDUCATION (ITE) QUALIFICATIONS HELD BY TEACHERS REGISTERED AS AT 11 NOVEMBER 2016

The total number of ITE qualifications held by teachers on the Register as at 11 November 2016 was 10,021.

Only those qualifications verified by the Board were included in this count.

It should also be noted that:

- Not all registered teachers hold approved ITE qualifications; (see *VET qualifications analysis*).
- Some registered teachers, including those who have applied for registration under Mutual Recognition provisions, may not be required to provide evidence of their qualifications to the Board.
- Some registered teachers have upgraded their teaching qualifications and so may be represented on the list of approved qualifications up to three times.

TABLE 8: LEVEL OF ITE QUALIFICATION HELD BY GENDER OF REGISTRANT

AQF Level	Female	Male	Total
Certificate	83	22	105
Diploma	1311	541	1852
Advanced Diploma	8	7	15
Bachelor	5079	1741	6820
Graduate Certificate	45	18	63
Vocational Graduate Diploma of		1	1
Graduate Diploma	346	213	559
Master	380	150	530
Other	52	24	76
Total	7304	2717	10021

Note: Graduate Certificate, Advanced Diplomas and Others account for international ITE qualifications.

TABLE 9: COUNTRY OF STUDY - TOP 5

Country	Number of Qualifications
Australia	9724
United Kingdom	132
United States of America	38
South Africa	33
New Zealand	30

97.04% of the initial teacher education qualifications held by registered teachers as at 11th November 2016 were gained in Australia.

VOCATIONAL QUALIFICATIONS HELD BY SPECIALIST VET TEACHERS REGISTERED AT THE 11TH NOVEMBER 2016.

The total number of vocational qualifications by the 667 of teachers with SPVET registration was 2548 at 11 November 2016.

- Some registered SPVET teachers hold many qualifications
- Some registered SPVET teachers also hold Full or Provisional Registration

The analysis of qualification information is broken down into two sections:

- Vocational education and training qualifications (n=1074)
- Industry qualifications (n=1474)

TABLE 10: VOCATIONAL EDUCATION AND TEACHING QUALIFICATIONS BY LEVEL

AQF Level	Number
Certificate	14
Certificate III	1
Certificate IV	900
Diploma	84
Advanced Diploma	2
Bachelor	54
Vocational Graduate Certificate	1
Graduate Certificate	2
Graduate Diploma	5
Master	3
Other	8
Total	1074

TABLE 11: INDUSTRY QUALIFICATIONS BY FIELD OF EDUCATION² AND LEVEL

Field of Education AQF Level	Advanced Diploma	Bachelor	Certificate	Certificate II	Certificate III	Certificate IV	Diploma	Doctorate	Graduate Certificate	Graduate Diploma	Master	Vocational Graduate Certificate	Other [^]	Total
Natural and Physical Sciences		28						1		2	2			33
Information Technology		4		6	12	14	11			2	1		6	56
Engineering and Related Technologies	9	6	74	11	69	17	13			1		1	20	221
Architecture and Building	4	3	27		46	18	7		1		2		9	117
Agriculture, Environmental and Related Studies	6	7	5	4	9	14	20		1	1	2		3	72
Health	3	27	11		7	29	18		6	9	7		8	125
Education**	1	3	18	2	3	5	4		15	6	10		3	70
Management and Commerce	26	23	12	5	33	66	108		14	6	7		4	304
Society and Culture	25	17	2	1	19	30	47	8	4	4	4		5	166
Creative Arts	3	63	4	1	1	8	20			2	7		2	111
Food, Hospitality and Personal Services			45	11	66	40	9						9	180
Mixed Field Programmes					1		2		2				1	6
Other*			7			1							5	13
Total	77	181	205	41	266	242	259	9	43	33	42	1	75	1474

* Field of education not specified

** Education (non- approved) education programs for example: Education Administration and Teachers Aid

[^] Australian Qualification Level (AQF) level not specified

TABLE 12: COUNTRY OF STUDY – TOP 5

Country of Study	Number
Australia	2514
United Kingdom	20
New Zealand	5
United States of America	3
Canada	2

98.67 % of the qualifications held by SPVET registration teachers as at 11th November 2016 were gained in Australia.

REQUIREMENTS FOR REGISTRATION – TEACHING SERVICE

TEACHING SERVICE REQUIREMENTS – GENERAL REGISTRATION

During the reporting period the Board granted the category of full registration to applicants who were eligible for registration in all other respects and who in the past five years had taught at least one full-time equivalent year (at least 185 FTE days) in Tasmanian schools or TasTAFE, Australian and New Zealand schools or otherwise had teaching service deemed appropriate and sufficient by the Board.

In order to assess teaching service and teaching competence, the Board required verified evidence in the following form:

- A Statement of Service or where that is not possible, through an official letter from an employer detailing employment duration and workload.
- Evidence of current teaching competence drawn directly from the applicant’s work as a teacher and comprising:
 - evidence of student learning,
 - principal/supervisor comments from observation of the applicant’s teaching,
 - evidence of planning and assessment processes,
 - engagement in professional learning.

The Board only recognises teaching service undertaken after the teacher education qualification has been conferred.

During the reporting period those applicants who did not meet the teaching service requirements for full general registration were eligible for a grant of provisional general registration if they met all other registration criteria.

To move to full general registration, an individual with provisional general registration is required to:

- meet any conditions placed on his/her provisional registration;
- meet the criteria for full registration;
- teach to the satisfaction of the Board, for one FTE year (at least 185 FTE days) in schools in Australia and New Zealand or other educational settings as negotiated with the Board during the period of provisional registration; and
- demonstrate his/her teaching competence against the Proficient stage of the Australian Professional Standards for Teachers to the satisfaction of the Board.

GRANTING REGISTRATION TO FINAL YEAR EDUCATION STUDENTS PRIOR TO FORMAL GRADUATION

FAST TRACK REGISTRATION

During the reporting period, the Board granted registration to 30 final year Education students studying at Australian Universities/Teacher Training Institutions prior to formal graduation when that formal graduation was to occur three months or more after the successful completion of all course requirements. A formal confirmation of this is required from the relevant institution.

Of this group, 26 were from the University of Tasmania and 4 were from other Australian universities.

EARLY REGISTRATION

The Board made a decision to grant early registration to 153 University of Tasmania students who had met all their requirements for graduation by November 2016. This enabled the group to register to teach prior to the December graduation, in the final six weeks of the Tasmanian school year.

REGISTRATION REFUSALS

The Board refused one application for registration in 2016 on the basis that the applicant was not qualified to teach.

The Board did not refuse any applications under Mutual Recognition.

REQUIREMENTS FOR REGISTRATION - ENGLISH LANGUAGE PROFICIENCY

During the reporting period the Board required all applicants to satisfy the Board that they have a level of English proficiency which enables them to communicate in English at a professional level with students, parents, colleagues, and other educational professionals.

Applicants who had not completed a minimum of 4 years of their tertiary education in one of the listed countries/institutions (see *Table 13 right*) were required to show documentary evidence of their English Language Proficiency:

This evidence was in the form of:

- An International English Language Testing System (IELTS) Academic assessment with an average band score of 7.5 across all four skill areas of listening, speaking, reading writing - where no score is below 7 in any of the four skill areas and 8 in speaking and listening or;
- An International Second Language Proficiency Ratings (ISPR) assessment with a score of 4 in all four areas of listening, speaking, reading and writing – such assessments to be deemed valid only if provided by approved testing sites where the assessment is teacher focussed.

The date of the assessment must be no more than 2 years prior to the time of application for registration.

TABLE 13: LISTED COUNTRIES EXEMPT FROM IELTS REQUIREMENTS

Country
Australia
Republic of Ireland
Canada (where the applicant has completed his/her tertiary studies in English)
United Kingdom (England, Northern Ireland, Scotland, Wales)
New Zealand
United States of America

During the reporting period, one applicant was granted conditional registration which required them to satisfy the Board's English language proficiency requirements within two years.

No applicants were refused on the basis of English language proficiency requirements alone.

It should be noted that since 2014 the Board has provided formal assessments of qualifications prior to applying for registration, as a fee for service arrangement. The assessment of potential applicants regarding their eligibility for registration, including requirements to meet the English language proficiency criteria, can result in them deciding not to proceed with their application for teacher registration.

REQUIREMENTS FOR REGISTRATION – GOOD CHARACTER AND FITNESS TO BE A TEACHER

Consideration of these two requirements is detailed in Section 34 Professional Conduct Matters and Appeals.

CHANGING REGISTRATION CATEGORY

Registrants with provisional registration can apply to move to full registration. The process by which this occurs is provided for within the *Teachers Registration Act 2000* and Board policy.

It is the responsibility of the teacher who wishes to move from provisional to full registration to initiate, undertake and complete the process within their first cycle of provisional registration (as granted by the Board). If a teacher with provisional registration does not move to full registration within this timeframe his/her teacher registration will expire at the end of their cycle of provisional registration.

In this circumstance the teacher can apply for registration again; the new application will be assessed against registration criteria and relevant Board policy.

It is also the responsibility of the teacher to ensure that the elements of the change of registration category process and the application itself are undertaken and completed in compliance with this Board Policy and the requirements of the *Teachers Registration Act 2000*.

It is the Board's position that a teacher's school/ employer has a responsibility to assist the teacher in undertaking this process.

It is also the responsibility of the teacher's school/employer to provide feedback and reasons to the teacher if it is determined that the principal/manager will not recommend the teacher as being suitable for full registration.

The Board will assist a teacher who wishes to move from provisional to full registration to undertake this process by:

- ensuring that up-to-date, clear information on the process and application requirements is available on the TRB website;
- providing additional information and guidance to individuals as required and as appropriate.

In 2016, the Board provided four individual school based information sessions, one for senior personnel from Independent Schools Tasmania (IST) and six regional information sessions in conjunction with the Department of Education Professional Learning Institute(PLI) Foster Program.

During the reporting period 87 registrants changed their category of registration as per the Board's process. Three teachers had changed their category of registration in another jurisdiction and had this process recognised by the Board. In each case these teachers had held registration in two jurisdictions concurrently.

REGISTRANTS WHO CHANGED THEIR CATEGORY OF REGISTRATION IN 2016

TABLE 14:

Age Range	Female	Male	Total
20 - 24	3		3
25 - 29	16	5	21
30 - 34	11	12	23
35 - 39	9	1	10
40 - 44	9	2	11
45 - 49	9	1	10
50 - 54	3	1	4
55 - 59		4	4
60 - 64	1		1
Total	61	26	87

TABLE 15: NUMBER OF REGISTRANTS WHO CHANGED THEIR CATEGORY OF REGISTRATION IN 2016 BY FIRST YEAR OF TASMANIAN REGISTRATION AND GENDER THEN BY AGE RANGE.

First year of Registration	20 - 24	25 - 29	30 - 34	35 - 39	40 - 44	45 - 49	50 - 54	55 - 59	60 - 64	Total
2002				1				1		2
2003							1			1
2004									1	1
2005					1					1
2006				1				2		3
2007			5		3	1				9
2008				2						2
2009			2		1					3
2010			4	1	2					7
2011		1	5	2	1	2	1			12
2012		11	1	1	1	4	1			19
2013		4	2		2	2		1		11
2014		3	1	1						5
2015	3	2	1							6
2016			2	1		1	1			5
Total	3	21	23	10	11	10	4	4	1	87

REGISTRATION CYCLES AND RENEWAL OF REGISTRATION

Only those registrants holding full registration and/or specialist VET registration can renew their registration at the end of each cycle.

Registrants with provisional registration or both provisional registration and specialist VET registration will either:

- apply to move to full registration, or
- continue to hold provisional registration (or both provisional registration and specialist VET registration), until the end of their registration cycle.

If, by the end their registration cycle, these registrants have not gained full registration, they must then apply for registration again.

The renewal of registration process requires registrants to provide evidence to the Board of their:

- ongoing professional competence and/or engagement in professional learning; and
- their good character and fitness to be a teacher.

The Board may choose not to renew a registrant's registration if it is not satisfied that the registrant is competent and/or of good character or fit to be a teacher.

LIMITED AUTHORITIES TO TEACH

A Limited Authority to Teach (LAT) can enable a person who is not a qualified teacher to be employed to teach. An employer can apply for a LAT for an individual who the employer believes has the necessary skills to undertake a teaching role.

The Board will only grant a LAT if the employer can show that there are no suitable registered teachers available to undertake the role. LAT applicants also have to satisfy the Board that they are of good character and fit to be a teacher. A LAT will only be granted for a specific role and for a specific period of time.

LAT FOR TEACHING IN 2016

This section reports on all Limited Authorities to Teach (LATS) approved that were for teaching during 2016 (and includes LATS approved in December 2015 for teaching to occur in 2016).

- The total number of LATS granted was 326
- The total number of individuals granted a LAT was 214
- The highest number of LATS held by one individual was 6
- Three individuals held Five LATS each during 2016

51 of these LATS were issued to 24 DoE Interns. Separate LATS were granted for Terms 3 and 4 as the employment load (FTE) increased. In one case the individual held LATS for a number of schools, due to the internship being conducted across several schools.

In 2016 the Board did not offer Generic Relief LATS, instead each school needed to apply for LATS for relief teachers increasing the number of LATS held by individuals.

No LATs were refused during 2016, however some applicants and schools may have withdrawn from the process prior to Board refusal.

TABLE 16: TYPE OF LAT APPOINTMENTS

Type of Appointments	Number of LATS
Fixed Term	171
Generic Relief	3
Relief Teacher	126
Relief Teacher/Fixed Term	1
Sessional Teachers	1
TasTAFE	24
Total	326

Number of LATS for positions of 1.0 FTE =49

Number of 1.0 FTE LATs that were full year appointments =3

167 of the 2016 LAT holders (51.23%) are now registered.

TABLE 17: 2016 LAT HOLDERS BY CURRENT CATEGORY OF REGISTRATION

Type of Appointments	Number of LATS
Provisional Registration (with Conditions)	157
Specialist VET Registration	10
Total	167

TABLE 18: 2016 LATS BY GRADE LEVEL

K	2
K - 6	135
K - 10	17
K - 12	19
7 - 10	62
7 - 12	20
11 - 12	28
Senior Secondary	13
Special	2
TasTAFE	28
Total	326

TABLE 19: 2016 LATS BY EMPLOYER TYPE

Christian Schools Tasmania	1
Department of Education	246
Tasmanian Catholic Education Office	23
Independent Schools.	28
TasTAFE	28
Total	326

TABLE 20: LATS GROUPED BY LEARNING AREAS

General Teaching	139
Creative Arts	66
Vocational Education and Training	39
Health and Physical Education	19
Mathematics and Science	17
Relief Teaching	12
Languages	11
Material, Design and Technology	9
Humanities	5
Special Education	3
Information Systems & Digital Technologies, Computing	3
Religious Education	2
Hospitality, Food & Cooking	1
Total	326

Note the subject to be taught under a LAT is a free text field.

At application, employers indicate the field for which the LAT is sought.

PERMISSION TO TEACH UNDER THE DIRECT SUPERVISION OF A REGISTERED TEACHER

The *Teachers Registration Act 2000* allows for a person to be employed or engaged to teach under the direct supervision of a registered teacher.

The vast majority of individuals who are employed or engaged by a school or other educational setting to teach will require teacher registration or a Limited Authority to Teach. However, there will be some occasions on which an individual could be legally employed or engaged to teach under the direct supervision of a registered teacher.

In most cases this will be when a school or other educational setting wishes to employ a person with particular expertise to run a short term, part-time program in conjunction with the regular classroom teacher.

Employment under this provision will be limited in nature, ad hoc, short-term, subject-specific, and required only when the expertise cannot otherwise be provided by a registered teacher or by a person holding a Limited Authority to Teach.

The teaching and learning program remains the full responsibility of the registered teacher (or another registered teacher on site), the duty of care and responsibility for the students being taught remains the ultimate responsibility of the registered teacher (or another registered teacher on site).

An individual may teach under the direct supervision of a registered teacher provided the following conditions are met at all times:

- a registered teacher is present for the time that the person is teaching the class; or the person teaches in an appropriate setting where frequent supervision takes place as approved by the Principal/Responsible Officer;
- the person has a Good Character Clearance, which includes a National Criminal History Check, conducted by the employer; and
- the person is qualified and skilled in the particular field of instruction for which they have been recruited.

In any given year the majority of permission to teach requests are for VET specialists, instrumental musicians or teachers of Languages other than English.

There were 84 authorities approved for Permission To Teach (PTT) in 2016.

TABLE 21: NUMBER OF APPROVED PTT AUTHORITIES BY SCHOOL

TasTAFE	29
Elizabeth College	17
Rosny College	17
The Hutchins School	11
Hobart College	6
Seabrook Christian School	2
Tarremah Steiner School	1
Sprent Primary School	1
Total	84

TABLE 22: NUMBER OF APPROVED PTT HOLDERS BY GENERAL AREA OF TEACHING

Natural and physical sciences	2
Engineering and related technologies	2
Architecture and building	1
Agriculture, environmental and related studies	13
Health	1
Society and culture	12
Creative arts	52
Employment skills programmes	1
Total	84

REGISTRATION UNDER MUTUAL RECOGNITION

Under the provisions of the *Mutual Recognition Act 1992* or the *Trans-Tasman Mutual Recognition Act 1997* the Board has formal mutual recognition arrangements with all state jurisdictions (except NSW), and with New Zealand. While no formal Mutual Recognition (MR) arrangements exist with NSW, eligible applicants who have full accreditation with the Board of Studies Teaching & Educational Standards NSW are considered for full registration in Tasmania.

169 applications for 2016 registration under Mutual Recognition provisions were received and approved.

Victoria supplied the largest number of Mutual Recognition applicants during the reporting period, followed by Queensland and Western Australia.

This data contains all MRs where the Tasmanian registration was approved in 2016. This data may include reapplications (from Tasmanian teachers whose registration expired at the end of 2015) reapplying in 2016 who answered yes to currently holding registration in another jurisdiction.

TABLE 23: NUMBER OF MR APPLICATIONS BY JURISDICTIONS BY GENDER

Jurisdiction	Female	Male	Total
Jurisdiction	Female	Male	Total
ACT Teacher Quality Institute	3		3
Educational Council New Zealand/ Matatu Aotearoa	2		2
Queensland College of Teachers	30	19	49
Teachers Registration Board of Northern Territory	16	8	24
Teachers Registration Board of South Australia	6	1	7
Teachers Registration Board of Western Australian	22	8	30
Victorian Institute of Teaching	37	17	54
Total	116	53	169

TABLE 24: NUMBER OF MR APPLICATIONS BY JURISDICTIONS BY AGE RANGE

Jurisdiction	20 - 24	25 - 29	30 - 34	35 - 39	40 - 44	45 - 49	50 - 54	55 - 59	60 - 64	65 - 69	70 - 74	Total
ACT Teacher Quality Institute			1		1	1						3
Educational Council New Zealand/ Matatu Aotearoa	1									1		2
Queensland College of Teachers	1	6	9	5	5	5	8	6	1	2	1	49
Teachers Registration Board of Northern Territory		1	4	4	2	3	5	4	1			24
Teachers Registration Board of South Australia		1		2	2		2					7
Teachers Registration Board of Western Australian	1	3	5	4	4	4	3	3	2	1		30
Victorian Institute of Teaching		7	10	11	4	6	4	6	4	2		54
Total	3	18	29	26	18	19	22	19	8	6	1	169

No applications were received during this reporting period for individuals aged 74 and over.

TABLE 25: APPLICANTS IN 2016 BY CATEGORY OF REGISTRATION

Jurisdiction	Full	Provisional	Total
ACT Teacher Quality Institute	3		3
Educational Council New Zealand/ Matatu Aotearoa	1	1	2
Queensland College of Teachers	40	9	49
Teachers Registration Board of Northern Territory	20	4	24
Teachers Registration Board of South Australia	5	2	7
Teachers Registration Board of Western Australian	25	5	30
Victorian Institute of Teaching	40	14	54
Total	134	35	169

STUDENT GOOD CHARACTER DETERMINATIONS

The Board continued its fee-for-service arrangements with the Education Faculty of the University of Tasmania, providing Good Character Determinations for all pre-service teacher education students to enable them to complete the professional experience component of their course.

This process sees the Board receiving and reviewing the Record of Convictions for all students enrolled in pre-service teacher education courses. All students must satisfy the Board that they are of good character and fit to be a teacher before being granted a Good Character Determination.

Only those students who are deemed to be of good character and fit to be a teacher as described in Sections 17J and 17K of the *Teachers Registration Act 2000* will be approved to undertake professional experience in Tasmanian schools and TasTAFE.

In 2016, 369 applications for Student Good Character Determinations were approved by the Board.

TABLE 26: INITIAL TEACHER EDUCATION PROGRAM BY AGE RANGE

Initial Teacher Education Program	15 - 19	20 - 24	25 - 29	30 - 34	35 - 39	40 - 44	45 - 49	50 - 54	55 - 59	Total
Bachelor of Education	11	17		1	1		1			31
Bachelor of Education (Applied Learning)	15	24	7	3		1				50
Bachelor of Education (Early Childhood)	10	12	11	5	3	4	1			46
Bachelor of Education (Primary)	32	34	11	7	10	5	2	1	1	103
Master of Teaching (Primary)		24	13	7	7	4	4	3	1	63
Master of Teaching (Secondary)		37	20	9	5	3		2		76
Total	68	148	62	32	26	17	8	6	2	369

TABLE 27: INITIAL TEACHER EDUCATION PROGRAM BY GENDER

Initial Teacher Education Program	Female	Male	Total
Bachelor of Education	11	20	31
Bachelor of Education (Applied Learning)	30	20	50
Bachelor of Education (Early Childhood)	44	2	46
Bachelor of Education (Primary)	83	20	103
Master of Teaching (Primary)	42	21	63
Master of Teaching (Secondary)	46	30	76
Total	256	113	369

MANAGING APPLICATIONS

TRB ONLINE

All teacher registration applications (TR), applications for Limited Authorities to Teach and Student Good Character Determinations are made via *TRB Online*.

INDIVIDUALS USE TRB ONLINE TO:

- Apply for Teacher Registration, a Limited Authority to Teach (LAT) or a UTAS Student Teacher Good Character Determination
- Make payments to maintain current registration
- Apply to renew current registration
- Check the status of their application or LAT
- Update personal, contact and qualification details
- Set up and maintain a list of personal employment history and professional development activities
- View a list of any conditions placed on their teacher registration
- View and print their certificate

EMPLOYERS/SCHOOLS USE TRB ONLINE TO:

- Apply for a Limited Authority to Teach
- Keep a track of current LATs that have been approved
- Request an extension of an existing LAT
- Check the Register of Teachers
- Create a list to track the registration status of teachers employed at their site

The system features a 'registration wizard' that guides individuals seamlessly through any application process. The vast majority of individuals can complete their application process independently and without the direct assistance of Office staff.

PAYMENT METHODS

In 2016, the Board offered five payment options for individuals to make their application, annual maintenance and renewal payments. Cheque payments are only accepted with prior approval.

The vast majority of individuals utilised BPAY (through their financial institution), secure credit card internet and telephone payment facilities, provided through Westpac Bank, rather than the traditional options of paying through Service Tasmania or cash at the TRB Office.

8,950 payments were received and reconciled in 2016. These figures do not take into account any refunds for these payments.

TABLE 28: PAYMENT BY METHOD USED TO PAY: NUMBER AND PERCENTAGE OF TOTAL

Method	Number	Percentage
BPAY	5009	55.97%
Cash	23	0.26%
Cheque	1	0.01%
Payway	3215	35.92%
Service Tasmania	702	7.84%
Total	8950	100.00%

TABLE 29: PAYMENT REASON: NUMBER AND PERCENTAGE OF TOTAL

Payment Reason	Number	Percentage
Registration Fees	4653	51.99%
TR Application	3492	39.02%
Student Good Character Determination	427	4.77%
LAT Application	245	2.74%
Application Fee	97	1.08%
Fee for the assessment of International Qualifications	28	0.31%
Letter of Professional Standing	8	0.09%
Total	8950	100.00%

APPROVING INITIAL TEACHER EDUCATION (ITE) COURSES

Under the *Teachers Registration Act 2000* the Board must approve teacher education qualifications for the purpose of teacher registration.

In 2016:

Two ITE courses were approved:

- The Bachelor of Education Science and Maths (Secondary) and
- The Bachelor of Education Applied Learning.

The Bachelor of Education Science and Maths (Secondary) is a new course, available for the first time in 2016.

The Bachelor of Education Applied Learning is an existing course which had reached the end of its accreditation period (5 years) and was the first ITE course in Australia to be assessed using the revised *Standards and Procedures* for accreditation of initial teacher education courses.

IMPLEMENTATION OF TEACHER EDUCATION MINISTERIAL ADVISORY GROUP (TEMAG) RECOMMENDATIONS

Implementation of the 37 recommendations began in January 2016.

From this point all submissions for accreditation were assessed using the revised *Guidelines for the accreditation of initial teacher education programs in Australia June 2016 (The Guidelines)* and the revised *Accreditation of initial teacher education in Australia Standards and Procedures December 2015 (The Standards and Procedures)*.

In July, September and November 2016 national training for accreditation panellists and panel chairs was held in Melbourne by AITSL. Twenty Tasmanians attended.

This pool of trained panellists comprises the TRB Course Accreditation Committee from which panels are drawn to undertake the accreditation of ITE courses proposed by The University of Tasmania. The first of these panels was convened in September 2016 to assess the submission of the Bachelor of Education Applied Learning.

Nationally, clarification was provided, including the finalisation of timeframes and templates for the following new requirements which were implemented during 2016 or commence from January 2017 for all ITE courses:

- Revised Templates for submissions from ITE providers (2016)
- National Literacy and Numeracy test (1 July 2016)
- The Graduate Teacher Performance Assessment (January 2017)
- Revised entry requirements for ITE courses (2017 academic year)
- Revised Annual Reporting requirements for ITE providers (January 2017)
- Evidence of formal partnership arrangements between ITE providers and partner schools for Professional Experience (PEX) (2016)
- Transition Plans for ITE providers -Template (2017)
- Time lines for national moderation and standard setting (2017)

Also, the requirement for and definition of Primary Specialisation was clarified for implementation from 2019.

BOARD INITIATIVES AND ACTIVITIES

AUDIT AND RISK COMMITTEE REPORT

The Audit and Risk Committee (ARC) was formally established by the Board in April 2014. Its purpose is to assist the Board fulfill its governance responsibilities in regard to risk management, financial reporting and audit processes. The committee meets 4 times each year.

Three Board members and an external independent member make up the committee. The Chair of the Board and the Registrar attend committee meetings and the work of the committee is supported by the Board's Executive Officer. The Board's finances are managed through a Service Level Agreement with the Department of Education. The Committee's work has been assisted by the regular attendance of an officer from the Department's Finance section.

Major activities of the committee have included:

- Developing improved financial reports for the Board with the support of the Department of Education
- A review of and improvements to the Board's Risk Register
- The regular review of financial statements and the Risk Register
- Support in the development of the Annual Budget.

Over the last 12 months the committee has, at the direction of the Board, overseen a detailed investigation of the Board's capacity to fulfill its obligations as specified in the Teachers Registration Act 2000. A financial sustainability paper was completed and provided to the Minister in December 2016, ensuring that the Board's financial position both current and projected has been well documented and analyzed to support sound decision making and planning into the future.

I would like to thank Peter Dane the independent member of the committee and Jason Sowell from the Department of Education for the important contributions both have made to the work of the committee. Board members Lyn Tunbridge and Stephen Burke have provided excellent representation on behalf of their Board colleagues and Barbara Mundy the Board's Executive Officer has played a vital role in supporting the group's work.

Malcolm Wells
Committee Chair.



DEVELOPING AND IMPROVING TEACHING STANDARDS

During the reporting period the Australian Professional Standards for Teachers were the basis for the Board's work to develop and improve teaching standards through strategies and processes such as:

- Approval/accreditation of initial teacher education courses (Graduate Standard)
- Change of registration category (Proficient Standard)

AUSTRALASIAN TEACHER REGULATORY AUTHORITIES (ATRA) AND ENGAGEMENT IN NATIONAL AGENDAS

The Teachers Registration Board of Tasmania continues to be an active member of the Australasian Teacher Regulatory Authorities (ATRA).

ATRA facilitates national collaboration through exchange of information and discussion on similar responsibilities however each with a jurisdictional reflection, with a view to ensuring consistent approaches to teacher registration and associated teaching issues. Board Office staff participate as part of a collection of ATRA Officer networks to access support and expertise in a range of areas including assessing qualifications, the registration process, the management and conduct of inquiries, and the development and implementation of teaching standards.

During the reporting period, ATRA coordinated and facilitated discussions on enhancing national consistency in teacher registration processes and worked with AITSL on the national initial teacher education course accreditation process. The publishing of the TEMAG Report and the Government's response has been followed by an intense period of work for teacher regulators to put the government's recommendations into effect through working closely with AITSL (Australian Institute for Teaching and School Leadership).

The Registrar attended the ATRA Special General Meeting held in Canberra in February 2016 and the Registrar and the Chair attended the Annual General Meeting held in Darwin in September 2016. The agenda for these meetings included:

- Reports from all Regulatory Authorities in Australia and New Zealand
- Reports from Officers representing ATRA on:
 - National Initial Teacher Education Advisory Committee
 - AITSL Board
 - The Workforce National Data Strategy
 - Reports from AITSL by its CEO/General Manager
 - A Report from Australian Government representatives
- Discussions on:
 - accreditation of initial teacher education programs and supporting quality teacher graduates
 - Finalising the draft Professional Boundaries Guidelines for Teachers
 - IFTRA (International Federation of Teacher Regulatory Authorities) and the conference in 2016 in Ireland.
 - The Graduate Teacher Performance Assessment.

The Registrar and other Board staff also attend ATRA Network meetings to discuss areas of common work in relation to:

- Initial Teacher Education Course Accreditation
- Professional Teaching Standards
- Professional Conduct and Legal matters
- Management of Data, Research and ICT infrastructure
- Registration processes, policy and procedures with a focus on nationally consistent registration.

PROFESSIONAL CONDUCT MATTERS AND APPEALS

During the reporting period a range of professional conduct matters were formally considered as a result of the Board's responsibilities under the *Teachers Registration Act 2000*.

TABLE 30:

		Section of the Act
1.	Matters Arising from Applications for Registration/Limited Authority to Teach	
1.1	Matters of concern identified in an Application for Registration	s13
1.2	Matters of concern identified in an Application for Renewal	s17A
1.3	Matters of concern identified in an Application for a Limited Authority to Teach (LAT)	s17D
1.4	Matters of concern identified in an Application for Mutual Recognition Matters are considered under the <i>Mutual Recognition Act 1992</i> or the <i>Trans-Tasman Mutual Recognition Act 1997</i> .	
2.	Matters Arising in Relation to an Individual's Registration/LAT	
2.1	Notifications of Charges and Court Findings	s18
2.2	Complaints lodged with the Board	s19
2.3	Matters of concern identified in a Notification from an Employer	s31
2.4	Matters arising from individuals teaching without Registration/LAT	s11
2.5	Matters arising from employers engaging individuals to teach without Registration/LAT	s27
2.6	Matters of concern that come to the attention of the Board via other means (and considered under the relevant Sections of the Act as appropriate)	
2.7	Matters of concern monitored through Conditions applied to an individual's Registration	s17
2.8	Matters that result in an Inquiry process	s20
3.	Matters Arising from Student Good Character Determinations All Initial Teacher Education students enrolled at the University of Tasmania are required to undertake a Student Good Character Determination. The process is detailed in the <i>Memorandum of Understanding</i> between the Board and the University of Tasmania.	
3.1	Matters of concern identified as part of an Application for a Student Good Character Determination	
3.2	Notifications of Charges and Court Findings	

MATTERS ARISING FROM APPLICATIONS FOR REGISTRATION/ LIMITED AUTHORITY TO TEACH

The granting of Teacher Registration or a Limited Authority to Teach (LAT) is subject to a determination in relation to an applicant's Good Character (s17J) and Fitness to Teach (s17K) of the *Teachers Registration Act 2000* (the Act).

In determining Good Character, s17J of the Act states that the Board is to take into account:

- any conviction of, or charge made against, the person; and
- any behaviour of the person that –
 - does not satisfy a standard of behaviour generally expected of a teacher; or
 - is otherwise disgraceful or improper; and
- the Board may also take into account any other matter the Board considers relevant.

In determining Fitness to Teach, s17K of the Act states that the Board may take into account:

- any medical, psychiatric or psychological condition of the individual; and
- the competence of the person as a teacher; and
- any other matter it considers relevant.

In making a determination about an applicant's Good Character and Fitness to Teach, the Board considers an individual's:

- employment and registration history;
- any previous and/or current disciplinary proceedings;
- a National Police History Check and, if applicable, an international Record of Convictions;
- any medical, psychiatric or psychological conditions, and
- declarations in relation to these matters.

INFORMAL PROCESSES

During the reporting period, Board Officers managed the minor matters that came to the attention of the Board, pursuant to the relevant sections of the *Teachers Registration Act 2000* and in accordance with:

- the delegations provided to individuals by the Board, and
- any legal advice obtained.

NATIONAL POLICE HISTORY CHECK

In 2016 a total of 3,794 National Police History Checks were conducted by the Board for Registration and LAT applicants.

FAILURE TO DECLARE MINOR MATTERS ON APPLICATION

In 2016 a total of 177 individuals failed to declare matters on application. The majority of these matters related to minor convictions. All individuals were sent an email (with their National Police History Check attached) with a reminder of their legal obligations to disclose information under the Act.

INTERNATIONAL RECORD OF CONVICTIONS CHECK

If an applicant has resided outside of Australia as an adult for periods of more than one year, they are required to provide a Record of Convictions Check from the country/countries in which they resided.

TABLE 31: INTERNATIONAL RECORD OF CONVICTION CHECKS (ROCC) 2016

No. of Applicants Requiring Int. RoCC(s)	1508
Conditional Registration granted and subject to the provision of the appropriate check(s)	29
Many Individuals Require a RoCC from Multiple Countries	
International RoCCs Required	2027
International RoCCs Provided	1565
International RoCCs Outstanding	462

FORMAL PROCESSES – PROFESSIONAL CONDUCT COMMITTEE 2016

This Committee is comprised of two Board members and two practising teachers appointed by the Board.

In 2016 the members of this Committee were:

Lyn Tunbridge	Board Member
Deborah Beswick	Board Member (Jan - Mar)
Michael Hayen	Board Member (Apr - Dec)
Sharyn Lawrence	Practising Teacher
David Hodgman	Practising Teacher

One of the primary functions of the Committee is to manage the professional conduct matters that come to the attention of the Board pursuant to the relevant sections of the *Teachers Registration Act 2000* and in accordance with:

- the delegations provided to it by the Board,
- any legal advice obtained to assist the Committee, and
- the advice provided by the Registrar and relevant Board Officers.

During the reporting period the Committee met on a regular basis to consider a range of matters.

TABLE 32: DETERMINATION OF APPLICATION FOR REGISTRATION

S13	Determination of Application for Registration	2016
	New Matters	8
	Matters Carried Over from 2014	0
	Total	8
	Matters Currently in Process	0
	Applications Withdrawn or Made Dormant	0
	Minor Matters (Registration Granted - Referred for Note Only)	7
	Matters Referred for Decision	1
	Outcomes	
	Registration Granted	1
	Registration Granted with Conditions	0
	Matter Referred to Inquiry	0
	Application Referred to Registration Oversight Committee	0

TABLE 33: DETERMINATION OF APPLICATION FOR RENEWAL OF REGISTRATION

s17A	Determination of Application for Registration	2016
	New Matters in 2016	4
	Matters Carried Over from 2015	0
	Total	4
	Of these matters:	
	Matters Currently in Process	2
	Applications Withdrawn or Made Dormant	0
	Minor Matters (Registration Granted - Referred for Note Only)	2
	Matters Referred for Decision	0
	Of the Matters Referred for Decision	
	Registration Renewed	N/A
	Registration Renewed with Conditions	N/A
	Matter Referred to Inquiry	N/A
	Application Referred to Registration Oversight Committee	N/A

TABLE 34: DETERMINATION OF APPLICATION FOR MUTUAL RECOGNITION (MR)

MR Act	Determination of Application for Mutual Recognition (MR)	2016
	New Matters in 2016	7
	Matters Carried Over from 2015	0
	Total	7
	Matters Currently in Process	0
	Applications Withdrawn or Made Dormant	0
	Minor Matters (Registration Granted - Referred for Note Only)	5
	Matters Referred for Decision	2
	Of the Matters Referred for Decision	
	Registration Under MR Granted	1
	Registration Under MR Granted with Conditions	1
	Matter Referred to Inquiry	0
	Application for Registration Under MR Refused	0

TABLE 35: DETERMINATION OF APPLICATION FOR LIMITED AUTHORITY TO TEACH (LAT)

s17D	Determination of Application for Limited Authority to Teach (LAT)	2016
	New Matters in 2016	1
	Matters Carried Over from 2015	0
	Total	1
	Matters Currently in Process	0
	Applications Withdrawn or Made Dormant	0
	Minor Matters (LAT Granted - Referred for Note Only)	1
	Matters Referred for Decision	0

MATTERS ARISING IN RELATION TO AN INDIVIDUAL'S REGISTRATION/LAT

TABLE 36: NOTIFICATION OF CHARGES/ CONVICTIONS: MINOR MATTERS

s18	Notification of Charges/ ConviCTIONS: Minor Matters	2016
	New Matters in 2016	27
	Matters Carried Over from 2015	0
	Total	27
	Matters Currently in Process	0
	Caution/Reminder Emails Sent	27

TABLE 37: NOTIFICATION OF CHARGES/ CONVICTIONS: OTHER MATTERS

s18	Notification of Charges/ ConviCTIONS: Other Matters	2016
	New Matters in 2016	7
	Matters Carried Over from 2015	6
	Total	13
	Of these Matters	
	Matters Currently in Process	1
	Matters Referred for Decision	12
	Of the Matters in Process	
	Awaiting Further Information	1
	Registration Continued while Awaiting Court Outcome	0
	s24(b) Registration Suspended Pending Court Outcome	0
	Of the Matters Referred for Decision	
	s18A(a) Caution Issued	8
	s18A(b) Conditions Applied	0
	s18A(a) Caution + s18A(b)Condition	1
	s18A(c) Conditions Amended	0
	s18A(d)(i) Registration Suspended	0
	s18A(d)(ii) Registration Cancelled	0
	s20 Referred to Inquiry	3

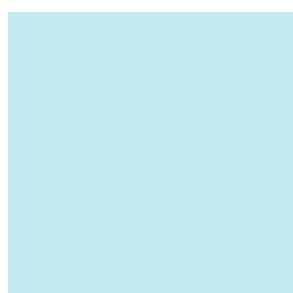
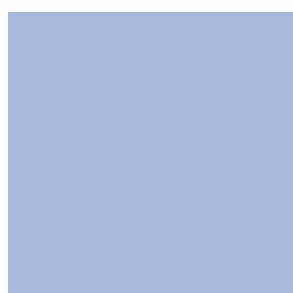
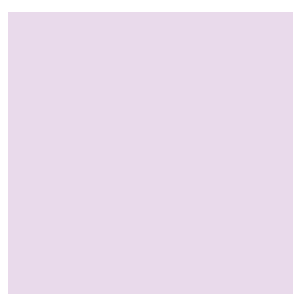


TABLE 38: COMPLAINTS

s19	Complaints	2016
	New Matters in 2016	1
	Matters Carried Over from 2015	4
	Total	5
	Of these Matters	
	Matters Currently in Process	1
	Matters Referred for Decision	4
	Of the Matters Referred for Decision	
	s19A(3)(a) Referred to Inquiry	1
	s19A(3)(b) Complaint Dismissed	3
	Of the Complaints Dismissed	
	s19A(3)(b)(i) Vexatious/Lacking in Substance	0
	s19A(3)(b)(ii) Subject of Previous Dismissed Complaint	0
	s19A(3)(b)(iii) Subject of Previous Inquiry	0
	s19A(3)(b)(iv) Subject of Existing Inquiry	0
	s19A(3)(b)(v) Evidence Not Provided	0
	s19A(3)(b)(vi) Not in Public Interest*	3
	s19A(3)(b)(vii) Referred to Another Agency	0
	s19A(3)(b)(viii) Time Elapsed	0

* The registration of one individual was subject to conditions (s17(a))

TABLE 39: EMPLOYER NOTIFICATIONS

s31	Employer Notifications	2016
	New Matters in 2016	14
	Matters Carried Over from 2015	7
	Total	21
	Of these Matters	
	Matters Referred to ROC s24B Emergency Suspension*	3
	Matters Currently in Process	5
	Matters Referred to PCC for Decision	13
	Of the Matters Referred to PCC for Decision	
	Matter Noted - No Further Action Required	5
	s17 Condition Applied	8
	s31 Inquiry	2

* These Matters were referred to Inquiry. The registration of 1 individual also was subject to conditions (s17(a)).

TABLE 40: EMPLOYER NOTIFICATIONS

s11 & s27	Unregistered Teachers	2016
	s11 Teaching Unregistered in 2016	14
	s27 Employing Unregistered Teachers in 2016	17
	s27 Matter Carried Over from 2015	1
	Total	32
Of these Matters		
	Matters Currently in Process	0
	Minor Matters (Informal Caution - For Note Only)	21
	Matters Referred for Decision	11
Of the Matters Referred to PCC for Decision		
	Caution Issued	6
	Caution and Ongoing Monitoring	3
	Referred to Board Chair (s34A)	2
Of the Matters Referred to the Board Chair		
	Caution and Ongoing Monitoring	2
	Referred for Prosecution	0

TABLE 41: CONDITIONS APPLIED TO REGISTRATION

s13A(1) (b) / s17(a) / s18A(b) / s24(ab)	Monitoring of Conditions Applied to Registration	2016
	New Conditions Applied in 2016	10
	Conditions Carried Over from 2015	12
	Total	22
Of the Matters Resulting in a Condition – Matters came to the Board’s attention via:		
	s13A(1)(b) Application for Registration	4
	s17(a) Condition*	13
	s18A(b) Prescribed Offence - Finding of Guilt	2
	s24(ab) Inquiry	3
Monitoring of conditions		
	Conditions in Place	11
	s17(c) Conditions Removed	10
	Registration Lapsed	1

* s17(a) allows the Board to make the registration of an individual subject to reasonable conditions as it considers appropriate. This provision may be used where it is determined that it is not in the public interest to take a matter to inquiry but where it was evident that individuals require additional professional development and support and monitoring.

COMMITTEES OF INQUIRY 2016

Each Committee of Inquiry is comprised of one Board member plus two practising teachers appointed by the Chair of the Board.

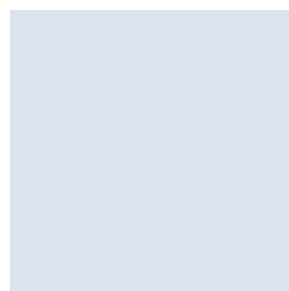
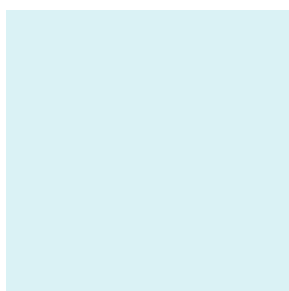
A Committee of Inquiry conducts inquiries and hearings on matters referred to it by the Professional Conduct Committee in accordance with:

- relevant sections of the *Teachers Registration Act 2000*,
- any legal advice obtained, and
- advice provided by the Registrar and relevant Board Officers.

Each Committee of Inquiry reports its findings and recommendations to the Registration Oversight Committee for its consideration.

TABLE 42: INQUIRIES

s20	Inquiries	2016
	New Matters in 2016	6
	Matters Carried Over from 2015	4
	Total	10
	Of these Matters	
	Inquiry Not Yet Commenced - s24B Emergency Suspension (Awaiting Court Outcome)	0
	Inquiry Currently in Process	3
	Inquiry on Hold	2
	Medically Unfit to Participate & Not Currently Registered	1
	Inquiry Completed	4
	Inquiry Decisions	
	s24(a) Caution	0
	s24(ab) Condition	0
	s24(a) Caution + s24(ab) Condition	0
	s24(b) Suspension & Conditions	1
	s24(c) Cancellation	2
	s24(d)(i) Unfit to Teach	0
	s24(d)(ii) Not of Good Character	1
	s24(e) Matter Without Substance	0



REGISTRATION OVERSIGHT COMMITTEE 2016

The Registration Oversight Committee is comprised of 3 to 6 Board members including the Board Chair. (Three members are needed for a quorum). This Committee meets as required.

The Registration Oversight Committee determines decisions and outcomes for all inquiries and for matters brought to its attention arising from its delegated roles and responsibilities or referred to it by the Board pursuant to, and in accordance with, the relevant sections of the *Teachers Registration Act 2000*.

In 2016 the members of the Registration Oversight Committee were:

Stephen Mannering	Board Chair
Adam Croser	
Andrew Frith	(Jan - Mar)
Bernadette Henry	(Apr - Dec)
Malcolm Wells	
Stephen Norris	(Jan - Mar)
Jan Mansfield	(Apr - Dec)

TABLE 43: DETERMINATIONS MADE BY THE REGISTRATION OVERSIGHT COMMITTEE

Determinations Made by the Registration Oversight Committee	2016
New Matters in 2016	8
Matters Carried Over from 2015	0
Total	8
Of these Matters	
Inquiry Determinations	4
s13A Determination of Application for Registration	0
s24B Emergency Suspension Enactment	3
Other	1
Reasons for Emergency Suspension	
s17J(a) Charge/Conviction	0
s17J(b)(ii) Behaviour (Disgraceful/Improper)	3
Determination of Application	
s13A(2)(a)(ii) Refusal to Grant Registration	N/A

UNIVERSITY OF TASMANIA – STUDENT GOOD CHARACTER DETERMINATIONS 2016

All students must satisfy the Board that they are of Good Character and Fit to be a Teacher before being granted a Student Good Character Determination.

In determining Good Character the Board takes into account:

- any conviction of, or charge made against, the person; and
- any behaviour of the person that –
 - does not satisfy a standard of behaviour generally expected of a teacher; or
 - is otherwise disgraceful or improper; and
- the Board may also take into account any other matter the Board considers relevant.

In determining Fitness to Teach the Board takes into account:

- any medical, psychiatric or psychological condition of the individual; and
- any other matter it considers relevant.

In making a determination about an applicant's Good Character and Fitness to Teach, the Board considers

- employment history;
- any previous and/or current disciplinary proceedings;
- a National Police History Check and, if applicable, an International Record of Convictions;
- any medical, psychiatric or psychological conditions, and
- the declarations made by applicants in relation to these matters.

NATIONAL POLICE HISTORY CHECK

In 2016 a total of 380 National Police History Checks were conducted by the Board for University of Tasmania Initial Teacher Education students.

TABLE 44: DETERMINATION OF APPLICATION FOR STUDENT GOOD CHARACTER DETERMINATION (SGCD)

Determination of Application for Student Good Character Determination (SGCD)	2016
New Matters in 2016	9
Matters Carried Over from 2015	1
Total	10
Of these Matters	
Matters Currently in Process	1
Applications Withdrawn or Made Dormant	0
Minor Matters (SGCD Granted - Referred for Note Only)	6
Matters Referred for Decision	3
Of the Matters Referred for Decision	
SGCD Granted	3
SGCD Refused	0

TABLE 45: STUDENT GOOD CHARACTER DETERMINATION (SGCD) NOTIFICATION OF CHARGES/CONVICTIONS

Student Good Character Determination (SGCD) Notification of Charges/Convictions	2016
New Matters in 2016	4
Matters Carried Over from 2015	0
Total	4
Of these Matters	
Matters Currently in Process	1
Minor Matters - Caution/Reminder Emails Sent	1
Matters Referred for Decision	2
Of the Matters Referred for Decision	
SGCD Maintained	2
SGCD Cancelled	0

REQUESTS FOR REVIEW OF BOARD DECISIONS - MAGISTRATES COURT (ADMINISTRATIVE APPEALS DIVISION)

There was 1 application lodged during this time.



FINANCIAL STATEMENTS FOR THE YEAR 1 JULY 2015 TO 30 JUNE 2016

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STATEMENT OF CERTIFICATION



TEACHERS
REGISTRATION
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Battery Point 7004

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The accompanying Financial Statements of the Teachers Registration Board of Tasmania are in agreement with the relevant accounts and records and have been prepared in compliance with the requirements of the Teachers Registration Act 2000 and the Audit Act 2008 to present fairly the financial transactions for the year ended 30 June 2016 and the financial position as at 30 June 2016.

At the date of signing, I am not aware of any circumstances which would render the particulars included in the Financial Statements misleading or inaccurate.

A handwritten signature in black ink, appearing to read 'S. Mannering'.

Stephen Mannering
CHAIRPERSON

STATEMENT OF COMPREHENSIVE INCOME FOR THE YEAR ENDED 30 JUNE 2016

Continuing operations	Notes	2016 Actual \$	2015 Actual \$
Revenue and other income from transactions			
Teachers registration fees	1.1	1,343,087	1,183,186
Grants	1.2	11,352	18,525
Other revenue	1.3	...	203,883
Total revenue and other income from transactions		1,354,439	1,405,594
Expenses from transactions			
Employee benefit	2.1	959,064	943,968
Depreciation and amortisation	2.2	48,991	49,159
Supplies and consumables	2.3	414,063	295,655
Other expenses	2.4	9,721	61,499
Total expenses from transactions		1,431,839	1,350,281
Net result from transactions (net operating balance)		(77,400)	55,313
Comprehensive result		(77,400)	55,313

This Statement of Comprehensive Income should be read in conjunction with the accompanying notes.

STATEMENT OF FINANCIAL POSITION AS AT 30 JUNE 2016

Assets	Notes	2016 Actual \$	2015 Actual \$
Financial assets			
Cash and deposits	6.1	1,798,119	1,432,985
Receivables	3.1	39,535	57,076
Non-financial assets			
Intangibles	3.2	....	45,597
Plant and equipment	3.3	35,517	36,556
Total assets		1,873,171	1,572,214
Liabilities			
Payables	4.1	16,122	10,785
Employee benefits	4.2	257,808	255,192
Revenue received but not yet earned	4.3	648,595	278,191
Total liabilities		922,525	544,168
Net assets		950,646	1,028,046
Equity			
Accumulated funds		950,646	1,028,046
Total equity		950,646	1,028,046

This Statement of Financial Position should be read in conjunction with the accompanying notes.

STATEMENT OF CASH FLOWS FOR THE YEAR ENDED 30 JUNE 2016

Cash flows from operating activities	Notes	2016 Actual \$	2015 Actual \$
Cash inflows			
Teachers registration fees		1,713,491	950,167
GST receipts		17,938	17,807
Other cash receipts		30,673	165,331
Total cash inflows		1,762,102	1,133,305
Cash outflows			
Employee benefits		(954,598)	(845,906)
GST payments		(20,817)	(15,309)
Other cash payments		(419,198)	(353,927)
Total cash outflows		(1,394,613)	(1,215,142)
Net cash from/(used by) operating activities	6.2	367,489	(81,837)
Cash flows from investing activities			
Cash outflows			
Payments for acquisition of non-financial assets		(2,355)	(2,136)
Total cash outflows		(2,355)	(2,136)
Net cash from/(used by) investing activities		(2,355)	(2,136)
Net increase/(decrease) in cash held		365,134	(83,973)
Cash and deposits at the beginning of the reporting period	6.1	1,432,985	1,516,958
Cash and deposits at the end of the reporting period		1,798,119	1,432,985

This Statement of Cash Flows should be read in conjunction with the accompanying notes.

STATEMENT OF CHANGES IN EQUITY FOR THE YEAR ENDED 30 JUNE 2016

	Accumulated Funds \$	Total Equity \$
Balance as at 1 July 2015	1,028,046	1,028,046
Total comprehensive result	(77,400)	(77,400)
Balance as at 30 June 2016	950,646	950,646

	Accumulated Funds \$	Total Equity \$
Balance as at 1 July 2014	972,733	972,733
Total comprehensive result	55,313	55,313
Balance as at 30 June 2015	1,028,046	1,028,046

This Statement of Changes in Equity should be read in conjunction with the accompanying notes.

NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 30 JUNE 2016

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NOTE 1: INCOME FROM TRANSACTIONS

Income is recognised in the Statement of Comprehensive Income when an increase in future economic benefits related to an increase in an asset or a decrease of a liability has arisen that can be measured reliably.

1.1 Teacher registration fees

Revenue from fees is recognised in the period to which it relates. The provisions contained in AASB 1004 Contributions do not apply to the Teachers Registration Board of Tasmania (the Board) in regards to these fees.

	2016 \$	2015 \$
Teacher registration fees	1,343,087	1,183,186
Total	1,343,087	1,183,186

1.2 Grants

Grants are recognised as revenue when the Board gains control of the underlying assets.

	2016 \$	2015 \$
Action Now: Classroom Ready Teachers grant	11,352	18,525
Total	11,352	18,525

1.3 Other revenue

Revenue from other sources is recognised as revenue when the Board obtains control over the assets comprising the contributions. Control is normally obtained upon their receipt.

	2016 \$	2015 \$
Eligible termination payment offset from the Department of Education for the former Chief Executive Officers final payment	165,332
Transfer of accrued leave entitlements from NSW Department of Education and Communities re: Registrar of Teachers Registration Board of Tasmania	38,551
Total		203,883

NOTE 2: Expenses from Transactions

Expenses are recognised in the Statement of Comprehensive Income when a decrease in future economic benefit related to a decrease in asset or an increase of a liability has arisen that can be measured reliably.

2.1 Employee benefits

Employee benefits include, where applicable, entitlements to wages and salaries, annual leave, sick leave, long service leave, superannuation and other post-employment benefits.

(a) Employee Expenses

	2016 \$	2015 \$
Wages and salaries (including fringe benefits and non monetary components)	721,211	704,102
Annual leave	53,565	45,287
Sick leave	30,371	20,425
Long service leave	49,428	77,913
Superannuation - defined contribution scheme	54,789	49,569
Superannuation - defined benefit scheme	49,700	46,672
959,064	959,064	943,968

Superannuation expenses relating to defined benefits schemes relate to payments into the Consolidated Fund. The amount of the payment is based on an employer contribution rate determined by the Treasurer, on the advice of the State Actuary. The current employer contribution is 12.75 per cent of salary.

Superannuation expenses relating to defined contribution schemes are paid directly to superannuation funds at a rate of 9.5 per cent of salary. In addition, the Board are also required to pay into the Consolidated Fund a "gap" payment equivalent to 3.25 per cent of salary in respect of employees who are members of contribution scheme.

(b) Key management personnel

Key management personnel are those persons having authority and responsibility for planning directing and controlling the activities of the Board, directly or indirectly.

Remuneration during 2015-16 for key personnel is set by the State Service Act 2000. The Board is currently managed by the Registrar who is remunerated at Band 9 under the Tasmanian State Service award general stream.

2.2 Depreciation and amortisation

All applicable non-financial assets having a limited useful life are systematically depreciated over their useful lives in a manner which reflects the consumption of their service potential. Depreciation is provided for on a straight-line basis, using rates which are reviewed annually. All intangible assets having a limited useful life are amortised on a straight line basis over their estimated useful life. Major depreciation asset categories and their useful lives are:

Plant and equipment	3 - 20 years
Intangible asset	4 years

	2016 \$	2015 \$
Depreciation		
Plant and equipment	3,394	3,563
Amortisation		
Intangible asset - Online Client Management System	45,597	45,596
Total	48,991	49,159

2.3 Supplies and consumables

	2016 \$	2015 \$
Audit fees	3,110	3,040
Consultants	10,557	913
Property services	77,011	69,787
Maintenance	10,236	5,475
Communications	13,287	10,912
Information technology	39,108	28,103
Travel and transport	22,522	19,011
Sitting Fees	26,276	30,764
Criminal history checks	152,170	46,881
Printing and document reproduction	4,778	4,072
Conferences, seminars and meetings	807	6,490
Transfer expenses	....	5,200
Materials and supplies	4,607	3,045
Photocopying	1,306	3,584
Postage, courier and freight	5,391	4,908
Relief reimbursement	6,284	10,146
Catering	1,829	2,354
Equipment lease	2,677	2,375
Service Level Agreement*	23,653	25,653
Other supplies and consumables	8,454	12,942
Total	414,063	295,655

*This relates to an agreement between the Board and the Department of Education for the Department to provide corporate services, and the management of specific expenditure on behalf of the Board.

2.4 Other expenses

Other expenses are recognised when the associated service or supply has been provided.

Employee benefits - on-costs*	....	51,778
Workers' compensation premiums	9,721	9,721
Total	9,721	61,499

*The internal charge to meet the payroll tax budget reduction was ceased effective 1 July 2015.

NOTE 3: ASSETS

An asset is recognised in the Statement of Financial Position where it is probable that the future economic benefits flow to the Board and the asset has a cost or a value that can be measured reliably.

3.1 Receivables

Receivables are recognised at amortised cost, less any impairment losses, however, due to the short settlement period, receivables are not discounted back to their present value.

	2016 \$	2015 \$
Receivables	38,551	57,076
Tax assets	984	....
Total	39,535	57,076
Settled within 12 months	39,535	57,076

3.2 Intangibles

An intangible asset is recognised where: it is probable that an expected future benefit attributable to the asset will flow to the Board; and the cost of the asset can be reliably measured.

Intangible assets held by the Board are valued at fair value less any subsequent accumulated amortisation and any subsequent accumulated impairment losses where an active market exists. Where no active market exists, intangibles are valued at cost less any accumulated amortisation and any accumulated impairment losses.

The asset capitalisation threshold adopted by the Board is \$10,000 for intangible assets.

(a) Carrying amount

	2016 \$	2015 \$
Intangibles		
At cost: Online Client Management System	208,260	208,260
Less: Accumulated amortisation	(208,260)	(162,663)
Total	....	45,597

(b) Reconciliation of movements

	2016 \$	2015 \$
Intangibles		
Carrying amount at start of year	45,597	91,193
Amortisation expense	(45,597)	(45,596)
Total	....	45,597

3.3 Plant and equipment

(i) Valuation basis

Plant and equipment assets are recorded at historic cost less accumulated depreciation and accumulated impairment losses.

(ii) Asset recognition threshold

The asset capitalisation threshold adopted by the Board is \$10,000 for intangible assets and major capital works, and \$1,000 for all other assets. Assets valued at less than these thresholds are charged to the Statement of Comprehensive Income in the year of purchase (other than where they form part of a group of similar items which are material in total).

(a) *Carrying amount*

Plant and equipment

At cost	91,062	88,707
Less: Accumulated depreciation	(55,545)	(52,151)
Total property, plant, equipment assets	35,517	36,556

(b) *Reconciliation of movements*

Reconciliations of the carrying amounts of each class of property, plant and equipment at the beginning and end of the current and previous financial year are set out below. Carrying value means the net amount after deducting accumulated depreciation and accumulated impairment losses.

Plant and Equipment

	2016 \$	2015\$
Carrying amount at start of year	36,556	37,983
Additions	2,355	2,136
Depreciation expense	(3,394)	(3,563)
TOTAL	35,517	36,556

NOTE 4: NOTE 4: LIABILITIES

Liabilities are recognised in the Statement of Financial Position when it is probable that an outflow of resources embodying economic benefits will result from the settlement of a present obligation and the amount at which the settlement will take place can be measured reliably.

4.1 Payables

Payables, including goods received and services incurred but not yet invoiced, are recognised at the amortised cost which due to the short settlement period, equates to face value, when the Board becomes obliged to make future payments as a result of a purchase of assets or services.

Creditors	16,122	9,596
Tax liability	....	1,189
Total	16,122	10,785
Settled within 12 months	16,122	10,785

4.2 Employee benefits

Key estimate and judgement

Liabilities for wages and salaries and annual leave are recognised when the employee becomes entitled to receive a benefit. Those liabilities expected to be realised within 12 months are measured as the amount expected to be paid. Other employee benefits are measured as the present value of the benefit at 30 June where the impact of discounting is material, and at the amount expected to be paid if discounting is not material.

A liability for long service leave is recognised, and is measured as the present value of expected future payments to be made in respect of services provided by employees up to the reporting date.

Accrued salaries	3,557	32,194
Annual leave	64,158	58,954
Long service leave	190,093	164,044
Total	257,808	255,192
Current	229,573	230,751
Non-current	28,234	24,441
Total	257,807	255,192

4.3 Revenue received but not yet earned

Where the Board has received funds for registrations across future years, the revenue will be recognised in the financial year in which the services have been provided by the Board.

	2016 \$	2015 \$
Revenue received but not yet earned	648,595	278,191
Total	648,595	278,191
Settled within 12 months	329,670	201,907
Settled in more than 12 months	318,925	76,284
Total	648,595	278,191

NOTE 5: COMMITMENTS AND CONTINGENCIES

5.1 Schedule of Commitments

Schedule of Commitments

Note: Commitments are GST inclusive where relevant.

By type

Operating Lease commitments		
Property	75,735	144,863
Operating leases	2,245	19,155
Total Operating Lease commitments	77,980	164,018

By maturity

Operating Lease commitments		
One year or less	71,799	78,522
From one to five years	6,181	85,496
Total Operating Lease commitments	77,980	164,018
Total	77,980	164,018

Note: Commitments are GST inclusive where relevant.

5.2 Contingent Assets and Liabilities

Contingent assets and liabilities are not recognised in the Statement of Financial Position due to uncertainty regarding the amount or timing of the underlying claim or obligation.

Unquantifiable Contingencies

The Board leases property under operating leases. The current lease contains a “make good provision”. A liability for this provision has not been recognised in the Statement of Financial Position as the value of this provision cannot be reliably measured.

NOTE 6: CASH FLOW RECONCILIATION**6.1 Cash and deposits**

Cash means notes, coins and deposits held at call with the Department of Education. Deposits are recognised at amortised cost, being their face value.

For the purpose of the Statement of Cash Flows and the Statement of Financial Position, cash included cash on hand and held in bank accounts.

	2016 \$	2015 \$
Cash held	1,798,119	1,432,985
Total cash and deposits	1,798,119	1,432,985

6.2 Reconciliation of Net Result to Net Cash from Operating Activities

Net result	(77,400)	55,313
Depreciation and amortisation	48,991	49,159
Decrease (increase) in receivables	17,541	(53,066)
Increase (decrease) in payables	5,337	1,273
Increase (decrease) in employee entitlements	2,616	98,503
Increase (decrease) in revenue rec'd in advance	370,404	(233,019)
Net cash from (used by) operating activities	367,489	(81,837)

NOTE 7: FINANCIAL INSTRUMENTS**7.1 Risk Exposures***(a) Risk management policies*

The Board has minimal exposure to the following risks from its use of financial instruments:

- credit risk;
- liquidity risk; and
- market risk.

The Head of Agency has overall responsibility for the establishment and oversight of the Department of Education's risk management framework, within which the Board's funds are held. Risk management policies are established to identify and analyse risks; to set appropriate risk limits and controls; and to monitor risks and adherence to limits.

(b) Credit risk exposures

Credit risk is risk of financial loss to the Board if a customer or counterparty to a financial instrument fails to meet its contractual obligation.

Due to the nature of the fees the Board is collecting, the Board does not issue invoices for fees. As such, the Board does not have a material credit risk.

(c) *Liquidity risk*

Liquidity risk is the risk that the Board will not be able to meet its financial obligations as they fall due. The Board's approach to managing liquidity is to ensure that it will always have sufficient liquidity to meet its liabilities when they fall due.

The Board regularly reviews budgeted cash outflows to ensure that there is sufficient cash to meet all obligations.

All payables declared within these financial statements are considered to be a current liability.

The Board expects that all payables accrued as at 30 June 2016 will be paid within 30 days.

(d) *Market risk*

Market risk is the risk that the fair value of future cash flows of a financial instrument will fluctuate because of changes in market prices. The primary market risk is interest rate risk. The Board does not have interest bearing financial instruments.

7.2 Categories of Financial Assets and Liabilities

The carrying value of all financial assets and liabilities represents their fair value. All financial assets are classified as Loans and Receivables and all financial liabilities are classified as Financial Liabilities measured at amortised cost.

	2016 \$ \$'000	2015 \$'000
Financial assets		
Cash & Cash equivalents	1,798,119	1,432,985
Receivables	39,535	57,076
Total	1,837,654	1,490,061
Financial liabilities		
Payables	16,122	10,785
Total	16,122	10,785

7.3 Reclassifications of financial assets

The Board has made no reclassifications of any financial assets held for the financial year.

NOTE 8: OTHER SIGNIFICANT ACCOUNTING POLICIES AND JUDGEMENTS

There have been no events subsequent to balance date which would have a material effect on the Board's Financial Statements as at 30 June 2016.

8.1 Objectives and Funding

The Board has been established under the Teachers Registration Act 2000 to ensure that all children in Tasmanian schools are taught by skilled and qualified teachers, who are of good character and fit to teach.

As well as registering teachers, the Board promotes the teaching profession; takes action to improve professional teaching standards; approves initial teacher education courses, investigates complaints made under the Act, collaborates with corresponding registration authorities in Australia and New Zealand and maintains a code of professional ethics for the teaching profession.

The Board is funded through teacher registration fees. This financial report encompasses all funds through which the Board controls resources to carry on its functions.

8.2 Basis of Accounting

The Financial Statements are a general purpose financial report and have been prepared in accordance with:

- Australian Accounting Standards and interpretations issued by the Australian Accounting Standards Board.; and
- The Teachers Registration Act 2000.

The Financial Statements were signed by the chairperson of the Board on 12 August 2016.

Compliance with the Australian Accounting Standards (AASs) may not result in compliance with International Financial Reporting Standards (IFRS) as the AASs include requirements and options available to not-for-profit organisations that are inconsistent with IFRS. The Board is considered to be not-for-profit and has adopted some accounting policies under the AAS that do not comply with IFRS.

The Financial Statements have been prepared on an accrual basis and, except where stated, are in accordance with the historical cost convention. The accounting policies are generally consistent with the previous year.

8.3 Reporting Entity

The Financial Statements include all the controlled activities the Board. The Board is supported by the Department of Education, transactions reported here are also aggregated within the Department's Financial Statements.

8.4 Functional and Presentation Currency

These Financial Statements are presented in Australian dollars, which is the Board's functional currency.

8.5 Changes in Accounting Policies

(a) *Impact of new and revised Accounting Standards*

In the current year, the Board has adopted all of the new and revised Standards and Interpretations issued by the Australian Accounting Standards Board that are relevant to its operations and effective for the current annual reporting period. These include:

- 2013-9 Amendments to Australian Accounting Standards – Conceptual Framework, Materiality and Financial Instruments [Operative dates: Part A Conceptual Framework – 20 December 2013; Part B Materiality – 1 January 2015; Part C Financial Instruments – 1 January 2016] - The objective of this Standard is to make amendments to the Standards and Interpretations listed in the Appendix:
 - (a) as a consequence of the issue of Accounting Framework AASB CF 2013-1 Amendments to the Australian Conceptual Framework, and editorial corrections, as set out in Part A of the Standard;
 - (b) to delete references to AASB 1031 Materiality in other Australian Accounting Standards, and to make editorial corrections, as set out in Part B of the Standard; and
 - (c) as a consequence of the issuance of IFRS 9 Financial Instruments – Hedge Accounting and amendments to IFRS 9, IFRS 7 and IAS 39 by the IASB in November 2013, as set out in Part C of the Standard.

There is no financial impact to the Board.

- 2015-1 Amendments to Australian Accounting Standards – Annual Improvements to Australian Accounting Standards 2012-2014 Cycle [AASB 1, AASB 2, AASB 3, AASB 5, AASB 7, AASB 11, AASB 110, AASB 119, AASB 121, AASB 133, AASB 134, AASB 137 & AASB 140] – The objective of this Standard is to make amendment to Australian Accounting Standards that arise from the issuance of International Financial Reporting Standard Annual Improvements to IFRSs 2012-2014 Cycle by the IASB. This Standard applies to annual reporting periods beginning on or after 1 January 2016. The Board has determined that the potential financial impact is nil.
- AASB 2015 -2 Amendments to Australian Accounting Standards – Disclosure Initiative: Amendments to AASB 101 [AASB 7, AASB 101, AASB 134 & AASB 1049] – The objective of this Standard is to amend AASB 101 to provide clarification regarding the disclosure requirements in AASB 101. This Standard applies to annual reporting periods beginning on or after 1 January 2016. This has resulted in some changes in the presentation of these financial statements.
- AASB 2015-3 Amendments to Australian Accounting Standards arising from the Withdrawal of AASB 1031 Materiality – The objective of this Standard is to effect the withdrawal of AASB 1031 Materiality and to delete references to AASB 1031 in the Australian Accounting Standards. This Standard is applicable to annual reporting periods beginning on or after 1 July 2015. The Board has determined that the potential financial impact is nil.

(b) *Impact of new and revised Accounting Standards yet to be applied*

The following applicable Standards have been issued by the AASB and are yet to be applied:

- AASB 15 Revenue from Contracts with Customers – The objective of this Standard is to establish the principles that an entity shall apply to report useful information to users of financial statements about the nature, amount, timing, an uncertainty of revenue and cash flows arising from a contract with a customer. This Standard applies to annual reporting periods beginning on or after 1 January 2017. Where an entity applies the Standard to an earlier annual reporting period, it shall disclose that fact. The Board has not yet determined the potential effect of the revised standard on the Boards' financial statements.
- 2010-7, 2014-7 and 2015-7 Amendments to Australian Accounting Standards arising from AASB 9 – The objective of these Standards is to make amendments to various standards as a consequence of the issuance of AASB 9 Financial Instruments in December 2010. The Board has determined that the potential financial impact is nil.
- 2016-2 Amendments to Australian Accounting Standards – Disclosure Initiative: Amendments to AASB 107 – The objective of this Standard is to amend AASB 107 Statement of Cash Flows to require entities preparing statements in accordance with Tier 1 reporting requirements to provide disclosures that enable users of financial statements to evaluate changes in liabilities arising from financing activities, including both changes arising from cash flows and non-cash changes. This Standard applies to annual periods beginning on or after 1 January 2017. The impact is increased disclosure in relation to cash flows and non-cash changes.
- AASB 16 Leases – The objective of this Standard is to introduce a single lessee accounting model and require a lessee to recognise assets and liabilities for all leases with a term of more than 12 months, unless the underlying asset is of low value. This Standard applies to annual reporting periods beginning on or after 1 January 2019. The impact is enhanced disclosure in relation to leases. The Board has not yet determined the potential effect of the revised standard on the Boards' financial statements.

8.6 Comparative Figures

Comparative figures have been adjusted to reflect any changes in accounting policy or the adoption of new standards. There were no changes that needed to be made to the 2014-15 comparative figures.

Where amounts have been reclassified within the Financial Statements, the comparative statements have been restated.

8.7 Rounding

All amounts in the Financial Statements have been rounded to the nearest dollar unless otherwise stated.

8.8 Taxation

The Board is exempt from all forms of taxation except Fringe Benefits Tax and Goods and Services Tax.

8.9 Goods and Services Tax

Revenue, expenses and assets are recognised net of the amount of Goods and Services Tax, except where the GST incurred is not recoverable from the Australian Taxation Office. The net amount recoverable, or payable, to the Australian Taxation Office is recognised as an asset or liability within the Statement of Financial Position.

In the Statement of Cash Flows, the GST component of cash flows arising from operating, investing or financing activities which is recoverable from, or payable to, the Australian Taxation Office is, in accordance with the Australian Accounting Standards, classified as operating cash flows.



Independent Auditor's Report

To Members of the Tasmanian Parliament

Teachers Registration Board of Tasmania

Financial Report for the Year Ended 30 June 2016

Report on the Financial Report

I have audited the accompanying financial report of the Teachers Registration Board of Tasmania (the Board), which comprises the statement of financial position as at 30 June 2016 and the statements of comprehensive income, changes in equity and cash flows for the year ended on that date, a summary of significant accounting policies, other explanatory notes and the statement by the Chairperson of the Board.

Auditor's Opinion

In my opinion the Board's financial report:

- (a) presents fairly, in all material respects, its financial position as at 30 June 2016, and its financial performance, cash flows and changes in equity for the year then ended
- (b) is in accordance with the *Teachers Registration Act 2000* and Australian Accounting Standards.

The Responsibility of the Members of the Board for the Financial Report

The Members of the Board are responsible for the preparation and fair presentation of the financial report in accordance with Australian Accounting Standards and Section 34 of the *Teachers Registration Act 2000*. This responsibility includes establishing and maintaining internal controls relevant to the preparation and fair presentation of the financial report that is free from material misstatement, whether due to fraud or error; selecting and applying appropriate accounting policies; and making accounting estimates that are reasonable in the circumstances.

Auditor's Responsibility

My responsibility is to express an opinion on the financial report based upon my audit. My audit was conducted in accordance with Australian Auditing Standards. These Auditing Standards require that I comply with relevant ethical requirements relating to audit engagements and plan and perform the audit to obtain reasonable assurance as to whether the financial report is free of material misstatement.

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To provide independent assurance to the Parliament and Community on the performance and accountability of the Tasmanian Public sector.
Professionalism | Respect | Camaraderie | Continuous Improvement | Customer Focus

Strive | Lead | Excel | To Make a Difference

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial report. The procedures selected depend on my judgement, including the assessment of risks of material misstatement of the financial report, whether due to fraud or error. In making those risk assessments, I considered internal control relevant to the Members of the Board's preparation and fair presentation of the financial report in order to design audit procedures that are appropriate to the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Board's internal control. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of accounting estimates made by the Members of the Board, as well as evaluating the overall presentation of the financial report.

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

Independence

In conducting this audit, I have complied with the independence requirements of Australian Auditing Standards and other relevant ethical requirements.

The *Audit Act 2008* promotes the independence of the Auditor-General. The Auditor-General is the auditor of all Tasmanian public sector entities and can only be removed by Parliament. The Auditor-General may conduct an audit in any way considered appropriate and is not subject to direction by any person about the way in which audit powers are to be exercised. The Auditor-General has for the purposes of conducting an audit, access to all documents and property and can report to Parliament matters which in the Auditor-General's opinion are significant.

Tasmanian Audit Office



Phillip Chung
Group Leader Financial Audit
Delegate of the Auditor-General

Hobart
29 September 2016

...2 of 2

To provide independent assurance to the Parliament and Community on the performance and accountability of the Tasmanian Public sector.
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