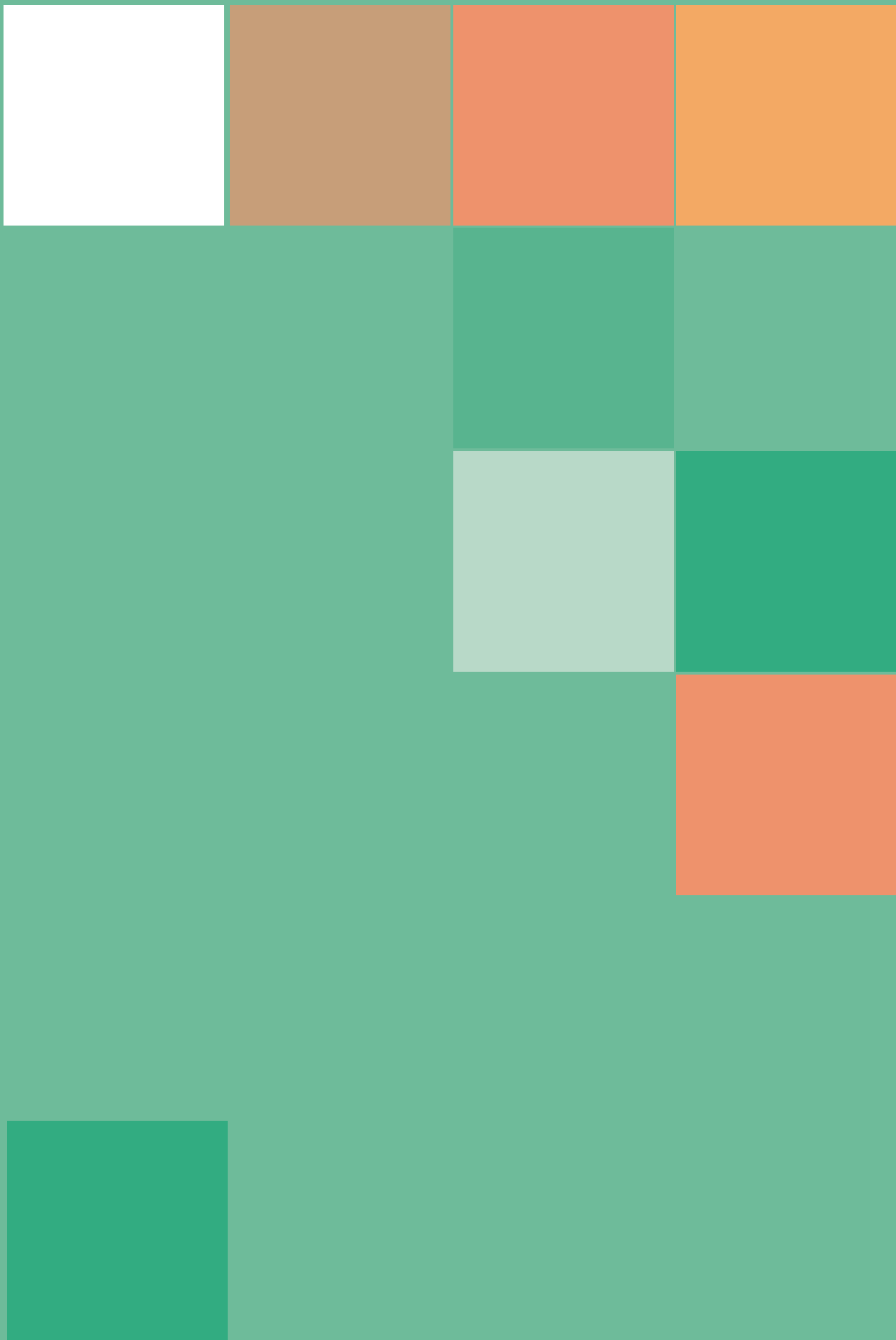




# *Annual Report* 2017



TEACHERS  
REGISTRATION  
BOARD TASMANIA



# LETTER TO THE MINISTER



TEACHERS  
REGISTRATION  
BOARD TASMANIA

GPO Box 539  
Hobart TAS 7001

213 Cambridge Road,  
Warrane, Tasmania 7018

t. (03) 6165 5977  
e. [trb.admin@trb.tas.gov.au](mailto:trb.admin@trb.tas.gov.au)  
w. [trb.tas.gov.au](http://trb.tas.gov.au)

April 2018

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

Dear Minister

I am pleased to submit the 2017 Annual Report of the Teachers Registration Board of Tasmania in accordance with Section 33 of the *Teachers Registration Act 2000*.

This report provides both written reports and an extensive array of data in regard to the wide-ranging responsibilities undertaken by the Teachers Registration Board of Tasmania.

During this period the Board has continued to pursue the required measures to ensure its future financial sustainability and to also ensure the work of the Board is being undertaken as efficiently and effectively as possible.

Finally, in submitting this report, I would like to once again 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 office of the TRB, the Registrar and all members of the Board.

Yours sincerely

Stephen Mannering  
Chair  
TEACHERS REGISTRATION BOARD OF TASMANIA

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# CHAIR'S FOREWORD

It is once again a pleasure and honour as Chair of the Tasmanian Teacher Registration Board to provide initial comment on this annual report of the activity of the TRB during 2017.

Teacher registration is central to maintaining a highly professional and quality teaching force. Teacher registration ensures that only those who are appropriately qualified, fit to teach and prepared for the demands and professional rigours of the classroom are able to work with the children and young adults in our schools and colleges.

It is also strongly recognised that teacher quality is central to the success of students and young adults as learners. The regulatory responsibilities of the Board play a vital role to achieving this by ensuring that teachers undertake relevant initial teacher education training, participate in ongoing professional learning once they have joined the profession and work through the requirements of the registration renewal processes in order to maintain their employment within the profession.

As outlined within this report, the Board works closely with the University of Tasmania to approve all courses which prepare teachers for employment in schools and colleges. Recently, in response to the Teacher Education Ministerial Advisory Group report, the Board has worked intensively with the University of Tasmania to ensure that its courses are able to meet the new Federal transition requirements for all teacher training programs.

The Board has also recognised that a number of teachers within Tasmania, once registered at a provisional level, were not undertaking the required measures, under nationally agreed processes and standards, to move to full registration. The Board has been working with all educational sectors to identify ways to significantly lift the number of eligible teachers to obtain full registration as it believes this will further enhance the reputation of the state's teachers in our schools and colleges and further improve teacher quality.

The Board has a close relationship with the Tasmanian Department of Education which is further facilitated through a documented service level agreement. The Board greatly appreciates the support provided to it by officers within the Department of Education, particularly as the Board considers ways to improve operational efficiency and to meet the increasing demands associated with regulating the teaching profession.

As outlined within this report, the Board office also has responsibility to undertake highly complex teacher disciplinary issues and associated inquiry processes. As Chair, I would like to thank all of the teachers who assist the Board in this work by participating in the Committees of Inquiry which frequently arise as a result of these matters.

In 2017 the following Board members concluded their service: Mr Malcolm Wells nominated by the Department of Education, Mr Stephen Burke as nominee of parents and Ms Lori Hocking nominated by TasTAFE.

I would like to particularly acknowledge the work of Mr Wells and Mr Burke. Both joined the Board in March 2013 and quickly turned their attention to developing a thorough understanding of the financial aspects and risk management issues relating to the Board's operations. Mr Wells, as inaugural Chair of the Audit and Risk Committee provided strong leadership and informed insight into all aspects of the Board's financial operations, risk management processes and corporate governance. Mr Burke also worked tirelessly to develop a thorough understanding of organisational cash flow and how best to ensure the future sustainability of the Board's financial position.

In 2017 it was agreed that the Board's future financial position would be greatly improved by leaving its city offices to occupy the previous administration offices of DoE Learning Services – Southern Region on the eastern shore in Warrane. This facility has increased office space for staff and has extensive parking areas. The financial savings achieved by this move will also contribute significantly to reducing annual operational costs.

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  
Chair

# REGISTRAR'S REPORT

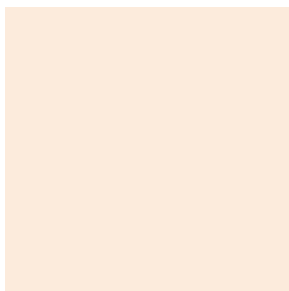
It is time to reflect upon the achievements of the Board in 2017. The category of a teacher's registration has come to the attention of many teachers due to the enactment of the *Education Act 2016* and the requirement that teachers appointed to the role of 'Principal' MUST have 'full' registration as opposed to 'provisional' registration. A person is eligible for provisional registration upon graduation from an initial teacher education course.

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Another cohort of teachers learnt of the need to have 'full' registration when, for those employed in the government sector, the Teachers Agreement 2017 required teachers to have full registration or they would be unable to reach the new band 1, level 13 in the pay scale.

This realisation that there were two categories of teacher registration was a first for many teachers and has led to an unprecedented 400% increase in demand of teachers wanting to undertake the change of category process. Many of these teachers had been teaching for years, however did not consider that having full registration was a benchmark of their teaching quality or did not see the value in being able to demonstrate their expertise at the 'proficient level' as opposed to the 'graduate teaching standard'.

The process requires a panel of three fully registered teachers to consider an applicant's portfolio that is annotated in line with the Australian Professional Standards for Teachers at the 'proficient' level and also requires three classroom observations to be undertaken and a report written and a recommendation made to the Board. The Board has been ably assisted in this process by a group of retired Principal facilitators who have been available to meet with applicants and their colleague teachers and provide guidance and wisdom in the process.





The process is rigorous, with Tasmania's reputation for quality teachers on the national line. The process must be credible and meet national agreements about consistency. The status of full registration is a national benchmark for teacher competence.

The Board is grateful that this benchmark is being given professional recognition. Eighty-seven teachers changed category in 2016 and over two-hundred were approved in 2017 from over three hundred and fifty applications.

The Board is to be congratulated for continually expecting that those wanting to teach in Tasmania are fit to teach AND have the ability to do so. Not only is a teacher's behaviour relevant to this standard but also their competence in the classroom. The Board has exercised due diligence in requiring teachers, particularly those who have been away from the classroom for many years to prove to the Board their skills in relation to the Australian Professional Standards for Teachers. The Board staff are also responsible for the careful checking of qualifications. Teachers seeking registration after significant periods of absence from classroom teaching should expect scrutiny of their experience and qualifications. The same applies to schools when recruiting for the Principal role, as significant breaks in service can preclude applicants from full registration and thus from a Principal's role. The need for schools and human resources departments to consider the registration category and type of registration is never more relevant than now.

The Board has also given due diligence to its financial situation. As the Board relies upon teacher fees for its revenue, some decisions were made in 2017 to assist with the Board's financial sustainability. The paramount decision involved moving from the one and only home the Board had known in Battery Point to a site owned by the Department of Education (the former Learning Services South building) behind Warrane Primary School. The Board thanks the Department for its assistance in the move to the eastern shore. This move will be appreciated by teachers who need to visit the Board as there is plenty of off-street parking and thus no need to feed a meter.

Highlights of 2017 include the involvement of the Tasmanian Teachers Registration Board with Australasian Teacher Regulatory Authorities (ATRA) who, as a body, work collegially to ensure similarity of decision making in the teacher registration, discipline, qualifications and accreditation of initial teacher education course areas across state and territory jurisdictions.

The Board staff, particularly the Registrar and the Manager of Professional Standards, have worked closely with Australian Institute for Teaching and School Leadership (AITSL) and thank them for their support when needed.

The Annual Report spans the 12-month period from 1 January 2017 to 31 December 2017 and includes the 2016/2017 Financial Statement. The next Annual Report will be published in April 2019 and will be for the period 1 January 2018 to 31 December 2018. It will include the 2017/2018 financial Statement.

In closing, I wish to thank the Board's hard working office staff for their dedication and professionalism during 2017. The staff continue to deliver the services required pursuant to the *Teachers Registration Act 2000*, and always operate 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

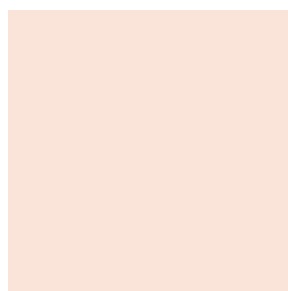
*The Teachers Registration Act 2000 was proclaimed on 1 January 2002 establishing the Board as an independent statutory body with its composition, functions and powers defined under the Act. Amendments to the Act, proclaimed on 1 January 2010, established the Board as a body corporate.*

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The Teachers Registration Board works for the community, education employers and the 11,294 registered teachers of Tasmania as at 22 November 2017. 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, taking disciplinary action where appropriate in relation to registered teachers or holders of limited authorities, and conferring and collaborating 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 of 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 2017 – MARCH 2017**

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

**TABLE 2: BOARD**  
**MARCH 2017 – AUGUST 2017**

<b>Stephen Mannering</b>	Chair
<b>Allan Clark</b>	Catholic Education Office nominee
<b>Jan Mansfield</b>	Practising teacher nominee (Department of Education)
<b>Jodee Wilson</b>	Department of Education nominee
<b>Stephen Norris</b>	Independent Schools Tasmania nominee
<b>Michael Hayen</b>	Australian Education Union nominee
<b>Adam Croser</b>	Independent Education Union Tasmania nominee
<b>Lynette Tunbridge</b>	Tasmanian Independent School Teachers Association nominee
<b>Helen Chick</b>	University of Tasmania nominee
<b>Vacant</b>	Parent group involved in education nominee
<b>Bernadette Henry</b>	Practising teacher nominee (TasTAFE)
<b>Lori Hocking</b>	TasTAFE Nominee

**TABLE 3: BOARD  
AUGUST 2017 – SEPTEMBER 2017**

<b>Stephen Mannering</b>	Chair
<b>Allan Clark</b>	Catholic Education Office nominee
<b>Jan Mansfield</b>	Practising teacher nominee (Department of Education)
<b>Jodee Wilson</b>	Department of Education nominee
<b>Stephen Norris</b>	Independent Schools Tasmania nominee
<b>Michael Hayen</b>	Australian Education Union nominee
<b>Adam Croser</b>	Independent Education Union Tasmania nominee
<b>Lynette Tunbridge</b>	Tasmanian Independent School Teachers Association nominee
<b>Helen Chick</b>	University of Tasmania nominee
<b>Vacant</b>	Parent group involved in education nominee
<b>Bernadette Henry</b>	Practising teacher nominee (TasTAFE)
<b>Vacant</b>	TasTAFE Nominee

**TABLE 4: BOARD  
SEPTEMBER 2017 – DECEMBER 2017**

<b>Stephen Mannering</b>	Chair
<b>Allan Clark</b>	Catholic Education Office nominee
<b>Jan Mansfield</b>	Practising teacher nominee (Department of Education)
<b>Jodee Wilson</b>	Department of Education nominee
<b>Stephen Norris</b>	Independent Schools Tasmania nominee
<b>Michael Hayen</b>	Australian Education Union nominee
<b>Adam Croser</b>	Independent Education Union Tasmania nominee
<b>Lynette Tunbridge</b>	Tasmanian Independent School Teachers Association nominee
<b>Helen Chick</b>	University of Tasmania nominee
<b>Kirsten Adams</b>	Parent nominee representing students from the Independent sector
<b>Bernadette Henry</b>	Practising teacher nominee (TasTAFE)
<b>Vacant</b>	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 2017 to 31 December 2017.

## 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 Coordinator Professional Conduct.

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, 11 of the 16 existing policies were reviewed/updated and endorsed/confirmed.

**TABLE 5: BOARD POLICIES REVIEWED IN 2017**

Policy	2017 Status
Applying for Registration Policy	Reviewed/Updated
Applying for Registration under Mutual Recognition 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
Teaching Under Direct Supervision	Reviewed/Updated

**TABLE 6: BOARD POLICIES NOT REVIEWED IN 2017**

Policy	2017 Status
Board Allowances – Travel, Accommodation etc. Policy	Not Reviewed/Updated
Record of Convictions Policy	Not Reviewed/Updated
Renewal of Registration Policy	Not Reviewed/Updated
Risk Management Policy	Not Reviewed/Updated
Specialist Vocational Education and Training Registration	Not Reviewed/Updated

## BOARD MEETING DATES 2017

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

**TABLE 7: BOARD MEETING DATES 2017**

Date	Venue
31 January	Teachers Registration Board Room, 2 Kirksway Place, Battery Point
8 March	Teachers Registration Board Room, 2 Kirksway Place, Battery Point
11 May	Teachers Registration Board Room, 2 Kirksway Place, Battery Point
27 June	Teachers Registration Board 213 Cambridge Road, Warrane
9 August	Teachers Registration Board 213 Cambridge Road, Warrane
28 September	Teachers Registration Board 213 Cambridge Road, Warrane
21 November	Teachers Registration Board 213 Cambridge Road, Warrane

# BOARD ADMINISTRATION

## STAFFING ALLOCATION AND BOARD ADMINISTRATION

There were a number of changes to Board office personnel and the office staffing structure during the reporting period. For the majority of 2017 the Board office operated with an overall Full Time Equivalent (FTE) staffing of 8.8.

**TABLE 8: STAFFING ALLOCATION (SUMMARISED) 2017**

Position	Allocated (FTE)
Registrar	1.0
Manager, Registration & IT Systems	0.8
Manager, Professional Standards & Registration/Project Officer: Certification	0.8
Professional Conduct Officers	1.8
Co-ordinator Professional Conduct	1.0
Executive Support Officer	0.8
Registration Officers	2.2
Clerk	0.4

The staffing budget for the reporting period was \$1,162,000. This allocation was established to ensure that staffing costs were sustainable given 2017 revenue predictions. Actual expenditure for the 2017 calendar year was under the calendar year budget predictions at approximately \$1,043,000.

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 2016/2017 financial year the Board paid the Department a fee of \$64,000 for services provided under the Agreement. The Agreement is subject to annual review.

The Board also contracts with 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 until July 2017. The Board relocated its office in June 2017 to a Department of Education owned premises located at 213a Cambridge Road, Warrane.

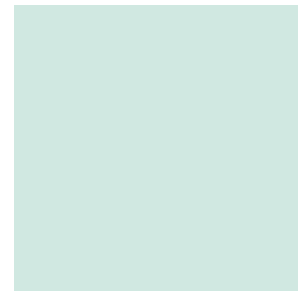
## BOARD FEES AND FUNDS

Board fees are specified in Regulations established under the *Teachers Registration Act 2000*. Board fees are defined in Fee Units. The actual dollar value for each fee units 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 in addition to the Board Chair and an independent person to provide expert advice and opinion to the Committee.





# 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 fulfil its governance responsibilities in regard to risk management, financial reporting and audit processes. The Committee met three times in 2017.

Three Board members make up the committee, with the Chair of the Board and the Registrar also attending meetings. The Committee is supported by the Board's Executive Officer. We welcomed Helen Chick and Allan Clark to the Committee in 2017 and thank Malcolm Wells and Stephen Burke for their contribution as retiring Board members.

Over the last 12 months the committee has, at the direction of the Board, continued to review and improve the Board's Risk Register, review the financial statements and supported the development of the Annual Budget. In addition, the Committee oversaw the development of the modelling document on incremental fee increases before its submission to the Board.

In 2018 we look forward to the review of the policies of the Board. This will include the Code of Professional Ethics for the Teaching Profession in Tasmania and other policies as prioritised.

I would like to thank Peter Dane, external Committee member for his contributions to the Audit and Risk Committee and Jason Sowell from the Department of Education for his important contributions in preparing and explaining the financial reports and position of the Board.

Lyn Tunbridge  
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 within each jurisdiction 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 Officers' 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 and Chair hosted the ATRA Special General Meeting held in Hobart on 23 and 24 February 2017 and the Registrar and the Chair attended the Annual General Meeting held in Adelaide on the 31 August and 1 September 2017. The agenda for these meetings included:

- Reports from all Teacher Regulatory Authorities in Australia and New Zealand;
- Discussion on the structure and purpose of ATRA;
- Reports from Officers representing ATRA on:
  - National Initial Teacher Education Advisory Committee
  - The Workforce National Data Strategy;
- A Presentation from staff working at the Royal Commission into Institutional Responses to Child Sexual Abuse;
- A Presentation from the NSW Education Standards Authority about their structure and focus; and
- Discussions on:
  - accreditation of initial teacher education programs and supporting quality teacher graduates,
  - IFTRA (International Federation of Teacher Regulatory Authorities) and the conference in April 2018 in New Zealand,
  - The Teacher Performance Assessment and its' implementation into ITE courses, and
  - Limited Authorities to Teach and similar Board approvals.

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.

# 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 (section 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  
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;
- Communicating with registered teachers advising them of their registration status and reminding teachers due to renew their registration to do so;
- 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 utilising 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 – THIS INVOLVES:

- 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:

- a. be registered; or
- b. be granted a Limited Authority; or
- c. 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:

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

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

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## REGISTRATION PATHWAYS

There are two pathways to registration in Tasmania:

- a. general registration<sup>1</sup> (either provisional or full registration); and
- b. 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.

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

As of 22 November 2017, there were 11,294 individuals on the Register.

**TABLE 9**

Type and Category of Registration	Number	Percentage of Total
Full Registration	7125	63.09%
Provisional Registration	3453	30.57%
Specialist VET Registration	670	5.93%
Provisional Registration & Specialist VET Registration	32	0.28%
Full Registration & Specialist VET Registration	14	0.12%
<b>Total</b>	<b>11294</b>	<b>100.00%</b>

## DEMOGRAPHIC PROFILE OF TASMANIAN REGISTRANTS

**TABLE 10**

Teachers by Gender and Age Range							
Number				Percentage			
Age range	Female	Male	Total	Age range	Female	Male	Total
20 - 24	129	33	162	20 - 24	1.14%	0.29%	1.43%
25 - 29	653	227	880	25 - 29	5.78%	2.01%	7.79%
30 - 34	847	338	1185	30 - 34	7.50%	2.99%	10.49%
35 - 39	973	372	1345	35 - 39	8.62%	3.29%	11.91%
40 - 44	924	382	1306	40 - 44	8.18%	3.38%	11.56%
45 - 49	995	384	1379	45 - 49	8.81%	3.40%	12.21%
50 - 54	937	366	1303	50 - 54	8.30%	3.24%	11.54%
55 - 59	1148	486	1634	55 - 59	10.16%	4.30%	14.47%
60 - 64	965	380	1345	60 - 64	8.54%	3.36%	11.91%
65 - 69	369	198	567	65 - 69	3.27%	1.75%	5.02%
70 - 74	105	55	160	70 - 74	0.93%	0.49%	1.42%
75 and over	17	11	28	75 +	0.15%	0.10%	0.25%
<b>Total</b>	<b>8062</b>	<b>3232</b>	<b>11,294</b>	<b>Total</b>	<b>71.38%</b>	<b>28.62%</b>	<b>100.00%</b>

At 22 November 2017, approximately 57% of all registrants were aged 45 years and over.



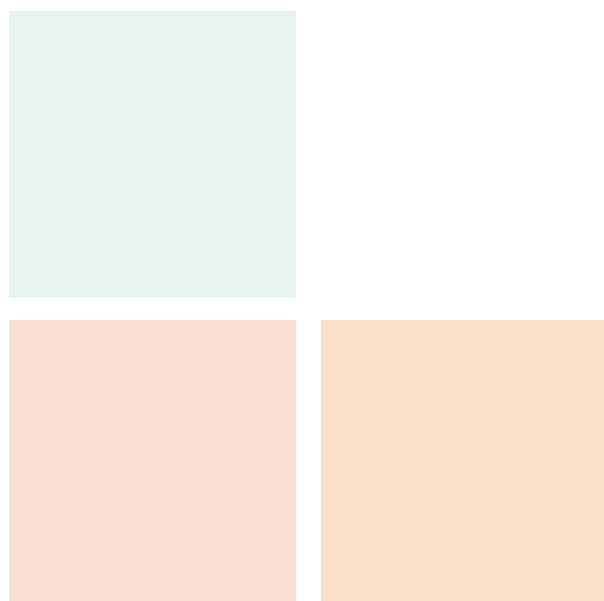
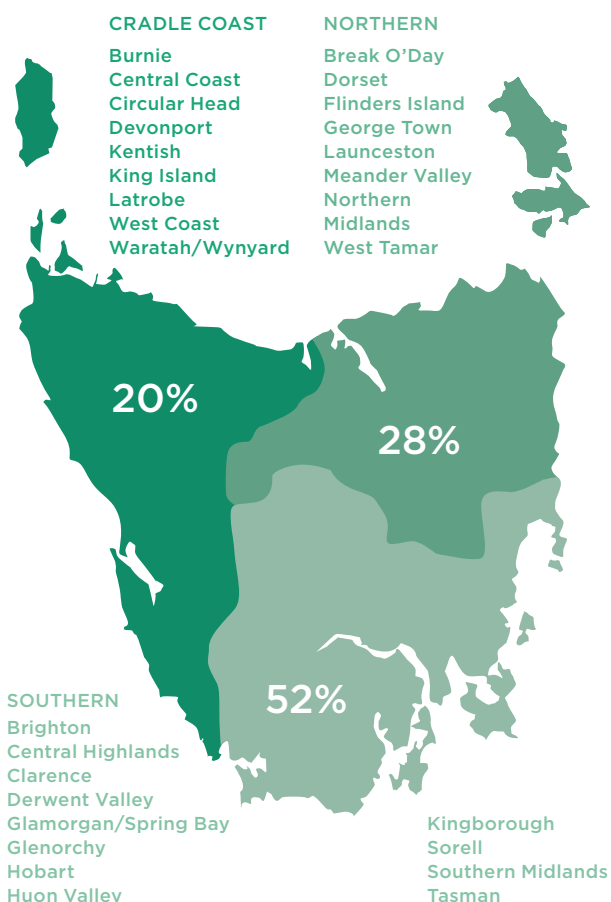
## REGION OF BIRTH:

88.29% of the total Registered teachers were born in Australia:

Of those born outside Australia, the majority (7.27%) 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 99.77% of Tasmanian registered teachers were residing in Australia
2. Of this group 98.38% listed a Tasmanian address as their residential address
3. Of those residing in Tasmania, 52.39% were in the southern area, 28.03% were in the northern area and 19.58% 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, three applicants were formally refused registration as a result of being unable to meet qualification requirements.

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 22 NOVEMBER 2017

The total number of ITE qualifications held by teachers on the Register as at 22 November 2017 was 9,723.

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 11: LEVEL OF ITE QUALIFICATION HELD BY GENDER OF REGISTRANT**

AQF Level	Female	Male	Total
Certificate	66	17	83
Certificate IV	1		1
Diploma	1223	506	1729
Advanced Diploma	4	7	11
Bachelor	4942	1654	6596
Graduate Certificate	42	18	60
Graduate Diploma	351	209	560
Master	443	167	610
Other	50	23	73
<b>Total</b>	<b>7122</b>	<b>2601</b>	<b>9723</b>

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

**TABLE 12: COUNTRY OF STUDY - (TOP 5)**

Country	Number of Qualifications
Australia	9439
United Kingdom	123
United States of America	33
South Africa	32
New Zealand	31

97.08% of the initial teacher education qualifications held by registered teachers as at 22 November 2017 were gained in Australia.

## VOCATIONAL QUALIFICATIONS HELD BY SPECIALIST VET TEACHERS REGISTERED AT THE 22 NOVEMBER 2017.

The total number of vocational qualifications held by the 716 teachers with Specialist VET registration (including those teachers holding SpVET registration and general registration) was 2513 at 22 November 2017.

- 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=1049)
- Industry qualifications (n=1464)

**TABLE 13: VOCATIONAL EDUCATION AND TEACHING QUALIFICATIONS BY LEVEL**

AQF Level	Number
Certificate	13
Certificate IV	895
Diploma	77
Bachelor	51
Vocational Graduate Certificate	1
Graduate Certificate	1
Graduate Diploma	3
Other	8
<b>Total</b>	<b>1049</b>

TABLE 14: INDUSTRY QUALIFICATIONS BY FIELD OF EDUCATION<sup>2</sup> AND LEVEL

Field of Education AQF Level	Certificate	Certificate II	Certificate III	Certificate IV	Diploma	Diploma	Advanced Diploma	Bachelor	Vocational Graduate Certificate	Graduate Certificate	Master	Doctorate	Other <sup>^</sup>	Total
Natural and Physical Sciences					1	1	26			1	3			32
Information Technology	1	6	11	14	12		3			2	1		5	55
Engineering and Related Technologies	71	14	74	13	8	7	5	1		1			18	212
Architecture and Building	22		45	19	6	3	1		1		1		7	105
Agriculture, Environmental and Related Studies	5	4	10	11	19	7	5		1	1	2		2	67
Health	10		7	29	19	1	29		6	10	8		10	129
Education**	5	2	5	2	7	1	6		9	4	12		3	56
Management and Commerce	10	5	35	69	106	30	26		14	7	6		9	317
Society and Culture	2	1	28	37	45	25	19		5	3	1	9	4	179
Creative Arts	8	3	4	10	26	3	53			3	5		4	119
Food, Hospitality and Personal Services	40	11	68	44	11	1							6	181
Mixed Field Programmes			1						1					2
Other*	7			1									2	10
<b>Total</b>	<b>181</b>	<b>46</b>	<b>288</b>	<b>249</b>	<b>260</b>	<b>79</b>	<b>173</b>	<b>1</b>	<b>37</b>	<b>32</b>	<b>39</b>	<b>9</b>	<b>70</b>	<b>1464</b>

\* Field of education not specified

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

<sup>^</sup> Australian Qualification Level (AQF) level not specified

2 Fields of education using the Australian Standard Classification of Education

**TABLE 15: COUNTRY OF STUDY – TOP 5**

Country of Study	Number
Australia	2,502
United Kingdom	16
New Zealand	5
United States of America	2
Canada	2

98.7 % of the qualifications held by Specialist VET registration teachers as at 22 November 2017 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 55 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, 37 were from the University of Tasmania and 18 were from other Australian universities.

## EARLY REGISTRATION

The Board made a decision to grant early registration to 158 University of Tasmania students who had met all their requirements for graduation by November 2017. This enabled the group to register to teach prior to the December graduation, in the final six weeks of the Tasmanian school year.

## 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 16) 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 16: 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, three applicants were granted conditional registration which required them to satisfy the Board's English language proficiency requirements within two years.

No applicants were refused registration 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 at page 35 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 2017, the Board provided training for a group of retired Principals from the Department of Education Tasmania to develop an understanding of this process in order to provide assistance for schools to support applicants to change from provisional to full registration.

During the reporting period over 200 registrants changed their category of registration as per the Board's process.

The increased number of applicants was attributed to changes to the *Education Act 2016* from 1 July 2017, requiring all Principals to hold full registration and changed requirements for DoE teachers in promoted positions to hold full registration by 31 December 2017. As evidenced by the table below a total of 230 registrants changed category in 2017 in 2016 this figure was only 87.

## REGISTRANTS WHO CHANGED THEIR CATEGORY OF REGISTRATION IN 2017

**TABLE 17: NUMBER OF REGISTRANTS WHO CHANGED THEIR CATEGORY OF REGISTRATION IN 2017 BY AGE RANGE AND GENDER**

Age Range	Female	Male	Total
20 – 24	2	2	4
25 – 29	29	17	46
30 – 34	54	32	86
35 – 39	14	13	27
40 – 44	14	4	18
45 – 49	16	7	23
50 – 54	14	1	15
55 – 59	8	2	10
65 – 69	1		1
<b>Total</b>	<b>152</b>	<b>78</b>	<b>230</b>

**TABLE 18: NUMBER OF REGISTRANTS WHO CHANGED THEIR CATEGORY OF REGISTRATION IN 2017 BY FIRST YEAR OF TASMANIAN REGISTRATION AND AGE RANGE.**

First year of Registration	20 - 24	25 - 29	30 - 34	35 - 39	40 - 44	45 - 49	50 - 54	55 - 59	65 - 69	Total
2002					3	1	1	1		6
2003					1			1		2
2004				1		1				2
2005							1	1		2
2006			2	1	1			2		6
2007			4	2		3	2			11
2008			8	5	1	3	2	1		20
2009			14	1	1	2	2			20
2010		1	16	2	4	5	2	2		32
2011		3	14	3	2	1	1			24
2012		12	10	6	2	2	2		1	35
2013		12	6	2	1	3	1	1		26
2014		7	3	1		2		1		14
2015	3	4	4	3	1					15
2016	1	4	3		1					9
2017		3	2				1			6
<b>Total</b>	<b>4</b>	<b>46</b>	<b>86</b>	<b>27</b>	<b>18</b>	<b>23</b>	<b>15</b>	<b>10</b>	<b>1</b>	<b>230</b>

## 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 hold current Registration to Work with Vulnerable People with the Department of Justice, 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 2017

This section reports on all Limited Authorities to Teach (LATs) approved for teaching during 2017 (and includes LATs approved in December 2016 for teaching to occur in 2017).

- The total number of LATs granted was 332.
- The total number of individuals granted a LAT was 255.
- The highest number of LATs held by one individual was 5.
- Two individuals held five LATs and 13 individuals held three LATs

In 2017 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 in 2016 and 2017.

No LATs were refused during 2017, however some applicants and schools may have withdrawn from the process prior to Board refusal.

**TABLE 19: TYPE OF LAT APPOINTMENTS**

Type of Appointments	Number of LATS
Fixed Term	168
Relief Teacher	130
TasTAFE	31
Other	3
<b>Total</b>	<b>332</b>

Number of LATS for positions of 1.0 FTE =44

Number of 1.0 FTE LATs that were full year appointments =18

186 of the 2017 LAT holders (56.02%) are now registered.

**TABLE 20: 2017 LAT HOLDERS BY CURRENT CATEGORY OF REGISTRATION**

Category of Registration	Number
Provisional Registration & Specialist VET Registration (with Conditions)	3
Provisional Registration (with Conditions)	162
Specialist VET Registration	21
<b>Total</b>	<b>186</b>

**TABLE 21: 2017 LATs BY GRADE LEVEL**

K – 6	120
7 – 10	61
TasTAFE	39
K – 12	31
7 – 12	27
11 – 12	25
Senior Secondary	19
K – 10	10
Special	2
<b>Total</b>	<b>332</b>

**TABLE 22: LATs BY EMPLOYER TYPE**

Employer	Number
Department of Education	238
TasTAFE	39
Independent Schools	33
Tasmanian Catholic Education Office	22
<b>Total</b>	<b>332</b>

**TABLE 23: LATs GROUPED BY LEARNING AREAS**

Learning Areas	Number
General Teaching	105
Creative Arts	71
Vocational Education and Training	44
Humanities	27
Mathematics and Science	24
Material, Design and Technology	15
Early Childhood	11
Health and Physical Education	11
Relief Teaching	9
Languages	7
Physical Education	5
Special Education	2
Information Systems & Digital Technologies, Computing	1
<b>TOTAL</b>	<b>332</b>

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), as does the duty of care and responsibility for the students being taught.

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 holds current Registration to Work with Vulnerable People with the Department of Justice as confirmed 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 109 authorities approved for Permission to Teach (PTT) in 2017.

**TABLE 24: NUMBER OF APPROVED PTT AUTHORITIES BY SCHOOL**

School	Number
TasTAFE	31
Elizabeth College	20
Hobart College	16
St Michael's Collegiate School	16
The Hutchins School	11
Rosny College	10
Seabrook Christian School	2
Claremont College	2
Wilmot Primary School	1
<b>TOTAL</b>	<b>109</b>

**TABLE 25: NUMBER OF APPROVED PTT HOLDERS BY AREA OF TEACHING/ FIELD OF EDUCATION**

ASCED Field Of Education	Number
Creative Arts	66
Society and Culture	28
Agriculture, Environmental and Related Studies	6
Health	4
Engineering and Related Technologies	1
Architecture and Building	1
Sport and Recreation	1
Management and Commerce	1
Natural and Physical Sciences	1
<b>TOTAL</b>	<b>109</b>

## 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 former Board of Studies, Teaching and Educational Standards NSW, or the present New South Wales Education Standards Authority (NESA), are considered for full registration in Tasmania.

162 applications for 2017 registration under Mutual Recognition provisions were received and approved.

Victoria was the source of 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 2017. This data may include reapplications in 2017 from Tasmanian teachers whose registration expired at the end of 2016 who reapplied in 2017 and answered yes to currently holding registration in another jurisdiction.

The Board refused one application for registration in 2017 under Mutual Recognition on the basis of there not being an equivalent registration type in Tasmania.

**TABLE 26: NUMBER OF MR APPLICATIONS BY JURISDICTIONS BY GENDER**

Jurisdiction	Female	Male	Total
ACT Teacher Quality Institute	5	0	5
Educational Council New Zealand/ Matatu Aotearoa	1	0	1
Queensland College of Teachers	40	12	52
Teachers Registration Board of Northern Territory	11	5	16
Teachers Registration Board of South Australia	9	2	11
Teachers Registration Board of Western Australian	17	4	21
Victorian Institute of Teaching	36	20	56
<b>Total</b>	<b>119</b>	<b>43</b>	<b>162</b>

**TABLE 27: 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	Total
ACT Teacher Quality Institute			1		2	1		1			5
Educational Council New Zealand/ Matatu Aotearoa							1				1
Queensland College of Teachers	2	5	7	6	3	13	9	2	4	1	52
Teachers Registration Board of Northern Territory		2	2	2	1	1	2	3	2	1	16
Teachers Registration Board of South Australia		3		3	3	1		1			11
Teachers Registration Board of Western Australian		3	4	2	1	6		2	3		21
Victorian Institute of Teaching		11	7	7	11	8	5	2	5		56
<b>Total</b>	<b>2</b>	<b>24</b>	<b>21</b>	<b>20</b>	<b>21</b>	<b>30</b>	<b>17</b>	<b>11</b>	<b>14</b>	<b>2</b>	<b>162</b>

No applications were received during this reporting period for individuals aged 70 and over.



**TABLE 28: NUMBER OF MR APPLICATIONS BY JURISDICTION BY CATEGORY OF REGISTRATION**

Jurisdiction	Full	Provisional	Total
ACT Teacher Quality Institute	3	2	5
Educational Council New Zealand/ Matatu Aotearoa	1		1
Queensland College of Teachers	42	10	52
Teachers Registration Board of Northern Territory	11	5	16
Teachers Registration Board of South Australia	7	4	11
Teachers Registration Board of Western Australian	19	2	21
Victorian Institute of Teaching	44	12	56
<b>Total</b>	<b>127</b>	<b>35</b>	<b>162</b>

## STUDENT GOOD CHARACTER DETERMINATIONS (SGDG)

The Board continued its fee-for-service arrangements with the Education Faculty of the University of Tasmania, providing Student Good Character Determinations for all pre-service teacher education students. The Board undertakes an assessment of pre-service teacher education students enrolled at the University of Tasmania against the good character and fitness to be a teacher provisions as described in Sections 17J and 17K of the *Teachers Registration Act 2000*.

Only those students who are deemed to be of good character and fit to be a teacher under this process will be approved to undertake professional experience in Tasmanian schools and TasTAFE.

In 2017, 347 applications for Student Good Character Determinations were approved by the Board.

**TABLE 29: 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	8	11	2		1	1				23
Bachelor of Education (Applied Learning)	1	7	3		1	2	1	1		16
Bachelor of Education (Early Childhood)	6	15	5	1	4			3		34
Bachelor of Education (Health and Physical Education)	3	11	1							15
Bachelor of Education (Primary)	35	36	9	4	8	5	4	2	1	104
Master of Teaching (Primary)		21	16	15	9	8	1	3	1	74
Master of Teaching (Secondary)		37	20	14	5	3	2			81
<b>Total</b>	<b>53</b>	<b>138</b>	<b>56</b>	<b>34</b>	<b>28</b>	<b>19</b>	<b>8</b>	<b>9</b>	<b>2</b>	<b>347</b>

**TABLE 30: INITIAL TEACHER EDUCATION PROGRAM BY GENDER**

Initial Teacher Education Program	Female	Male	Total
Bachelor of Education	11	12	23
Bachelor of Education (Applied Learning)	14	2	16
Bachelor of Education (Early Childhood)	32	2	34
Bachelor of Education (Health and Physical Education)	5	10	15
Bachelor of Education (Primary)	78	26	104
Master of Teaching (Primary)	48	26	74
Master of Teaching (Secondary)	48	33	81
<b>Total</b>	<b>236</b>	<b>111</b>	<b>347</b>

## MANAGING APPLICATIONS

### TRB ONLINE

All teacher registration applications, 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 2017, the Board offered five payment options for individuals to make their application, annual maintenance and renewal payments. The vast majority of individuals utilised BPAY (through their financial institution), secure credit card internet or telephone payment facilities, provided through Westpac Bank, rather than the traditional options of paying through Service Tasmania or cash at TRB Office.

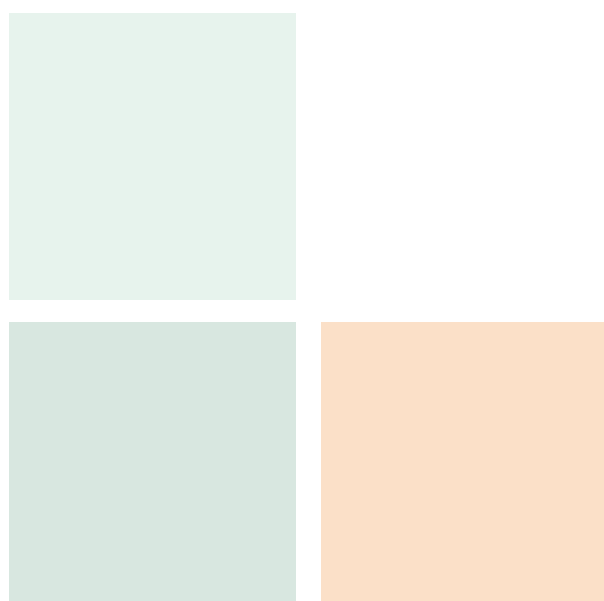
The Board office received 9622 reconciled payments during the reporting period. This total does not take into account any refunds.

**TABLE 31: PAYMENT BY METHOD USED TO PAY: NUMBER AND PERCENTAGE OF TOTAL**

Method	Number	Percentage
BPAY	5907	61.39%
Payway	3077	31.98%
Service Tasmania	607	6.31%
Cash	31	0.32%
<b>Total</b>	<b>9622</b>	<b>100.00%</b>

**TABLE 32: PAYMENT REASON: NUMBER AND PERCENTAGE OF TOTAL**

Payment Reason	Number	Percentage
Annual Registration Fee	4686	48.70%
Renewal of Registration	2207	22.94%
Application for Registration	1635	16.99%
Application Fee	768	7.98%
Limited Authority to Teach Application	277	2.88%
Assessment of International Qualifications	38	0.39%
Letter of Professional Standing	7	0.07%
Student Good Character Determination	4	0.04%
<b>Total</b>	<b>9622</b>	<b>100.00%</b>



# INITIAL TEACHER EDUCATION

*Initial Teacher Education*

## 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 2017 a Transition Plan was approved in June for all currently accredited University of Tasmania Initial Teacher Education courses. The approved Transition Plan enabled these courses to transition to Stage 1 of the new accreditation process.

This applied to:

- Two Master of Teaching courses (Primary and Secondary)
- Bachelor of Education (Health and Physical Education)
- Bachelor of Education (Primary)
- Bachelor of Education (Early Childhood)
- Bachelor of Education (Secondary Science and Mathematics)

A Transition Plan was not required for the Bachelor of Education (Applied Learning) which was previously approved at Stage 1.

## IMPLEMENTATION OF TEACHER EDUCATION MINISTERIAL ADVISORY GROUP (TEMAG)

In 2017, implementation of the TEMAG recommendations in Tasmania occurred through the approval, implementation and monitoring of the Transition Plan, through liaison with the provider, the University of Tasmania.



# 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 33: PROFESSIONAL CONDUCT MATTERS FORMALLY CONSIDERED DURING THE REPORTING PERIOD**

		Section of the Act
<b>1.</b>	<b>Matters Arising from Applications for Registration/Limited Authority to Teach</b>	
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> .	
<b>2.</b>	<b>Matters Arising in Relation to an Individual's Registration/LAT</b>	
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
<b>3.</b>	<b>Matters Arising from Student Good Character Determinations</b> 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	

These matters are detailed in the following sections.

## 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:

- a. any conviction of, or charge made against, the person; and
- b. any behaviour of the person that –
  - i. does not satisfy a standard of behaviour generally expected of a teacher; or
  - ii. is otherwise disgraceful or improper; and
- c. 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:

- a. any medical, psychiatric or psychological condition of the individual; and
- b. the competence of the person as a teacher; and
- c. 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:

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

## NATIONAL POLICE HISTORY CHECK

In 2017 a total of **2,986** National Police History Checks were conducted by the Board for Registration and LAT applicants.

## FAILURE TO DECLARE MINOR MATTERS ON APPLICATION

In 2017 a total of **159** 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. Many individuals require registration of conviction checks from multiple countries.

**TABLE 34: INTERNATIONAL RECORD OF CONVICTION CHECKS (ROCC) 2017**

International Record of Conviction Checks (RoCC)	2017
No. of Applicants Requiring Int. RoCC(s)	2171
Conditional Registration granted and subject to the provision of the appropriate check(s)	5
International RoCCs Required	2893
International RoCCs Provided	2279
International RoCCs Outstanding	614

### FORMAL PROCESSES – PROFESSIONAL CONDUCT COMMITTEE 2017

This Committee comprises two Board members and two practising teachers appointed by the Board.

In 2017 the members of this Committee were:

Lyn Tunbridge	Board Member
Michael Hayen	Board Member
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 35: DETERMINATION OF APPLICATION FOR REGISTRATION**

S13	Determination of Application for Registration	2017
	New Matters in 2017	16
	Matters Carried Over from 2016	0
	<b>Total</b>	<b>16</b>
	<b>Of these matters:</b>	
	Matters Currently in Process	9
	Applications Withdrawn or Made Dormant	3
	Minor Matters (Registration Granted - Referred for Note Only)	2
	Matters Referred for Decision	2
	<b>Of the 2 Matters Referred for Decision</b>	
	Registration Granted	1
	Registration Granted with Conditions	0
	Matter Referred to Inquiry	0
	Application Referred to Registration Oversight Committee	1



**TABLE 36: DETERMINATION OF APPLICATION FOR RENEWAL OF REGISTRATION**

s17A	Determination of Application for Registration	2017
	New Matters in 2017	8
	Matters Carried Over from 2016	2
	<b>Total</b>	<b>10</b>
	<b>Of these matters:</b>	
	Matters Currently in Process	4
	Applications Withdrawn or Made Dormant	0
	Minor Matters (Registration Granted - Referred for Note Only)	0
	Matters Referred for Decision	6
	<b>Of the Matters Referred for Decision</b>	
	Registration Renewed (Full Cycle)	2
	Registration Renewed (1 Year)	2
	Registration Renewed with Conditions	0
	Registration Not Granted (No RWVP)	1
	Matter Referred to Inquiry	0
	Application Referred to Registration Oversight Committee	1

**TABLE 37: DETERMINATION OF APPLICATION FOR MUTUAL RECOGNITION (MR)**

MR Act	Determination of Application for Mutual Recognition (MR)	2017
	New Matters in 2017	1
	Matters Carried Over from 2016	0
	<b>Total</b>	<b>1</b>
	<b>Of these matters:</b>	
	Matters Currently in Process	1
	Applications Withdrawn or Made Dormant	0
	Minor Matters (Registration Granted - Referred for Note Only)	0
	Matters Referred for Decision	0

**TABLE 38: DETERMINATION OF APPLICATION FOR LIMITED AUTHORITY TO TEACH (LAT)**

s17D	Determination of Application for Limited Authority to Teach (LAT)	2017
	New Matters in 2017	5
	Matters Carried Over from 2016	0
	<b>Total</b>	<b>5</b>
	<b>Of these matters:</b>	
	Matters Currently in Process	2
	Applications Withdrawn or Made Dormant	1
	Minor Matters (LAT Granted - Referred for Note Only)	2
	Matters Referred for Decision	0

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

**TABLE 39: NOTIFICATION OF CHARGES/  
CONVICTIONS: MINOR MATTERS**

s18	Notification of Charges/ Convictions: Minor Matters	2017
	New Matters in 2017	24
	Matters Carried Over from 2016	0
	<b>Total</b>	<b>24</b>
	<b>Of these Matters</b>	
	Matters Currently in Process	0
	Caution/Reminder Emails Sent	24

**TABLE 40: NOTIFICATION OF CHARGES/  
CONVICTIONS: OTHER MATTERS**

s18	Notification of Charges/ Convictions: Other Matters	2017
	New Matters in 2017	18
	Matters Carried Over from 2016	1
	<b>Total</b>	<b>19</b>
	<b>Of these Matters</b>	
	Matters Currently in Process	5
	Matters Referred for Decision	14
	<b>Of the Matters in Process</b>	
	Awaiting Further Information	5
	Registration Continued while Awaiting Court Outcome	0
	s24(b) Registration Suspended Pending Court Outcome	0
	<b>Of the Matters Referred for Decision</b>	
	s18A(a) Caution Issued	7
	s18A(b) Conditions Applied	0
	s18A(a) Caution + s18A(b)Condition	3
	s18A(c) Conditions Amended	0
	s18A(d)(i) Registration Suspended	0
	s18A(d)(ii) Registration Cancelled	0
	No Further Action	2
	Referred to Other Agency (Department of Justice)	1
	S20 Referred to Inquiry	1

TABLE 41: COMPLAINTS

s19	Complaints	2017
	New Matters in 2017	4
	Matters Carried Over from 2016	2
	<b>Total</b>	<b>6</b>
	<b>Of these Matters</b>	
	Matters Currently in Process	2
	Matters Referred for Decision	4
	<b>Of the Matters Referred for Decision</b>	
	s19A(3)(a) Referred to Inquiry	0
	s19A(3)(b) Complaint Dismissed	4
	<b>Of the Complaints Dismissed</b>	
	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*	2
	s19A(3)(b)(vii) Referred to Another Agency	2
	s19A(3)(b)(viii) Time Elapsed	0

TABLE 42: EMPLOYER NOTIFICATIONS

s31	Employer Notifications	2017
	New Matters in 2017	19
	Matters Carried Over from 2016	5
	<b>Total</b>	<b>24</b>
	<b>Of these Matters</b>	
	Matters Referred to ROC s24B Emergency Suspension*	1
	Matters Currently in Process	11
	Matters Referred to PCC for Decision	12
	<b>Of the Matters Referred to PCC for Decision</b>	
	Matter Noted - No Further Action Required	8
	s17 Condition Applied	3
	s31 Inquiry	1

\*The Registration Oversight Committee did not grant an Emergency Suspension, instead determining to place Conditions on the individual's registration and referring the matter to Inquiry.

TABLE 43: EMPLOYER NOTIFICATIONS

s11 & s217	Unregistered Teachers	2017
	s11 Teaching Unregistered in 2017	1
	s27 Employing Unregistered Teachers in 2017	3
	Matter Carried Over from 2016	2
	<b>Total</b>	<b>6</b>
	<b>Of these Matters</b>	
	Matters Currently in Process	1
	Minor Matters (Informal Caution - For Note Only)	2
	Matters Referred for Decision	3
	<b>Of the Matters Referred to PCC for Decision</b>	
	Caution Issued	1
	Caution and Ongoing Monitoring	2
	Referred to Board Chair (s34A)	0

TABLE 44: CONDITIONS APPLIED TO REGISTRATION

s13A(1)(b) / s17(a) / s18A(b) / s24(ab)	2017
<b>Monitoring of Conditions Applied to Registration</b>	
New Conditions Applied in 2017	8
Conditions Carried Over from 2016	11
<b>Total</b>	<b>19</b>
<b>Of the Matters Resulting in a Condition – Matters came to the Board’s attention via:</b>	
s13A(1)(b) Application for Registration	2
s17(a) Condition (s19 Complaint) *	0
s17(a) Condition (s31 Employer Notification) *	8
s17(a) Condition (Other) *	3
s18A(b) Prescribed Offence - Finding of Guilt	4
s24(ab) Inquiry	2
<b>Monitoring of conditions</b>	
Conditions in Place	10
s17(c) Conditions Removed	5
Registration Lapsed	4

\* 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, for example, where it is determined that it is not in the public interest to conduct an inquiry into a Complaint or an Employer Notification, but where it was evident that an individual requires additional professional development, support and monitoring.

## COMMITTEES OF INQUIRY 2017

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:

- a. relevant sections of the *Teachers Registration Act 2000*,
- b. any legal advice obtained, and
- c. 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 45: INQUIRIES**

s20	Inquiries	2017
	New Matters in 2017	3
	Matters Carried Over from 2016	5
	<b>Total</b>	<b>8</b>
	<b>Of these Matters</b>	
	Inquiry Not Yet Commenced - s24B Emergency Suspension (Awaiting Court Outcome)	1
	Inquiry Currently in Process	3
	Inquiry on Hold	1
	Medically Unfit to Participate & Not Currently Registered	0
	Inquiry Completed	3
	<b>Inquiry Decisions</b>	
	s24(a) Caution	0
	s24(ab) Condition	0
	s24(a) Caution + s24(ab) Condition	1
	s24(b) Suspension & Conditions	0
	s24(c) Cancellation	1
	s24(d)(i) Unfit to Teach	0
	s24(d)(ii) Not of Good Character	0
	s24(d)(i) Unfit to Teach + s24(d)(ii) Not of Good Character	1
	s24(e) Matter Without Substance	0

## REGISTRATION OVERSIGHT COMMITTEE 2017

The Registration Oversight Committee is comprised of 3 – 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 2017 the members of the Registration Oversight Committee were:

Stephen Mannering	Board Chair
Adam Croser	Board Member
Bernadette Henry	Board Member
Jan Mansfield	Board Member
Kirsten Adams	Board Member

**TABLE 46: DETERMINATIONS MADE BY THE REGISTRATION OVERSIGHT COMMITTEE**

Determinations Made by the Registration Oversight Committee	2017
New Matters in 2017	5
Matters Carried Over from 2016	1
<b>Total</b>	<b>6</b>
<b>Of these Matters</b>	
Inquiry Determinations	3
s13A Determination of Application for Registration	1
s24B Emergency Suspension Enactment	1
Other Matter	1

## UNIVERSITY OF TASMANIA – STUDENT GOOD CHARACTER DETERMINATIONS 2017

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 2017 a total of 347 National Police History Checks were conducted by the Board for University of Tasmania Initial Teacher Education students.

**TABLE 47: DETERMINATION OF APPLICATION FOR STUDENT GOOD CHARACTER DETERMINATION (SGCD)**

Determination of Application for Student Good Character Determination (SGCD)	2017
New Matters in 2017	9
Matters Carried Over from 2016	1
<b>Total</b>	<b>10</b>
<b>Of these Matters</b>	
Matters Currently in Process	1
Applications Withdrawn or Made Dormant	0
Minor Matters (SGCD Granted - Referred for Note Only)	5
Matters Referred for Decision	4
<b>Of the Matters Referred for Decision</b>	
SGCD Granted	3
SGCD Refused	1

**TABLE 48: STUDENT GOOD CHARACTER DETERMINATION (SGCD) NOTIFICATION OF CHARGES/CONVICTIONS**

Student Good Character Determination (SGCD) Notification of Charges/Convictions	2017
New Matters in 2017	5
Matters Carried Over from 2016	1
<b>Total</b>	<b>6</b>
<b>Of these Matters</b>	
Matters Currently in Process	1
Minor Matters - Caution/Reminder Emails Sent	4
Matters Referred for Decision	1
<b>Of the Matters Referred for Decision</b>	
SGCD Maintained	0
SGCD Cancelled	1

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

There was 1 application lodged during this time.

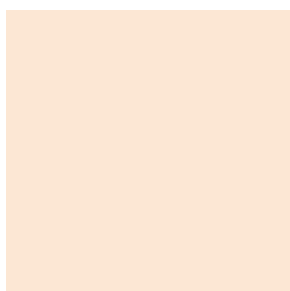




# FINANCIAL STATEMENTS FOR THE YEAR 1 JULY 2016 TO 30 JUNE 2017

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# STATEMENT OF CERTIFICATION



TEACHERS  
REGISTRATION  
BOARD TASMANIA

GPO Box 539  
Hobart TAS 7001

Level 4, Kirksway Place  
Battery Point 7004

t. (03) 6165 5977

e. [trb.admin@trb.tas.gov.au](mailto:trb.admin@trb.tas.gov.au)

w. [trb.tas.gov.au](http://trb.tas.gov.au)

## Statement of Certification

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 2017 and the financial position as at 30 June 2017.

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

Date: 11.8.17

## STATEMENT OF COMPREHENSIVE INCOME FOR THE YEAR ENDED 30 JUNE 2017

Continuing operations	Notes	2017 Actual \$	2016 Actual \$
<b>Revenue and other income from transactions</b>			
Teachers registration fees	1.1	1,304,183	1,343,087
Grants	1.2	1,000	11,352
<b>Total revenue and other income from transactions</b>		<b>1,305,183</b>	<b>1,354,439</b>
<b>Expenses from transactions</b>			
Employee benefit	2.1	1,014,186	959,064
Depreciation and amortisation	2.2	5,032	48,991
Supplies and consumables	2.3	383,128	414,063
Other expenses	2.4	9,721	9,721
<b>Total expenses from transactions</b>		<b>1,412,067</b>	<b>1,431,839</b>
<b>Net result from transactions (net operating balance)</b>		<b>(106,884)</b>	<b>(77,400)</b>
<b>Comprehensive result</b>		<b>(106,884)</b>	<b>(77,400)</b>

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

STATEMENT OF FINANCIAL POSITION AS AT 30 JUNE 2017

Assets	Notes	2017 Actual \$	2016 Actual \$
<b>Financial assets</b>			
Cash and deposits	6.1	1,798,683	1,798,119
Receivables	3.1	4,707	39,535
<b>Non-financial assets</b>			
Plant and equipment	3.3	32,753	35,517
<b>Total assets</b>		<b>1,836,144</b>	<b>1,873,171</b>
<b>Liabilities</b>			
Payables	4.1	19,099	16,122
Employee benefits	4.2	283,347	257,808
Revenue received but not yet earned	4.3	689,935	648,595
<b>Total liabilities</b>		<b>992,381</b>	<b>922,525</b>
<b>Net assets</b>		<b>843,762</b>	<b>950,646</b>
<b>Equity</b>			
Accumulated funds		843,762	950,646
<b>Total equity</b>		<b>843,762</b>	<b>950,646</b>

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

## STATEMENT OF CASH FLOWS FOR THE YEAR ENDED 30 JUNE 2017

Cash flows from operating activities	Notes	2017 Actual \$	2016 Actual \$
<b>Cash inflows</b>			
Teachers registration fees		1,345,524	1,713,491
Other cash receipts		38,551	48,611
<b>Total cash inflows</b>		<b>1,384,075</b>	<b>1,762,102</b>
<b>Cash outflows</b>			
Employee benefits		(988,646)	(954,598)
Other cash payments		(392,597)	(440,015)
<b>Total cash outflows</b>		<b>(1,381,243)</b>	<b>(1,394,613)</b>
<b>Net cash from/(used by) operating activities</b>	<b>6.2</b>	<b>2,832</b>	<b>367,489</b>
<b>Cash flows from investing activities</b>			
<b>Cash outflows</b>			
Payments for acquisition of non-financial assets		(2,268)	(2,355)
<b>Total cash outflows</b>		<b>(2,268)</b>	<b>(2,355)</b>
<b>Net cash from/(used by) investing activities</b>		<b>(2,268)</b>	<b>(2,355)</b>
<b>Net increase/(decrease) in cash held</b>		<b>564</b>	<b>365,134</b>
<b>Cash and deposits at the beginning of the reporting period</b>		<b>1,798,119</b>	<b>1,432,985</b>
<b>Cash and deposits at the end of the reporting period</b>	<b>6.1</b>	<b>1,798,683</b>	<b>1,798,119</b>

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 2017

	Accumulated Funds \$	Total Equity \$
Balance as at 1 July 2016	950,646	950,646
Total comprehensive result	(106,884)	(106,884)
Balance as at 30 June 2017	843,762	843,762

	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

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

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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.

	2017 \$	2016 \$
Teacher registration fees	1,304,183	1,343,087
<b>Total</b>	<b>1,304,183</b>	<b>1,343,087</b>

### 1.2 Grants

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

	2017 \$	2016 \$
Action Now: Classroom Ready Teachers grant	....	11,352
Services to assess additional examplest	1,000	....
<b>Total</b>	<b>1,000</b>	<b>11,352</b>

## 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

	2017 \$	2016 \$
Wages and salaries (including fringe benefits and non monetary components)	754,256	721,211
Annual leave	52,639	53,565
Sick leave	61,426	30,371
Long service leave	33,209	49,428
Superannuation – defined contribution scheme	84,835	75,376
Superannuation – defined benefit scheme	27,821	29,114
<b>Total</b>	<b>1,014,186</b>	<b>959,064</b>

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 12.85 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 3.35 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 agency, directly or indirectly.

Remuneration during 2016-17 for key personnel is set by the *State Service Act 2000*. Remuneration and other terms of employment are specified in employment contracts. Remuneration includes salary, motor vehicle and other non monetary benefits. Long-term employee expenses include superannuation obligations and termination payments.

**Acting Arrangements**

When members of key management personnel are unable to fulfil their duties, consideration is given to appointing other members of senior staff to their position during their period of absence. Individuals are considered members of key management personnel when acting arrangements are for more than a period of one month.

**(c) Related Party Transactions**

There are no significant related party transactions requiring disclosure.

	Short-term benefits		Long-term benefits		
	Salary \$	Other Benefits \$	Superannuation \$	Other Benefits and Long Service Leave \$	Total \$
<b>2017</b>					
Key management personnel					
Registrar	150,691	10,920	14,316	(3,095)	172,831
<b>Total Remuneration For Key Management Personnel</b>	<b>150,691</b>	<b>10,920</b>	<b>14,316</b>	<b>(3,095)</b>	<b>172,831</b>
<b>2016</b>					
Key management personnel					
Registrar	152,452	5,666	14,483	(7,505 )	165,096
<b>Total Remuneration For Key Management Personnel</b>	<b>152,452</b>	<b>5,666</b>	<b>14,483</b>	<b>(7,505)</b>	<b>165,096</b>

## 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

	2017 \$	2016 \$
<b>Depreciation</b>		
Plant and equipment	5,032	3,394
<b>Amortisation</b>		
Intangible asset – Online Client Management System	....	45,597
<b>Total</b>	<b>5,032</b>	<b>48,991</b>

## 2.3 Supplies and consumables

	2017 \$	2016 \$
Audit fees	3,130	3,110
Consultants	195	10,557
Property services	112,701	77,011
Maintenance	5,764	10,236
Communications	14,287	13,287
Information technology	41,043	39,108
Travel and transport	12,804	22,522
Sitting Fees	25,653	26,276
Criminal history checks	109,014	152,170
Printing and document reproduction	3,696	4,778
Conferences, seminars and meetings	1,436	807
Transfer expenses	....	....
Materials and supplies	7,870	4,607
Photocopying	1,252	1,306
Postage, courier and freight	4,467	5,391
Relief reimbursement	2,471	6,284
Catering	1,851	1,829
Equipment lease	5,413	2,677
Service Level Agreement*	24,176	23,653
Other supplies and consumables	5,905	8,454
<b>Total</b>	<b>383,128</b>	<b>414,063</b>

\*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.

	2017 \$	2016 \$
Workers' compensation premiums	9,721	9,721
<b>Total</b>	<b>9,721</b>	<b>9,721</b>

## 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.

	2017 \$	2016 \$
Receivables	984	38,551
Tax assets	3,723	984
<b>Total</b>	<b>4,707</b>	<b>39,535</b>
<b>Settled within 12 months</b>	<b>4,707</b>	<b>39,535</b>

### 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*

Intangibles	2017 \$	2016 \$
At cost: Online Client Management System	....	208,260
Less: Accumulated amortisation	....	(208,260)
<b>Total</b>	<b>....</b>	<b>....</b>

(b) *Reconciliation of movements*

Intangibles	2017 \$	2016 \$
Carrying amount at start of year	....	45,597
Amortisation expense	....	(45,597)
<b>Total</b>	<b>....</b>	<b>....</b>

### 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	2017 \$	2016 \$
At cost	93,331	91,062
Less: Accumulated depreciation	(60,578)	(55,545)
<b>Total property, plant, equipment assets</b>	<b>32,753</b>	<b>35,517</b>

(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	2017 \$	2016 \$
Carrying amount at start of year	35,517	36,556
Additions	2,268	2,355
Depreciation expense	(5,032)	(3,394)
<b>Total</b>	<b>32,753</b>	<b>35,517</b>

**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.

	2017 \$	2016 \$
Creditors	19,099	16,122
<b>Total</b>	<b>19,099</b>	<b>16,122</b>
Settled within 12 months	19,099	16,122

**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.

	2017 \$	2016 \$
Accrued salaries	7,806	3,557
Annual leave	71,172	64,158
Long service leave	204,369	190,093
<b>Total</b>	<b>283,347</b>	<b>257,808</b>
Current	246,059	229,573
Non-current	37,288	28,234
<b>Total</b>	<b>283,347</b>	<b>257,807</b>

### 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.

	2017 \$	2016 \$
Revenue received but not yet earned	689,935	648,595
<b>Total</b>	<b>689,935</b>	<b>648,595</b>
Settled within 12 months	323,965	329,670
Settled in more than 12 months	365,970	318,925
<b>Total</b>	<b>689,935</b>	<b>648,595</b>

## NOTE 5: COMMITMENTS AND CONTINGENCIES

### 5.1 Schedule of Commitments

Schedule of Commitments

#### By type

Operating Lease commitments		
Property	5,929	75,735
Operating leases	251	2,245
<b>Total Operating Lease commitments</b>	<b>6,180</b>	<b>77,980</b>

#### By maturity

Operating Lease commitments		
One year or less	6,180	71,799
From one to five years	....	6,181
<b>Total Operating Lease commitments</b>	<b>6,180</b>	<b>77,980</b>
<b>Total</b>	<b>6,180</b>	<b>77,980</b>

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.

Cash at the end of the year as shown in the Statement of Cash Flows and the Statement of Financial Position:

	2017 \$	2016 \$
Cash held	1,798,683	1,798,119
<b>Total cash and deposits</b>	<b>1,798,683</b>	<b>1,798,119</b>

**6.2 Reconciliation of Net Result to Net Cash from Operating Activities**

Net result	(106,884)	(77,400)
Depreciation and amortisation	5,032	48,991
Decrease (increase) in receivables	34,828	17,541
Increase (decrease) in payables	2,977	5,337
Increase (decrease) in employee entitlements	25,539	2,616
Increase (decrease) in revenue rec'd in advance	41,340	370,404
<b>Net cash from (used by) operating activities</b>	<b>2,832</b>	<b>367,489</b>

**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 2017 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.

	2017 \$	2016 \$
<b>Financial assets</b>		
Cash & Cash equivalents	1,798,683	1,798,119
Receivables	4,707	39,535
<b>Total</b>	<b>1,803,390</b>	<b>1,837,654</b>
<b>Financial liabilities</b>		
Payables	19,098	16,122
<b>Total</b>	<b>19,098</b>	<b>16,122</b>

## 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 2017.

### 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 11 August 2017.

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:

- *2015-6 Amendments to Australian Accounting Standards – Extending Related Party Disclosures to Not-for-Profit Public Sector Entities* – The objective of this Standard is to make amendments to AASB 124 *Related Party Disclosures* to extend the scope of that Standard to include not-for-profit public sector entities. This Standard applies to annual reporting periods beginning on or after 1 July 2016. The impact is increased disclosure in relation to related parties. There is no financial impact.

### (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 9 Financial Instruments and 2014-7 Amendments to Australian Accounting Standards arising from AASB 9 (December 2014)* – the objective of these Standards is to establish principles for the financial reporting of financial assets and financial liabilities that will present relevant information to users of financial statements for their assessment of the amounts, timing, uncertainty of an entity's future cash flows, and to make amendments to various accounting standards as a consequence of the issuance of AASB 9. These standards apply to annual reporting periods beginning on or after 1 January 2018. TRB has not yet determined the potential effect of the revised standard the financial statements.
- *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, 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 2018. Where an entity applies the Standard to an earlier annual reporting period, it shall disclose that fact. TRB has not yet determined the potential effect of the revised standard on the financial statements.
- *2014-5 Amendments to Australian Accounting Standards arising from AASB 15* – The objective of this Standard is to make amendments to Australian Accounting Standards and Interpretations arising from the issuance of AASB 15 *Revenue from Contracts with Customers*. This Standard applies when AASB 15 is applied, except that the amendments to AASB 9 (December 2009) and AASB 9 (December 2010) apply to annual reporting periods beginning on or after 1 January 2018. This Standard shall be applied when AASB 15 is applied.
- *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.
- *2016-3 Amendments to Australian Accounting Standards – Clarifications to AASB 15* – The objective of this Standard is to clarify the requirements on identifying performance obligations, principal versus agent considerations and the timing of recognising revenue from granting a licence. This Standard applies to annual periods beginning on or after 1 January 2018. The impact is enhanced disclosure in relation to revenue. TRB has not yet determined the potential effect of the revised standard on the financial statements.
- *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. TRB has not yet determined the potential effect of the revised standard on the financial statements.

- 2016-4 *Amendments to Australian Accounting Standards - Recoverable Amount of Non-Cash-Generating Specialised Assets of Not-for-Profit Entities* - The objective of this Standard is to amend AASB 136 *Impairment of Assets* to remove references to depreciated replacement cost as a measure of value in use for not-for-profit entities and to clarify that the recoverable amount of primarily non-cash-generating assets of not-for-profit entities which are typically specialised in nature and held for continuing use of their service capacity, is expected to be materially the same as fair value determined under AASB 13 *Fair Value Measurement*, with the consequence that AASB 136 does not apply to such assets that are regularly revalued to fair value under the revaluation model in AASB 116 and AASB 138, and AASB 136 applies to such assets accounted for under the cost model in AASB 116 and AASB 138. This Standard applies to annual reporting periods beginning on or after 1 January 2017. The impact is enhanced disclosure in relation to non-cash-generating specialised assets of not-for-profit entities. TRB has not yet determined the potential effect of the revised standard on the financial statements.
- AASB 1058 *Income of Not-for-Profit Entities* - The objective of this Standard is to establish principles for not-for-profit entities that apply to transactions where the consideration to acquire an asset is significantly less than fair value principally to enable a not-for-profit entity to further its objectives, and the receipt of volunteer services. This Standard applies to annual reporting periods beginning on or after 1 January 2019. The impact is enhanced disclosure in relation to income of not-for-profit entities.

## 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 2016-17 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 the Members of Parliament**

### **Teachers Registration Board of Tasmania**

### **Report on the Audit of the Financial Report**

#### **Opinion**

I have audited the financial report of the Teachers Registration Board of Tasmania (the Board), which comprises the statement of financial position as at 30 June 2017 and statements of comprehensive income, changes in equity and cash flows for the year then ended, notes to the financial statements, including a summary of significant accounting policies and the statement of certification by the Chairperson.

In my opinion, the accompanying financial report:

- (a) presents fairly, in all material respects, the financial position of the Board as at 30 June 2017 and of its financial performance and its cash flows for the year then ended
- (b) is in accordance with the *Teachers Registration Act 2000* and Australian Accounting Standards.

#### **Basis for Opinion**

I conducted the audit in accordance with Australian Auditing Standards. My responsibilities under those standards are further described in the *Auditor's Responsibilities for the Audit of the Financial Report* section of my report. I am independent of the Board in accordance with the ethical requirements of the Accounting Professional and Ethical Standards Board's APES 110 *Code of Ethics for Professional Accountants* (the Code) that are relevant to my audit of the financial report in Australia. I have also fulfilled my other ethical responsibilities in accordance with the Code.

The *Audit Act 2008* further 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.

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

#### **Responsibilities of the Members of the Board for the Financial Report**

The Members of the Board (the Members) are responsible for the preparation and fair presentation of the financial report in accordance with Australian Accounting Standards, and the financial reporting requirements of the *Teachers Registration Act 2000* and for such internal control as they determine is necessary to enable the preparation of the financial report that is free from material misstatement, whether due to fraud or error.

In preparing the financial report, the Members are responsible for assessing the Board's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless the Board is dissolved by an Act of Parliament or the Members intend to cease operations, or have no realistic alternative but to do so.

#### **Auditor's Responsibilities for the Audit of the Financial Report**

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

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

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

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on the audit evidence obtained up to the date of my auditor's report. However, future events or conditions may cause the Board to cease to continue as a going concern.

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

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



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

**Tasmanian Audit Office**

28 September 2017  
Hobart

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