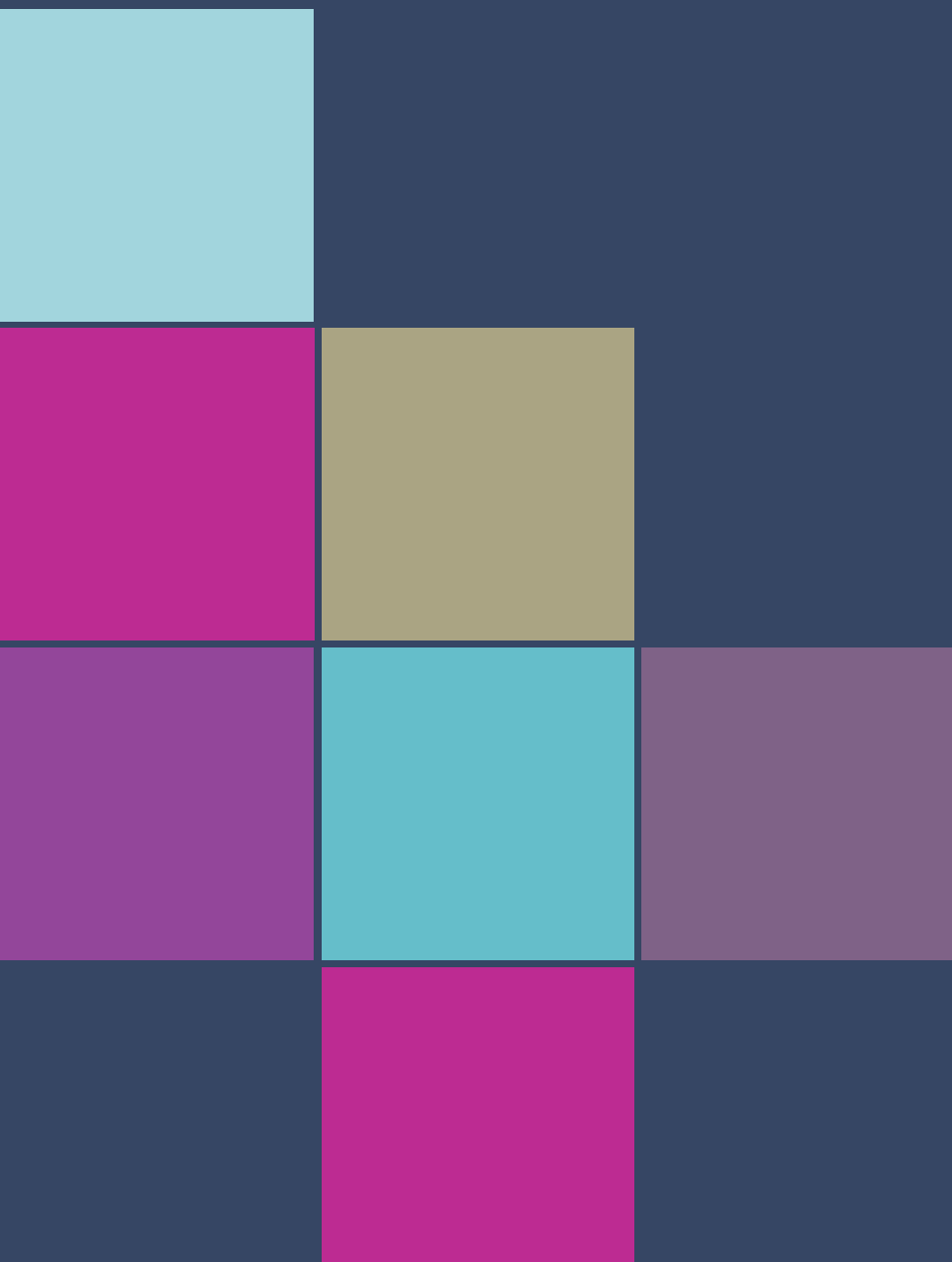




Annual Report 2018



TEACHERS
REGISTRATION
BOARD TASMANIA



SUBMISSION TO THE MINISTER



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April 2019

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

Dear Minister

I am pleased to submit the 2018 Annual Report of the Teachers Registration Board of Tasmania in accordance with Section 33 of the *Teachers Registration Act 2000*.

This comprehensive document reports on the wide-ranging responsibilities undertaken by the Teachers Registration Board of Tasmania.

In submitting this report, I 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

A handwritten signature in black ink, reading "S Mannering". The signature is fluid and cursive, with the first letters of the first and last names being capitalized and prominent.

Stephen Mannering
Chair
TEACHERS REGISTRATION BOARD OF TASMANIA

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CHAIR'S FOREWORD

During 2018, the Tasmanian Teacher Registration Board (TRB) has continued to respond to the challenges of maintaining the professional standing of Tasmanian Teachers within the community through its various regulatory powers and responsibilities. This has included maintaining close and highly consultative relationships with all Tasmanian stakeholders and working in partnership with other state jurisdictions. The Board has also worked closely with the Australian Institute for Teaching and School Leadership (AITSL) in its endeavours to improve initial teacher education programs and to explore ways to increase national consistency in regulatory processes and practices.

Throughout 2018, the TRB has continued to work with the Department of Education to increase the number of teachers who are eligible to move from provisional registration to full registration. This work has involved the appointment by the DoE of a number of retired principals to work as mentors with teachers across the state. This has been a priority for the TRB and the DoE as the requirement to be fully registered is now linked to the upper salary increment for teachers and to eligibility for promoted positions. During 2019 this work will also extend to both the Catholic and Independent school sectors. All Tasmanian principals, regardless of employment sector, must also be fully registered teachers as required by the *Education Act 2016* (Tasmania).

In September of 2017, Education Council agreed to the Terms of Reference for a National Review of Teacher Registration, primarily focusing on how the 2011 National Framework for Teacher Registration has been implemented and the role of teacher registration as a driver for teacher quality. Recommendations of the National Review of Teacher Registration focus on three areas: to improve teacher quality, to strengthen child safety and to streamline registration processes across Australia. These key areas are addressed through seventeen recommendations. Many of these require legislative changes and will require significant additional work to be undertaken by state jurisdictions. The TRB is well placed to undertake the work required to address these wide-ranging recommendations; however, additional human and financial resources will be required to successfully implement these.

In 2018, the Board was successful in its submission to receive Government funding for the first time to enable the Board to more effectively and efficiently undertake its disciplinary responsibilities. This additional funding is crucial to the Board's capacity to

respond in a timely manner to disciplinary issues as they are often highly complex and require thorough investigation and consideration.

As Chair, I would particularly like to thank all of the teachers who assist the Board in its work by participating in the Committees of Inquiry which frequently arise as a result of these matters. Members of the Board who also assist in chairing disciplinary committees of inquiry are also acknowledged for their expertise, experience and accumulated wisdom.

The Board has greatly appreciated the assistance it has received from the DoE through our service level agreement, particularly in the provision of financial modelling as the Board continues to ensure a strong financial base for its ongoing and increasing responsibilities, particularly as national imperatives arise.

The Board has also benefitted significantly from the ongoing cost savings which have resulted from our occupation of DoE office space on the Warrane Primary campus. This office is now fully established with improved flexibility, increased space, ease of access and ample parking for teachers.

In December of 2018, the Board and our office staff were saddened by the untimely death of long-standing board member Mr Adam Croser. Adam was appointed to the Board in March 2010 as the nominee of the Independent Education Union Victoria Tasmania representing Catholic Education Teachers. During that time, he was a strong advocate for the profession, and made insightful and well considered contributions to Board discussions, decision making and policy development. His knowledge of Board issues and the rationale that underpinned past decisions were a great asset to current members of the Board. He will be greatly missed.

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

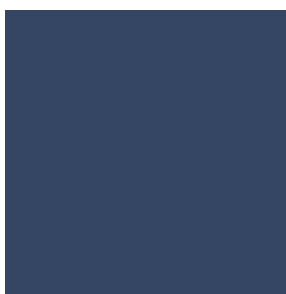
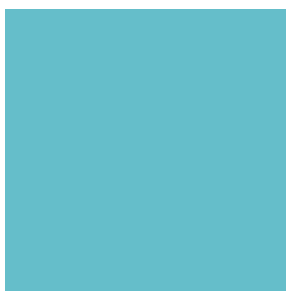


Stephen Mannering
Chair

REGISTRAR'S REPORT

2018 was a year of change, growth and engagement with all education sectors for the Teachers Registration Board. Change took many forms in 2018. Teachers in Tasmania have become more engaged with the Australian Professional Standards for Teachers (APST) with a large number undertaking the change of registration category process and demonstrating that they are operating at the 'proficient level' of the APST as opposed to the 'graduate level' they attained upon graduation from university. Over 180 teachers became fully registered during the course of 2018 through this change of category process.

Change has occurred in the Board Office staff with Meredith Phillips retiring from her position of Manager, Professional Standards and Registration, after 42 years' service to public education in various roles from classroom teacher, to Principal to Manager of Workforce Strategy and Development and finally to the Teachers Registration Board in 2010 to oversee professional standards and initial teacher education course accreditation. Meredith will be sorely missed by the educators and students of Tasmania and also across the country where she ably represented Tasmania as part of the Initial Teacher Education Network for the Australasian Teacher Regulatory Authorities (ATRA). After an intensive search, Ann Moxham has filled the void left by Meredith. Ann is an educator of note with not only Australian experience but also international experience after establishing a school in Malaysia. Ann has taught and held leadership roles, including Principal of two schools, in South Australia, Victoria, Queensland, New South Wales and also in Tasmania. The Board is privileged to have Ann's services. Ann took over from Meredith after Easter 2018 and has been actively engaged in the change of category process and the accreditation of Initial Teacher Education (ITE) courses.



The Board has engaged actively with all education sectors in 2018. This has involved regular meetings with Department of Education staff, the Catholic Education Office, Christian Schools Tasmania and also Independent Schools Tasmania. Regular meetings are very necessary to ensure that information exchange flows freely and that key issues involving the Board's work are disseminated to teacher employers who are then more informed of the breadth of the Board's work.

I have been an active participant to the work of the Education Workforce Roundtable that was established by the Minister for Education and Training and provides a platform to put into place Government initiatives and promises from the 2018 election in March. This initiative involves all the key players on the Tasmanian government education landscape including: the Department of Education, University of Tasmania, the Peter Underwood Centre, the Tasmanian Principals Association, the Australian Education Union and the Teachers Registration Board. This group has developed an action plan and also signed a Declaration demonstrating a commitment to co-design an innovative education system that builds a skilled and ready workforce that champions continuous improvement for education in Tasmania. It has been a privilege to be part of such a dynamic group who are all striving to increase education attainment for Tasmanian students. The Education Workforce Roundtable met seven times during the course of 2018 and will meet four times during 2019.

For the first time during 2018 the Board received some direct financial assistance from the Government. This assistance is very much appreciated and necessary for the Board to undertake the work it is legislated to do pursuant to the *Teachers Registration Act 2000*. The Board is required to undertake a multiplicity of tasks as outlined in Section 6A of the Teachers Registration Act 2000 including but not limited to: registering teachers, granting limited authorities to teach, conducting teacher disciplinary matters and undertaking initial teacher education course accreditation for the University of Tasmania. This breadth of work requires adequate staffing and the Board staff have been outstanding with their good humour when asked to do more with less resources. However, in order to deliver the services we are required to do, government support is a necessity and I thank the government for assisting. The alternative to government and teacher employer assistance would be to increase teacher registration fees and other fees

for services. This may still have to occur in future years as teacher registration fees have only increased by CPI since teacher registration began in Tasmania in 2002.

Highlights of 2018 include the involvement of the Teachers Registration Board Tasmania with ATRA (Australasian Teacher Regulatory Authorities) who, as a body, work collegiately to ensure similarity of decision making in teacher registration, change of category processes, discipline, qualifications and accreditation of initial teacher education course areas. Another noteworthy highlight was speaking at the International Forum of Teaching Regulatory Authorities in Wellington, New Zealand in April 2018.

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

This Annual Report spans the 12 month period from 1 January 2018 to 31 December 2018 and includes the 2017/2018 Financial Statement. The next Annual Report will be published during 2020 and will be for the period 1 January 2019 to 31 December 2019. It will include the 2018/2019 Financial Statement.

2018 ended on a sad note with the sudden and unexpected passing of Adam Croser who had been a Board member since March 2010. Adam was the nominee of the Independent Education Union and was a practising teacher in a Catholic School. Adam served the Board with enthusiasm and willingly gave his time for the students of this State. He will be missed.

In closing, I wish to thank the Board's hard working office staff for their dedication and professionalism during 2018. The staff continue to deliver the services required, with the focus on the welfare and the best interests of the students of Tasmania.

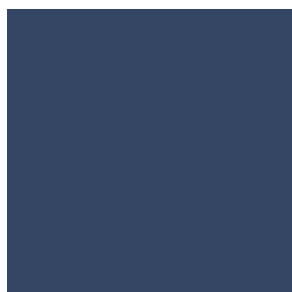


Lee Rayner
Registrar

ESTABLISHMENT AND ROLE

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

The Teachers Registration Board works for the community, education employers and the 11,574 registered teachers of Tasmania as at 30 November 2018. 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, 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.



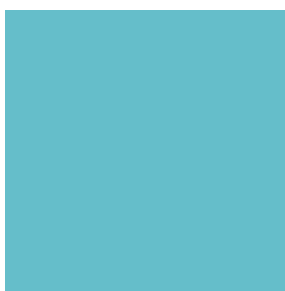
BOARD MEMBERS

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

During the reporting period the members of the Board were:

**TABLE 1: BOARD
JANUARY 2018 – AUGUST 2018**

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



MEETING DATES

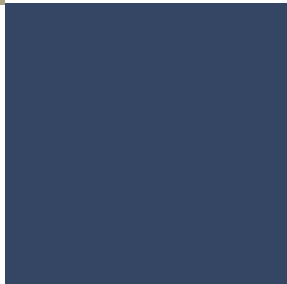
**TABLE 2: BOARD
AUGUST 2018 – DECEMBER 2018**

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

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

**TABLE 3:
BOARD MEETING DATES 2018**

Date	Venue
21 February	Teachers Registration Board Room, 213A Cambridge Road, Warrane
11 April	Teachers Registration Board Room, 213A Cambridge Road, Warrane
17 May	Teachers Registration Board Room, 213A Cambridge Road, Warrane
20 June	Teachers Registration Board Room, 213A Cambridge Road, Warrane
16 August	Teachers Registration Board Room, 213A Cambridge Road, Warrane
7 November	Teachers Registration Board Room, 213A Cambridge Road, Warrane



FUNCTIONS AND POWERS

The Board has 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 initial 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 the 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 2018 to 31 December 2018.

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 ITE Accreditation; and Co-ordinator, Professional Conduct.

The Instruments of Delegation are reviewed annually.



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 4:
BOARD POLICIES REVIEWED IN 2018

Policy	2018 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 5:
BOARD POLICIES NOT REVIEWED IN 2018

Policy	2018 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



ADMINISTRATION

STAFFING ALLOCATION AND BOARD ADMINISTRATION

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

There were a number of changes to Board office personnel and the office staffing structure during the reporting period. For the majority of 2018 the Board office operated with an overall Full Time Equivalent (FTE) staffing of 12.2.

TABLE 6:
STAFFING ALLOCATION (SUMMARISED) 2018

Position	Allocated (FTE)
Registrar	1.0
Manager, Registration & IT Systems	0.8
Manager, Professional Standards & ITE Accreditation	0.8 to 1.0
Professional Conduct Officers	1.8 to 3.0
Co-ordinator, Professional Conduct	1.0
Executive Support Officer	0.8
Registration Officers	3.2
Clerk	1.4

The staffing budget for the reporting period was \$1,173,689.97. This allocation was established to ensure that staffing costs were sustainable given 2018 revenue predictions. Actual expenditure for the 2018 calendar year was under the calendar year budget predictions at approximately \$1,161,028.18.

The operations of the Teachers Registration Board office are funded primarily 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. During 2018 for the first time an allocated amount to assist with wages was provided by the government to fund 5.14 positions.

The scope and cost of the three year Service Level Agreement with the Department of Education was renegotiated in July 2016. For the 2017/2018 financial year the Board paid the Department a fee of \$64,722 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.

OFFICE ACCOMMODATION

During the reporting period the Board was located at 213A Cambridge Road, Warrane.

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 unit is established prior to the beginning of each new financial year.

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

GOVERNANCE

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 and an independent person to provide expert advice and opinion to the Committee. The Board Chair and the Registrar are Ex Officio members.

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. During 2018 the committee met in March, June and October. The committee will meet three times in 2019.

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.

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 in the development of the Annual Budget. In addition, the Committee oversaw the finalisation of the Professional Boundaries Guidelines for Tasmanian Teachers before it was submitted to the Board for approval.

In 2019 we look forward to the review of the policies of the Board.

I would like to thank the members of the committee for their work on, and 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 2018



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:

- 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 the 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.

On the 16 and 17 March 2018, the Registrar was an invited guest at the Highly Accomplished and Lead Teacher Summit (HALT) in Canberra. This opportunity allowed the Registrar to view the exceptional work that HALT recipients are doing across the country. It was inspiring and encouraging to see this excellent work, especially how HALT's are utilising their skills in their workplaces. Tasmania as yet does not have HALT accreditation. However, if appropriate funding and resourcing is provided, the Board would engage in a HALT trial.

From 4-6 April 2018, the Registrar attended and spoke at the International Federation of Teacher Regulators Association (IFTRA) Conference in Wellington, New Zealand. The paper written and delivered by the Registrar was titled "So you think you can dance on the tables on a Saturday night". This examined an employer's right to initiate disciplinary action against employees for out of hours behaviour. In conjunction with this trip, the AGM for ATRA was held in Wellington, New Zealand, as all Senior Officers of ATRA were present.



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. This involved attendance by the Registrar at a TEMAG forum in Canberra on the 26 June 2018.

The Registrar then attended the Senior Officers meeting in Canberra on the 27 June 2018 and also a Senior Officers meeting held in Sydney on the 22 October 2018. The agenda for these meetings included:

- The National Review of Teacher Registration conducted by a panel organised by the Australian Institute of Teaching and School Leadership (AITSL);
- Developments in the area of Initial Teacher Education (ITE);
- Updates from Officers representing ATRA on:
 - National Initial Teacher Education Advisory Committee; and
 - The National Workforce Data Strategy; and
- Discussions on:
 - Accreditation of initial teacher education programs and supporting quality teacher graduates,
 - The Teacher Performance Assessment and its implementation into ITE courses, and
 - Limited Authorities to Teach and similar Board approvals.

On the 26 November 2018, at the invitation of the Australian Council of Deans of Education, the Registrar and the Manager, Professional Standards attended a day forum in Melbourne about the Teaching Performance Assessment (TPA) that is required to be undertaken and passed or a pre-service teacher cannot graduate from an ITE course. This day demonstrated the variation in development of TPAs across the country and of the approval process to get a TPA approved.

The Registrar participates in a monthly teleconference with her equivalents across the country and other Board staff also attend ATRA Network meetings to discuss areas of common work in relation to:

- Initial Teacher Education Course Accreditation;
- The work of the Executive Officer in relation to the accreditation of ITE courses;
- Professional Teaching Standards;
- Professional Conduct and Legal matters;
- Management of Data, Research and ICT infrastructure; and
- Registration processes, policy and procedures with a focus on nationally consistent registration.



STRATEGIC PLAN 2017–2019

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 and apply the Australian Professional Standards for Teachers.

WHO WE ARE AND WHAT WE DO

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 and form the legal entity known as the Teachers Registration Board of Tasmania.

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 scheduled for November 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 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; and
- 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 continues 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;
- Reviewing and auditing processes for teachers' progression from provisional to full registration; and
- Thoroughly investigating complaints and notifications that may lead to disciplinary action of a teacher with a clear focus on natural justice and procedural fairness.

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; and
- Requiring, through the approval of initial teacher education courses, that Tasmanian graduates meet the Australian Professional Standards for Teachers at the graduate career 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.

REGISTRATION PATHWAYS

There are two pathways to registration in Tasmania:

- a. general¹ registration (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 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.

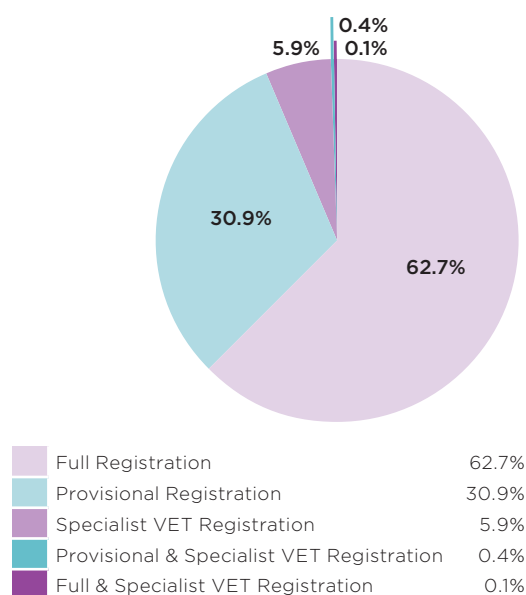
As of 30 November 2018, there were 11,574 individuals on the Register.

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

TABLE 7:
TEACHERS BY CATEGORY OF REGISTRATION

Type and Category of Registration	Number
Full Registration	7262
Provisional Registration	3574
Specialist VET Registration	678
Provisional Registration & Specialist VET Registration	46
Full Registration & Specialist VET Registration	14
Total	11574

FIGURE 1:
TEACHERS BY PERCENTAGE OF CATEGORY OF REGISTRATION



DEMOGRAPHIC PROFILE OF TASMANIAN REGISTRANTS

TABLE 8:
TEACHERS BY GENDER AND AGE RANGE

Age Range	Number			Percentage		
	Female	Male	Total	Female	Male	Total
20–24	117	29	146	1.01%	0.25%	1.26%
25–29	647	238	885	5.59%	2.06%	7.65%
30–34	863	363	1226	7.46%	3.14%	10.59%
35–39	1048	386	1434	9.05%	3.34%	12.39%
40–44	929	383	1312	8.03%	3.31%	11.34%
45–49	1030	407	1437	8.90%	3.52%	12.42%
50–54	960	353	1313	8.29%	3.05%	11.34%
55–59	1104	487	1591	9.54%	4.21%	13.75%
60–64	956	399	1355	8.26%	3.45%	11.71%
65–69	430	216	646	3.72%	1.87%	5.58%
70–74	113	76	189	0.98%	0.66%	1.63%
75 and over	26	14	40	0.22%	0.12%	0.35%
Total	8223	3351	11574	71.05%	28.95%	100%

At 30 November 2018, approximately 57% of all registrants were aged 45 years and over.

REGION OF BIRTH:

88.34% of the total Registered teachers were born in Australia.

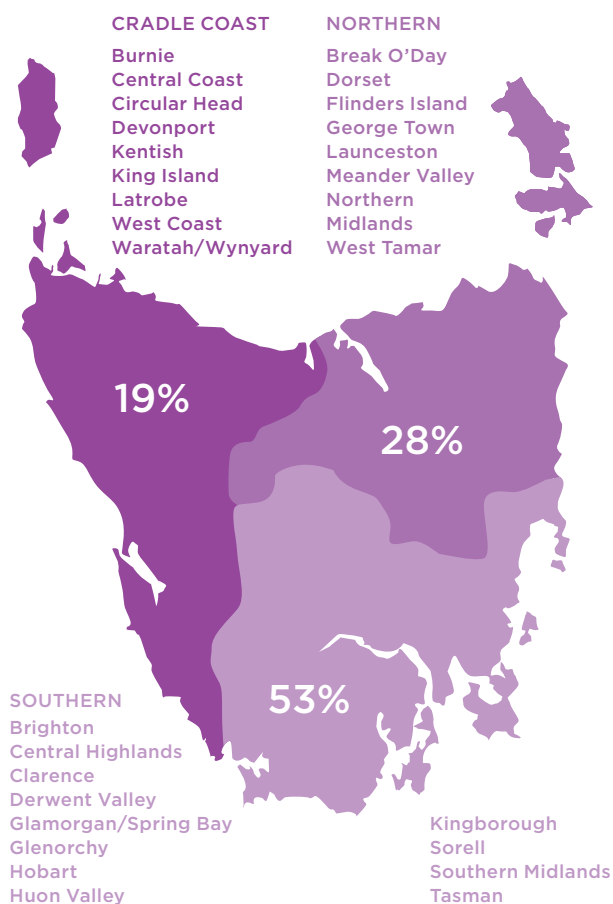
Of those born outside Australia, the majority (7.10%) came from Europe, predominantly the United Kingdom. The second largest group (1.94%) came from the Asia-Pacific region.

REGION OF CURRENT RESIDENCE

During the reporting period 99.69% of Tasmanian registered teachers were residing in Australia. Of this group 97.97 % listed a Tasmanian address as their residential address. Of those residing in Tasmania, 52.73% were in the southern area, 27.57% were in the northern area and 19.40% were in the north/northwest (see map and note that percentages have been rounded).

FIGURE 2:

REGION OF CURRENT RESIDENCE BY PERCENTAGE



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 three 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 three 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 a teacher education program are assessed as being equivalent to a four 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, six applicants were formally refused registration as a result of being unable to meet qualification requirements.

It should be noted that since 2014, as a fee for service arrangement, the Board has offered formal assessments of qualifications for potential applicants prior to applying for registration. 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 30 NOVEMBER 2018

The total number of ITE qualifications held by teachers on the Register as at 30 November 2018 was 10,057.

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 9:
LEVEL OF ITE QUALIFICATION HELD BY GENDER
OF REGISTRANT

Australian Qualification Framework Level	Female	Male	Total
Certificate	55	19	74
Certificate IV	1	1	2
Diploma	1173	484	1657
Advanced Diploma	4	7	11
Bachelor	5119	1720	6839
Graduate Certificate	44	19	63
Graduate Diploma	371	227	598
Master	536	205	741
Other	55	17	72
Total	7358	2699	10057

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

TABLE 10:
COUNTRY OF STUDY (TOP 5)

Country	Number of Qualifications
Australia	9755
United Kingdom	103
South Africa	37
United States of America	35
New Zealand	27

97% of the initial teacher education qualifications held by registered teachers as at 30 November 2018 were gained in Australia.

VOCATIONAL QUALIFICATIONS HELD BY SPECIALIST VET TEACHERS REGISTERED AT THE 30 NOVEMBER 2018

The total number of vocational qualifications held by the 738 teachers with Specialist VET registration (including those teachers holding SpVET registration and general registration) was 2565 at 30 November 2018.

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

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

1. Vocational education and training qualifications (n=1061)
2. Industry qualifications (n=1504)

TABLE 11:
VOCATIONAL EDUCATION AND TEACHING QUALIFICATIONS BY LEVEL

Qualification Level	Number
Certificate	13
Certificate IV	913
Diploma	73
Bachelor	48
Vocational Graduate Certificate	1
Graduate Diploma	2
Other	11
Total	1061

TABLE 12:
INDUSTRY QUALIFICATIONS BY FIELD OF EDUCATION² AND LEVEL

Field of Education	AGF LEVEL	Certificate	Certificate II	Certificate III	Certificate IV	Associate Diploma	Diploma	Advanced Diploma	Bachelor	Graduate Certificate	Graduate Diploma	Master	Doctorate	Other^	Total
Natural and Physical Sciences	0	0	0	0	0	1	2	0	28	0	1	3	0	0	35
Information Technology	1	6	12	15	0	13	0	4	0	2	1	0	1	55	
Engineering & Related Technologies	80	14	81	17	3	9	3	6	0	2	0	0	19	234	
Architecture & Building	18	0	43	19	1	6	3	1	0	0	0	0	7	98	
Agriculture, Environmental & Related Studies	3	3	9	11	3	19	3	5	1	1	1	0	2	61	
Health	5	0	11	30	0	25	1	32	7	10	11	0	9	141	
Education**	14	2	7	6	0	3	1	9	19	6	10	0	3	80	
Management & Commerce	9	5	38	77	5	101	17	24	15	6	6	0	10	313	
Society & Culture	2	1	33	45	13	45	10	31	5	4	4	10	1	204	
Creative Arts	6	4	8	7	2	22	1	39	0	3	3	0	2	97	
Food, Hospitality & Personal Services	40	10	69	42	0	14	2	0	0	0	0	0	7	184	
Mixed Field Programmes	0	0	1	0	0	0	0	0	1	0	0	0	0	2	
Total	178	45	312	269	28	259	41	179	48	35	39	10	61	1504	

2. Fields of education using the Australian Standard Classification of Education

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

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

TABLE 13:
COUNTRY OF STUDY (TOP 5)

Country of Study	Number
Australia	2528
United Kingdom	17
New Zealand	5
Switzerland	2
Canada	2

98.6 % of the qualifications held by Specialist VET registration teachers as at 30 November 2018 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, 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

REGISTRATION PRIOR TO GRADUATION

During the reporting period, the Board granted registration to 36 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, 20 were from the University of Tasmania and 16 were from other Australian universities.

EARLY REGISTRATION

The Board made a decision to grant early registration to 99 University of Tasmania students who had met all their requirements for graduation by November 2018. 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 had a level of English proficiency which enabled 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 four years of their tertiary education in one of the listed countries/institutions (see table below) 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 and writing, and 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, with 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 two years prior to the time of application for registration.

TABLE 14:
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

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

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

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

CHANGING REGISTRATION CATEGORY

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

It is the responsibility of the teacher who wishes to move from provisional to full registration to initiate, undertake and complete the process within their first cycle of provisional registration (as granted by the Board). If a teacher with provisional registration does not move to full registration within this timeframe his/her teacher registration will expire at the end of their cycle of provisional registration. In this circumstance the teacher can apply for registration again; the new application will be assessed against registration criteria and relevant Board policy.

It is 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 are available on the TRB website; and
- providing additional information and guidance to individuals as required and as appropriate.

During the reporting period, over 183 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. By comparison, in 2016 this figure was 87.

The Board has legislated functions under *Section 6A(h) and (k)(ii)* of the *Teachers Registration Act 2000* to develop and improve teaching standards and to promote consistency in the regulation of the teaching profession within Australia and New Zealand. In line with these functions, during the reporting period, the Board undertook audits for 100% of applications because the usual 10% Quality Assurance audits indicated that few schools and teachers fully understood the process or the Australian Professional Standards for Teachers (APST). The data, evidence and feedback generated in this process led to a complete redevelopment of the resources and guides available for schools and teachers, as well as to the development of a set of online learning modules. These were developed in conjunction with the Professional Learning Institute, supported financially by the Department of Education and involving consultation with representatives of all education stakeholders. The Board also instituted additional mandated elements, including a requirement that a minimum of one workplace panel member and the applicant complete training in a range of important aspects related to the process and to evidencing positive teacher impact on student outcomes.

It is a nationally consistent expectation that the full teaching cycle will be evidenced by applicants and annotated to clearly demonstrate the impact of the teacher on student outcomes (such as learning, engagement and wellbeing) using the APST proficient career stage descriptors as the criteria against which the claims of the teacher are assessed. The Board's information sessions and other educative resources all aim to support schools in seeing the need to incorporate not only the progression

from provisional to full registration but also the Australian Professional Standards for Teachers into the improvement agenda of the school, as part of the professional development plan for teachers over time and to use these to support the creation and maintenance of a culture of continuous reflective practice and improvement. Schools are encouraged to collect evidence of each teacher's impact on student outcomes and work continuously to lift the standards and to verify how they know these improvements have been achieved. Such an approach would align their work with the change of registration category process and enable teachers to celebrate their natural way of working when presenting the required evidence of their proficiency to their workplace assessment panel.

REGISTRANTS WHO CHANGED THEIR CATEGORY OF REGISTRATION IN 2018

TABLE 15:
NUMBER OF REGISTRANTS WHO CHANGED THEIR CATEGORY OF REGISTRATION IN 2018 BY AGE RANGE AND GENDER

Age Range	Female	Male	Total
20-24	0	1	1
25-29	26	3	29
30-34	35	16	51
35-39	20	11	31
40-44	11	6	17
45-49	17	5	22
50-54	16	4	20
55-59	6	1	7
60-64	2	3	5
Total	133	50	183

TABLE 16:
NUMBER OF REGISTRANTS WHO CHANGED THEIR CATEGORY OF REGISTRATION IN 2018 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				1	1	1	2	1		6
2003				1		1	1			3
2004					2			1	1	4
2005										0
2006				2	2	1				5
2007			2	5	1	2				10
2008			6	4		3	1	1		15
2009			7	3	1	4	3			18
2010				2		2	3			7
2011			10	3	1	1		1		16
2012		2	9	3	3	2	2			21
2013		6	5	2	1					14
2014		7	2		3		4			16
2015		5	4	1			1			11
2016		8	2			2				12
2017	1		1	1	1	3	2	3	3	15
2018		1	3	3	1		1		1	10
Total	1	29	51	31	17	22	20	7	5	183



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:

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

If, by the end of 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:

- a. ongoing professional competence or engagement in professional learning; and
- b. 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.

LATS ISSUED FOR TEACHING IN 2018

This section reports on all Limited Authorities to Teach (LATs) approved for teaching during 2018 (and includes LATs approved in December 2017 for teaching to occur in 2018).

- The total number of LATs granted was 358.
- The total number of individuals granted a LAT was 276.
- The highest number of LATs held by one individual was six.
- Nine individuals held three LATs each during 2018.

Generic Relief LATs were offered in 2018. 79 Generic Relief LATs were granted in 2018: 36 for northern Tasmanian schools and 43 for southern Tasmanian schools.

No LATs were refused during 2018, however some applicants and schools may have withdrawn from the process prior to Board refusal.

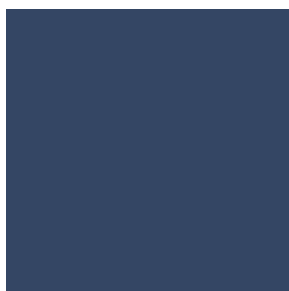
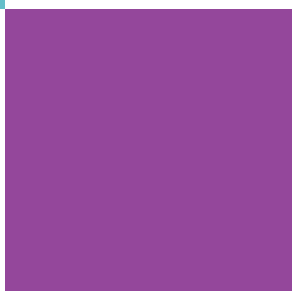
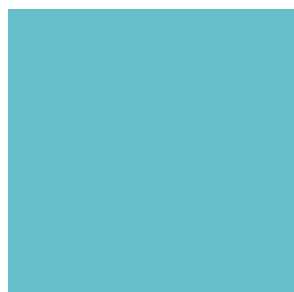


TABLE 17:
TYPE OF LAT APPOINTMENTS

Type of Appointments	Number of LATs
Fixed Term	140
Relief Teacher	110
Generic Relief	79
TasTAFE	29
Total	358
Number of LATs for positions of 1.0 FTE	46
Number of 1.0 FTE LATs that were full year appointments	19
210 of the 2018 LAT holders (58.65%) are now registered.	

TABLE 18:
2018 LAT HOLDERS BY CURRENT CATEGORY OF REGISTRATION

Category of Registration	Number
Provisional Registration (with Conditions)	199
Specialist VET Registration	11
Total	210

TABLE 19:
2018 LATs BY GRADE LEVEL

Grade Level	Number
K-6	108
K-12	101
7-10	50
TasTAFE	30
7-12	24
11-12	22
K-10	19
K	2
Senior Secondary	1
Special	1
Total	358

TABLE 20:
LATS BY EMPLOYER TYPE

Employer	Number
Department of Education	196
TasTAFE	30
Independent Schools	5
Tasmanian Catholic Education Office	22
Total	253

Generic Relief LATs are not included in this table, as Generic Relief teachers are available for all Tasmanian schools/employers.

TABLE 21:
LATS GROUPED BY LEARNING AREAS

Learning Areas	Number
General Teaching	99
Relief Teaching	84
Creative Arts	61
Vocational Education and Training	36
Health and Physical Education	23
Mathematics and Science	17
Humanities	14
Early Childhood	10
Material, Design and Technology	8
Languages	5
Special Education	1
Total	358

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.

The majority of Permission to Teach requests are for instrumental musicians or teachers of Languages Other Than English.

There were 109 authorities approved for Permission to Teach (PTT) in 2018.

TABLE 22:
NUMBER OF APPROVED PTT AUTHORITIES BY SCHOOL

School	Number
St Michael's Collegiate	24
Elizabeth College	20
The Hutchins School	14
TasTAFE	12
Hobart College	12
Rosny College	11
Scotch Oakburn College	7
Claremont College	7
Wilmot Primary School	1
Australian Christian College	1
Total	109

TABLE 23:
NUMBER OF APPROVED PTT HOLDERS BY AREA OF TEACHING/FIELD OF EDUCATION

ASCED ³ Field of Education	Number
Creative Arts	78
Society and Culture	26
Agriculture, Environmental and Related Studies	3
Natural and Physical Sciences	2
Total	109

3. Fields of education using the Australian Standard Classification of Education

REGISTRATION UNDER MUTUAL RECOGNITION (MR)

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 Australian jurisdictions and with New Zealand.

241 applications for 2018 registration under Mutual Recognition provisions were granted.

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 2018. This data may include reapplications in 2018 from Tasmanian teachers whose registration expired at the end of 2017 who reapplied in 2018 and answered yes to currently holding registration in another jurisdiction.

The Board refused two applications for registration in 2018 under Mutual Recognition on the basis of there not being an equivalent registration type in Tasmania.

FIGURE 3:
NUMBER OF MR APPLICATIONS BY JURISDICTION

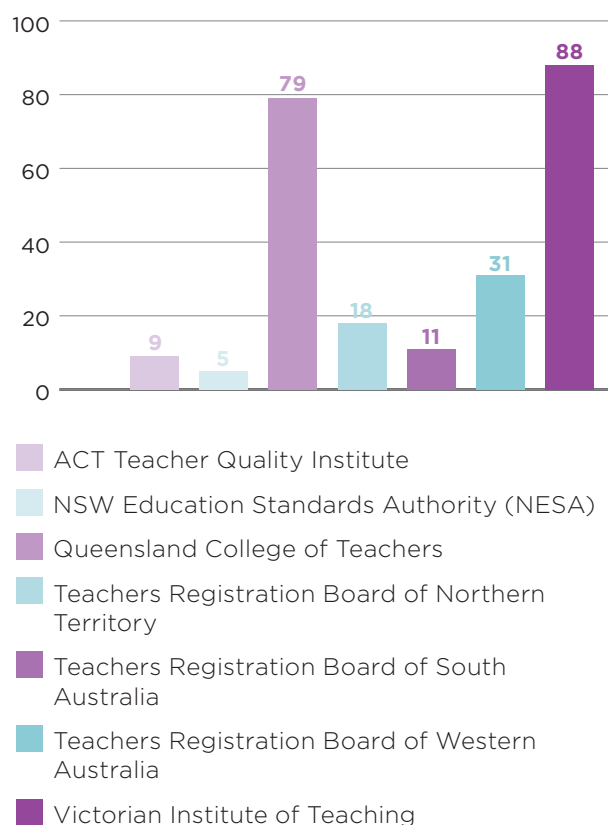


TABLE 24:
NUMBER OF MR APPLICATIONS BY JURISDICTION BY AGE RANGE

Jurisdiction	20-24	25-29	30-34	35-39	40-44	45-49	50-54	55-59	60-64	65-69	70-74	Total
ACT Teacher Quality Institute	0	1	2	2	2	0	2	0	0	0	0	9
NSW Educations Standards Authority (NESA)	0	1	0	1	3	0	0	0	0	0	0	5
Queensland College of Teachers	1	8	12	11	10	12	7	9	6	2	1	79
Teachers Registration Board of Northern Territory	0	4	3	4	0	2	1	1	2	1	0	18
Teachers Registration Board of South Australia	2	1	1	3	1	0	1	1	1	0	0	11
Teachers Registration Board of Western Australian	2	5	7	2	1	5	4	2	2	1	0	31
Victorian Institute of Teaching	3	15	17	8	7	11	11	9	6	1	0	88
Total	8	35	42	31	24	30	26	22	17	5	1	241

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

TABLE 25:
NUMBER OF MR APPLICATIONS BY JURISDICTION BY CATEGORY OF REGISTRATION

Jurisdiction	Full	Provisional	Total
ACT Teacher Quality Institute	8	1	9
NSW Education Standards Authority (NESA)	5	0	5
Queensland College of Teachers	61	18	79
Teachers Registration Board of Northern Territory	14	4	18
Teachers Registration Board of South Australia	9	2	11
Teachers Registration Board of Western Australian	25	6	31
Victorian Institute of Teaching	76	12	88
Total	198	43	241

STUDENT GOOD CHARACTER DETERMINATIONS (SGCD)

The Board continued its fee-for-service arrangements with the Faculty of Education 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 2018, 325 applications for Student Good Character Determinations were approved by the Board.

TABLE 26:
INITIAL TEACHER EDUCATION PROGRAM BY AGE RANGE

Initial Teacher Education Program	15-19	20-24	25-29	30-34	35-39	40-44	45-49	50-54	55-59	60-64	Total
Bachelor of Education	0	0	0	1	0	0	0	0	0	0	1
Bachelor of Education (Applied Learning)	0	0	0	2	1	2	0	0	1	1	7
Bachelor of Education (Early Childhood)	7	21	6	2	1	2	1	0	0	0	40
Bachelor of Education (Health and Physical Education)	0	4	1	0	0	1	0	0	0	0	6
Bachelor of Education (Primary)	32	33	9	8	4	2	4	1	0	1	94
Bachelor of Education (Science and Mathematics)	5	6	0	0	0	1	0	0	0	0	12
Master of Teaching (Primary)	0	18	21	15	7	9	3	2	1	0	76
Master of Teaching (Secondary)	0	28	27	12	9	7	5	1	0	0	89
Total	44	110	64	40	22	24	13	4	2	2	325

TABLE 27:
INITIAL TEACHER EDUCATION PROGRAM BY GENDER

Initial Teacher Education Program	Female	Male	Total
Bachelor of Education	0	1	1
Bachelor of Education (Applied Learning)	0	7	7
Bachelor of Education (Early Childhood)	39	1	40
Bachelor of Education (Health and Physical Education)	3	3	6
Bachelor of Education (Primary)	73	21	94
Bachelor of Education (Science and Mathematics)	4	8	12
Master of Teaching (Primary)	49	27	76
Master of Teaching (Secondary)	53	36	89
Total	221	104	325

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, Registration to Work with Vulnerable People (RWVP) registration 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; and
- 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; and
- Create a list to track the RWVP 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 2018, the Board offered five payment options for individuals to make their application, annual registration fee 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 8856 reconciled payments during the reporting period. This total does not take into account any refunds.

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

Method	Number	Percentage
BPAY	5146	58.11%
Payway	3248	36.68%
Service Tasmania	424	4.79%
Cash	38	0.43%
Total	8856	100.00%

TABLE 29:
PAYMENT REASON: NUMBER AND PERCENTAGE OF TOTAL

Payment Reason	Number	Percentage
Annual Registration Fee	6262	70.71%
Application for Registration	1425	16.09%
Student Good Character Determination	409	4.62%
Limited Authority to Teach Application	281	3.17%
Renewal of Registration	244	2.76%
Application Fee	195	2.20%
Assessment of International Qualifications	33	0.37%
Letter of Professional Standing	7	0.08%
Total	8856	100.00%

INITIAL TEACHER EDUCATION

APPROVING INITIAL TEACHER EDUCATION (ITE) COURSES

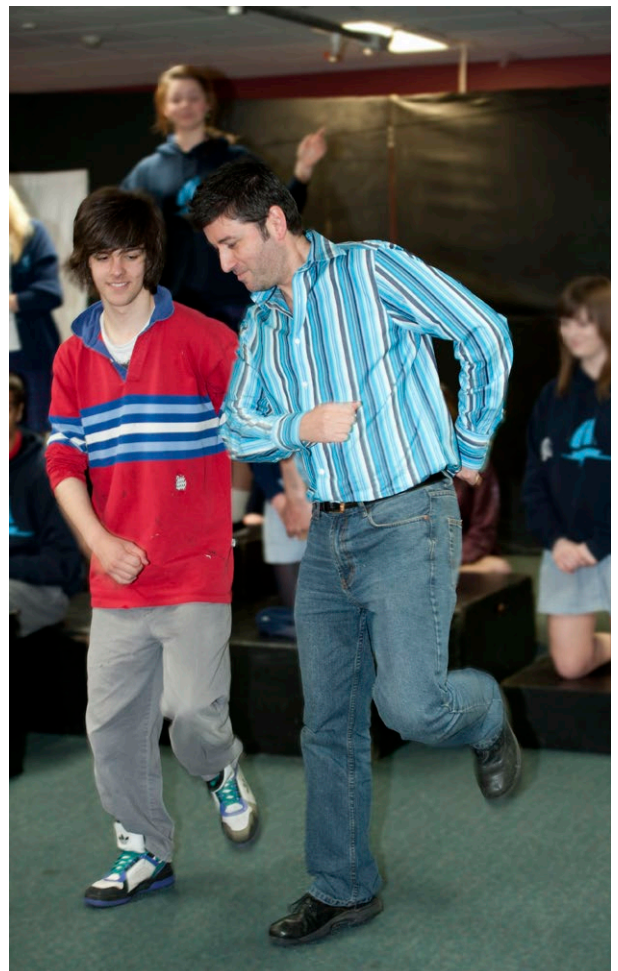
Under the *Teachers Registration Act 2000* the Board must approve teacher education qualifications for the purpose of teacher registration.

In 2018, the main focus of the Board's role in ITE Accreditation was on implementing the new national requirements for Annual Reporting by Higher Education Providers to the Regulatory Authorities. The data to be included in these new reports is to be directed by the accredited Transition Plans or Stage 1 Accreditation, as relevant for each program, and is to form the linkage between Stage 1 Accreditation and subsequent Stage 2 Accreditation.

Another aspect of the Board's involvement with ITE was to work with University of Tasmania personnel to ensure that mooted changes to accredited courses were in line with the accreditation standards and acceptable to the Board. This entailed a number of face-to-face and electronic meetings as well as a number of iterative developmental emails. Further, the Manager of this area of the Board's work attended Course Advisory Committee meetings and sat on a selection panel for the appointment of a key staff position in the Faculty of Education. The Manager also set up and engaged in meetings with the course convenors responsible for the introduction of electronic portfolios, looking at possible synergies between the Graduate stage portfolio and the Proficient stage portfolio (the former is a Teacher Education Ministerial Advisory Group (TEMAG) requirement for ITE courses and the latter is a requirement of change of registration category processes. She was subsequently invited to present on portfolio development in the change of category process to current University of Tasmania students as well as to speak to first year ITE students

about the work of the TRB. These meetings and communications have further strengthened the Board's connection with the University.

In an effort to further the TEMAG recommendations, the Executive Officers (EOs) from across the nation's regulatory authorities, under the auspices of the Australasian Teacher Regulatory Authorities (ATRA) association, formed a working group that met each month via video or teleconference. From that a smaller group, inclusive of the Tasmanian EO, worked on an environmental scan project with the intention of generating greater clarity and national uniformity in the national standards and procedures for course accreditation in Initial Teacher Education. The resulting document has been approved by ATRA and presented to AITSL for further work on benchmarking and standards clarity. The EO working group also met with AITSL via teleconference and in person on at least three occasions. This work will be ongoing in 2019.



PROFESSIONAL CONDUCT MATTERS AND APPEALS

Under the *Teachers Registration Act 2000* the Board is legislatively charged to independently consider teacher conduct matters. During the reporting period, a range of professional conduct matters were formally considered as a result of the following:

		Section of the Act
1.	Matters Arising from Applications for Registration/Limited Authority to Teach	
1.1	Matters of concern identified in an Application for Registration	s13
1.2	Matters of concern identified in an Application for Renewal	s17A
1.3	Matters of concern identified in an Application for a Limited Authority to Teach (LAT)	s17D
1.4	Matters of concern identified in an Application for Mutual Recognition Matters are considered under the <i>Mutual Recognition Act 1992</i> or the <i>Trans-Tasman Mutual Recognition Act 1997</i> .	
2.	Matters Arising in Relation to an Individual's Registration/LAT	
2.1	Notifications of Charges and Court Findings	s18A
2.2	Complaints lodged with the Board	s19
2.3	Matters of concern identified in a Notification from an Employer	s31
2.4	Matters arising from individuals teaching without Registration/LAT	s11
2.5	Matters arising from employers engaging individuals to teach without Registration/LAT	s27
2.6	Matters of concern that come to the attention of the Board via other means (and considered under the relevant Sections of the Act as appropriate)	
2.7	Matters of concern monitored through Conditions applied to an individual's Registration	s17
2.8	Matters that result in an Inquiry process	s20
3.	Matters Arising from Student Good Character Determinations	
	All Initial Teacher Education students enrolled at the University of Tasmania are required to undertake a Student Good Character Determination. The process is detailed in the <i>Memorandum of Understanding</i> between the Board and the University of Tasmania.	
3.1	Matters of concern identified as part of an Application for a Student Good Character Determination	
3.2	Notifications of Charges and Court Findings	



MATTERS ARISING FROM APPLICATIONS FOR REGISTRATION/ LIMITED AUTHORITY TO TEACH

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

In determining Good Character, s17J of the Act states that the Board –

- a. is to take into account any conviction of, or charge made against, the person; and
- ab. is to take into account –
 - i. whether the person has been refused registration under the Registration to Work with Vulnerable People Act 2013; and
 - ii. If the person is, or has been, registered under that Act, whether the registration has been suspended or cancelled; and
- b. is to take into account 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 it 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 CHECKS

In 2018, a total of **2,138** National Police History Checks were conducted by the Board for Registration and LAT applicants.

FAILURE TO DECLARE MINOR MATTERS ON APPLICATION

In 2018, a total of **58** 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.

In 2018, a total of **395** applicants declared that they had resided overseas for more than one year.

- A large percentage of these individuals had provided their required International Record of Conviction Checks as part of previous application processes.
- As at 31 December 2018, there were **3** individuals who had not yet provided their required International Record of Conviction Checks. However, these individuals had satisfied the Board that they had applied for the required Checks, and their registration was subject to a condition that their Checks be provided within six months.

PROFESSIONAL CONDUCT COMMITTEE 2018

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

In 2018 the members of this Committee were:

Lyn Tunbridge	Board Member
Michael Hayen	Board Member (January-July)
Stephen Norris	Board Member (August-December)
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.

S13	Determination of Application for Registration	2018
	New Matters in 2018	16
	Matters Carried Over from 2017	9
	Total	25
	Of these 25 Matters:	
	Matter still in Process 31 Dec 2018	1
	Applications Withdrawn or Made Dormant	3
	Minor Matters (Registration Granted - Referred for Note Only)	13
	Matters Referred for Decision	8
	Of the 8 Matters Referred for Decision:	
	Registration Granted	6
	Registration Granted with Conditions	0
	Matter Referred to Inquiry	0
	Application Referred to Registration Oversight Committee	2

S17A	Determination of Application for Renewal of Registration	2018
	New Matters in 2018	2
	Matters Carried Over from 2017	4
	Total	6
	Of these 6 Matters:	
	Matter still in Process 31 Dec 2018	2
	Applications Withdrawn or Made Dormant	2
	Minor Matters (Registration Granted - Referred for Note Only)	2
	Matters Referred for Decision	0

MR Act	Determination of Application for Mutual Recognition (MR)	2018
	New Matters in 2018	7
	Matters Carried Over from 2017	1
	Total	8
	Of these 8 Matters:	
	Matter still in Process 31 Dec 2018	1
	Applications Withdrawn or Made Dormant	1
	Minor Matters (Registration Granted - Referred for Note Only)	6
	Matters Referred for Decision	0

S17D	Determination of Application for Limited Authority to Teach (LAT)	2018
	New Matters in 2018	0
	Matters Carried Over from 2017	2
	Total	2
	Of these 2 Matters:	
	Matter still in Process 31 Dec 2018	0
	Applications Withdrawn or Made Dormant	0
	Minor Matters (Registration Granted - Referred for Note Only)	0
	Matters Referred for Decision	2
	Of the 2 Matters Referred for Decision:	
	LATs Granted	2

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

S18A	Notification of Charges/Convictions Minor Matters	2018
	New Matters in 2018	19
	Matters Carried Over from 2017	0
Total		19
Of these 19 Matters:		
	Matter still in Process 31 Dec 2018	0
	Caution/Reminder Emails Sent	19

S18A	Notification of Charges/Convictions Other Matters	2018
	New Matters in 2018	14
	Matters Carried Over from 2017	5
Total		19
Of these 19 Matters:		
	Matter still in Process 31 Dec 2018	8
	Registration Lapsed	1
	Matters Referred for Decision	10
Of the 8 Matters in Process:		
	Awaiting Further Information	8
	Registration Continued while Awaiting Court Outcome	0
	s24(b) Registration Suspended Pending Court Outcome	0
Of the 10 Matters Referred for Decision:		
	s18A(a) Caution Issued	6
	s18A(b) Conditions Applied	0
	s18A(a) Caution + s18A(b) Condition	0
	s18A(c) Conditions Amended	0
	s18A(d)(i) Registration Suspended	0
	s18A(d)(ii) Registration Cancelled	0
	No Further Action	4

S19	Complaints	2018
	New Matters in 2018	7
	Matters Carried Over from 2017	2
Total		9
Of these 9 Complaints:		
	Complaints still in Process 31 Dec 2018	6
	Complaints Referred for Decision	3
Of the 3 Complaints Referred for Decision:		
	s19A(3)(a) Referred to Inquiry	1
	s19A(3)(b) Complaint Dismissed	2
Of the 2 Complaints Dismissed:		
	s19A(3)(b)(i) Vexatious/Lacking in Substance	2
	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	0
	s19A(3)(b)(vii) Referred to Another Agency	0
	s19A(3)(b)(viii) Time Elapsed	0

S31	Employer Notifications	2018
	New Matters in 2018	18
	Matters Carried Over from 2017	12
Total		30
Of these 30 Notifications:		
	Notifications Still in Process 31 Dec 2018	19
	Registration Lapsed	1
	Notification Referred to Registration Oversight Committee	1
	Notifications Referred to Professional Conduct Committee	9
Of the 9 Notifications Referred for Decision to the Professional Conduct Committee:		
	Matter Noted – No Further Action Required	7
	Individuals had Condition Applied to their Registration (s17)	2

S11 & S17	Unregistered Teachers	2018
s11 Teaching Unregistered in 2018		5
s27 Employing Unregistered Teachers in 2018		5
Matters Carried Over from 2017		1
Total		11
Of these 11 Matters:		
Matters Still in Process 31 Dec 2018		0
Minor Matters (Informal Caution - For Note Only)		3
Matters Referred to Professional Conduct Committee		8
Of the 8 Matters Referred for Decision:		
Caution Issued		8
Caution and Ongoing Monitoring		0
Referred to Board Chair (s34A)		0
s13A(1)(b) s17(a) s18A(b) s24(ab)	Monitoring of Conditions Applied to Registration	2018
New Conditions Applied in 2018		5
Conditions Carried Over from 2017		10
Total		15
Sections of the Act which Result in Conditions:		
s13A(1)(b) Application for Registration		3
s17(a) Condition (s19 Complaint)*		0
s17(a) Condition (s31 Employer Notification)*		5
s17(a) Condition (Other)		2
s18A(b) Prescribed Offence - Finding of Guilt		3
s24(ab) Inquiry		2
* s17(a) allows the Board to subject an individual's registration to any 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 required additional professional development, support and monitoring.		
Monitoring of Conditions		
Conditions in Place		11
s17(c) Conditions Removed		3
Registration Lapsed		1

COMMITTEES OF INQUIRY 2018

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

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

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

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

S20	Inquiries	2018
New Matters in 2018		1
Matters Carried Over from 2017		5
Total		6
Of these 6 Inquiries:		
Inquiries Remained in Process 31 Dec 2018		1
Inquiry on Hold		3
Inquiry Completed		2
Inquiry Decisions:		
s24(a) Caution		0
s24(ab) Condition		0
s24(a) Caution + s24(ab) Condition		1
s24(b) Suspension & Conditions		1
s24(c) Cancellation		0
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		0
s24(e) Matter Without Substance		0

REGISTRATION OVERSIGHT COMMITTEE 2018

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 2018 the members of the Registration Oversight Committee were:

1. Stephen Mannering	Board Chair
2. Helen Chick	Board Member
3. Allan Clark	Board Member
4. Bernadette Henry	Board Member
5. Jan Mansfield	Board Member
6. Kirsten Adams	Board Member

Determinations Made by the Registration Oversight Committee

2018

New Matters in 2018	4
Matters Carried Over from 2017	0
Total	4

Of these 4 Matters:

Inquiry Determinations	2
s13A Determination of Application for Registration	2

APPLICATIONS FOR REVIEW TO THE MAGISTRATES COURT (ADMINISTRATIVE APPEALS DIVISION)

Section 29 of the Act allows for an individual to apply to the Magistrates Court (*Administrative Appeals Division*) for a review of a Board decision.

One individual made an appeal to seek a review of the Board's decision.

The Board's decision, as a result of an Inquiry, and pursuant to s24(b) of the Act, was to suspend the individual's registration for a period of 2 years and subject it to conditions.

The Board's decision was upheld by the *Administrative Appeals Division* (Hobart Magistrates Court).

UNIVERSITY OF TASMANIA – STUDENT GOOD CHARACTER DETERMINATIONS 2018

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:

- 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 it considers relevant.

In determining Fitness to Teach the Board takes into account:

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

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

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

NATIONAL POLICE HISTORY CHECKS

In 2018, a total of **337** National Police History Checks were conducted by the Board for University of Tasmania Initial Teacher Education students.

Determination of Application for Student Good Character Determination (SGCD) 2018

New Matters in 2018	10
Matters Carried Over from 2017	1
Total	11

Of these 11 Matters:

Matters Still in Process 31 Dec 2018	2
Applications Withdrawn or Made Dormant	0
Minor Matters (SGCD Granted – Referred for Note Only)	3
Matters Referred for Decision	6

Of the 6 Matters Referred for Decision:

SGCD Granted	5
SGCD Refused	1

Student Good Character Determination (SGCD) Notification of Charges/ Convictions/Other Matters 2018

New Matters in 2018	1
Matters Carried Over from 2017	1
Total	2

Of these 2 Matters:

Matter Still in Process 31 Dec 2018	1
Minor Matters – Caution/Reminder Emails Sent	1

FINANCIAL STATEMENTS FOR THE YEAR ENDED 30 JUNE 2018

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STATEMENT OF CERTIFICATION



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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 2018 and the financial position as at 30 June 2018.

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:

STATEMENT OF COMPREHENSIVE INCOME FOR THE YEAR ENDED 30 JUNE 2018

		2018	2017
CONTINUING OPERATIONS	NOTES	\$	\$
Revenue and other income from transactions			
Teacher registration fees	1.1	1,361,195	1,304,183
Revenue from government	1.2	153,698	....
Grants	1.3	....	1,000
Total revenue and other income from transactions		1,514,893	1,305,183
Expenses from transactions			
Employee benefits	2.1	1,050,448	1,014,186
Depreciation and amortisation	2.2	3,770	5,032
Supplies and consumables	2.3	421,844	383,128
Other expenses	2.4	9,760	9,721
Total expenses from transactions		1,485,822	1,412,067
Net result from transactions (net operating balance)		29,071	(106,884)
Comprehensive result		29,071	(106,884)

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

STATEMENT OF FINANCIAL POSITION AS AT 30 JUNE 2018

		2018	2017
ASSETS	NOTES	\$	\$
Financial assets			
Cash and deposits	6.1	1,923,771	1,798,683
Receivables	3.1	1,305	4,707
Non-financial assets			
Plant and equipment	3.2	36,682	32,753
Total assets		1,961,758	1,836,144
LIABILITIES			
Payables	4.1	11,950	19,099
Employee benefits	4.2	278,297	283,347
Revenue received but not yet earned	4.3	798,677	689,935
Total liabilities		1,088,924	992,381
NET ASSETS		872,834	843,762
Equity			
Accumulated funds		872,834	843,762
Total equity		872,834	843,762

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

STATEMENT OF CASH FLOWS FOR THE YEAR ENDED 30 JUNE 2018

		2018	2017
CASH FLOWS FROM OPERATING ACTIVITIES	NOTES	\$	\$
Cash inflows			
Teacher registration fees		1,469,937	1,345,524
Revenue from government		153,698	....
Other cash receipts		....	38,551
Total cash inflows		1,623,635	1,384,075
Cash outflows			
Employee benefits		(1,055,497)	(988,646)
Other cash payments		(435,350)	(392,597)
Total cash outflows		(1,490,847)	(1,381,243)
Net cash from/(used by) operating activities	6.2	132,788	2,832
CASH FLOWS FROM INVESTING ACTIVITIES			
Cash outflows			
Payments for acquisition of non-financial assets		(7,699)	(2,268)
Total cash outflows		(7,699)	(2,268)
Net cash from/(used by) investing activities		(7,699)	(2,268)
Net increase/(decrease) in cash held		125,088	564
Cash and deposits at the beginning of the reporting period		1,798,683	1,798,119
Cash and deposits at the end of the reporting period	6.1	1,923,771	1,798,683

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 2018

	ACCUMULATED FUNDS \$	TOTAL EQUITY \$
Balance as at 1 July 2017	843,762	843,762
Total comprehensive result	29,071	29,071
Balance as at 30 June 2018	872,833	872,833

	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

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.

	2018 \$	2017 \$
Teacher registration fees	1,361,195	1,304,183
Total	1,361,195	1,304,183

1.2 Revenue from government

Revenue from government reflects the transfer of funding to the Teachers Registration Board for staffing to assist TRB in managing matters in addition to the core teacher registration process.

	2018 \$	2017 \$
Funding arrangement 2017-18	150,652	....
Other revenue from government	3,046	....
Total	153,698	....

1.3 Grants

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

	2018 \$	2017 \$
Services to assess additional examples	1,000
Total	1,000

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

	2018 \$	2017 \$
Wages and salaries (including fringe benefits and non-monetary components)	800,333	754,256
Annual leave	68,142	52,639
Sick leave	56,747	61,426
Long service leave	6,469	33,209
Superannuation – defined contribution scheme	90,029	84,835
Superannuation – defined benefit scheme	28,727	27,821
Total	1,050,448	1,014,186

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 12.95 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 3.45 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 2017-18 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 keymanagement personnel when acting arrangements are for more than a period of one month.

	SHORT-TERM BENEFITS		LONG-TERM BENEFITS		TOTAL
	Salary	Other Benefits	Superannuation	Other Benefits and Long Service Leave	
2018	\$	\$	\$	\$	\$
Key management personnel					
Registrar	154,176	2,739	14,647	2,130	173,691
Total Remuneration For Key Management Personnel	154,176	2,739	14,647	2,130	173,691
2017					
Key management personnel					
Registrar	150,691	10,920	14,316	(3,095)	172,831
Total Remuneration For Key Management Personnel	150,691	10,920	14,316	(3,095)	172,831

(c) Related Party Transactions

There are no significant related party transactions requiring disclosure.

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

	2018	2017
DEPRECIATION	\$	\$
Plant and equipment	3,770	5,032
Total	3,770	5,032

2.3 Supplies and consumables

	2018 \$	2017 \$
Audit fees	6,400	3,130
Catering	1,749	1,851
Communications	15,005	14,287
Conferences, seminars and meetings	....	1,436
Consultants	805	195
Criminal history checks	125,327	109,014
Equipment lease	5,124	5,413
Information technology	7,237	10,940
Maintenance	11,366	5,764
Materials and supplies	9,227	7,870
Other supplies and consumables	29,993	5,905
Photocopying	499	1,252
Postage, courier and freight	6,767	4,467
Printing and document reproduction	4,588	3,696
Property services	99,692	112,701
Relief reimbursement	4,943	2,471
Service Level Agreement*	55,520	54,279
Sitting Fees	20,879	25,653
Travel and transport	16,723	12,804
Total	421,844	383,128

*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.

	2018 \$	2017 \$
Workers' compensation premiums	9,760	9,721
Total	9,760	9,721

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.

	2018 \$	2017 \$
Receivables	....	984
Tax assets	1,305	3,723
Total	1,305	4,707
Settled within 12 months	1,305	4,707

3.2 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

	2018 \$	2017 \$
Plant and equipment		
At cost	101,029	93,331
Less: Accumulated depreciation	(64,347)	(60,578)
Total property, plant, equipment assets	36,682	32,753

(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.

	2018 \$	2017 \$
PLANT AND EQUIPMENT		
Carrying amount at start of year	32,753	35,517
Additions	7,699	2,268
Depreciation expense	(3,770)	(5,032)
Total	36,682	32,753

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.

	2018 \$	2017 \$
Creditors	11,950	19,099
Total	11,950	19,099
Settled within 12 months	11,950	19,099

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.

	2018 \$	2017 \$
Accrued salaries	9,319	7,806
Annual leave	68,252	71,172
Long service leave	200,726	204,369
Total	278,297	283,347
Settled within 12 months	101,359	97,910
Settled in more than 12 months	176,938	185,437
Total	278,297	283,347

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.

	2018 \$	2017 \$
Revenue received but not yet earned	798,677	689,935
Total	798,677	689,935
Settled within 12 months	393,623	323,965
Settled in more than 12 months	405,054	365,970
Total	798,677	689,935

NOTE 5: COMMITMENTS AND CONTINGENCIES

5.1 Schedule of Commitments

SCHEDULE OF COMMITMENTS	2018 \$	2017 \$
By type		
Operating Lease commitments		
Property	5,929
Operating leases	251
Total Operating Lease commitments		6,180
By maturity		
Operating Lease commitments		
One year or less	6,180
From one to five years
Total Operating Lease commitments	6,180
Total	6,180

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. As at 30 June 2018, there are no contingent assets or liabilities of the Board.

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:

	2018 \$	2017 \$
Cash held	1,923,771	1,798,683
Total cash and deposits	1,923,771	1,798,683

6.2 Reconciliation of Net Result to Net Cash from Operating Activities

	2018 \$	2017 \$
Net result	29,071	(106,884)
Depreciation and amortisation	3,770	5,032
Decrease (increase) in receivables	3,403	34,828
Increase (decrease) in payables	(7,149)	2,977
Increase (decrease) in employee entitlements	(5,049)	25,539
Increase (decrease) in revenue received in advance	108,742	41,340
Net cash from (used by) operating activities	132,787	2,832

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 2018 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.

	2018 \$	2017 \$
Financial assets		
Cash & Cash equivalents	1,923,771	1,798,683
Receivables	1,305	4,707
Total	1,925,076	1,803,390
Financial liabilities		
Payables	11,950	19,098
Total	11,950	19,098

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 2018.

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 14 August 2018.

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

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:

- 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 2018. As the Board does not have any cash flows from financing activities, there are no changes in the level of disclosure.

(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:

- 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.
- 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.
- 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.
- 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 2017-18 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 comprise the statement of financial position as at 30 June 2018 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, other explanatory notes and the statement of certification by the Chairperson.

In my opinion, the accompanying financial report:

- (a) presents fairly, in all material respects, the Board's financial position as at 30 June 2018 and 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 Section 34 of the *Teachers Registration Act 2000*. This responsibility includes 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 Members' 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

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report or, if such disclosures are inadequate, to modify my opinion. My conclusion is based 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.



Alex Irwin
Senior Manager – Financial Audit Services
Delegate of the Auditor-General

Tasmanian Audit Office

26 September 2018
Hobart

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