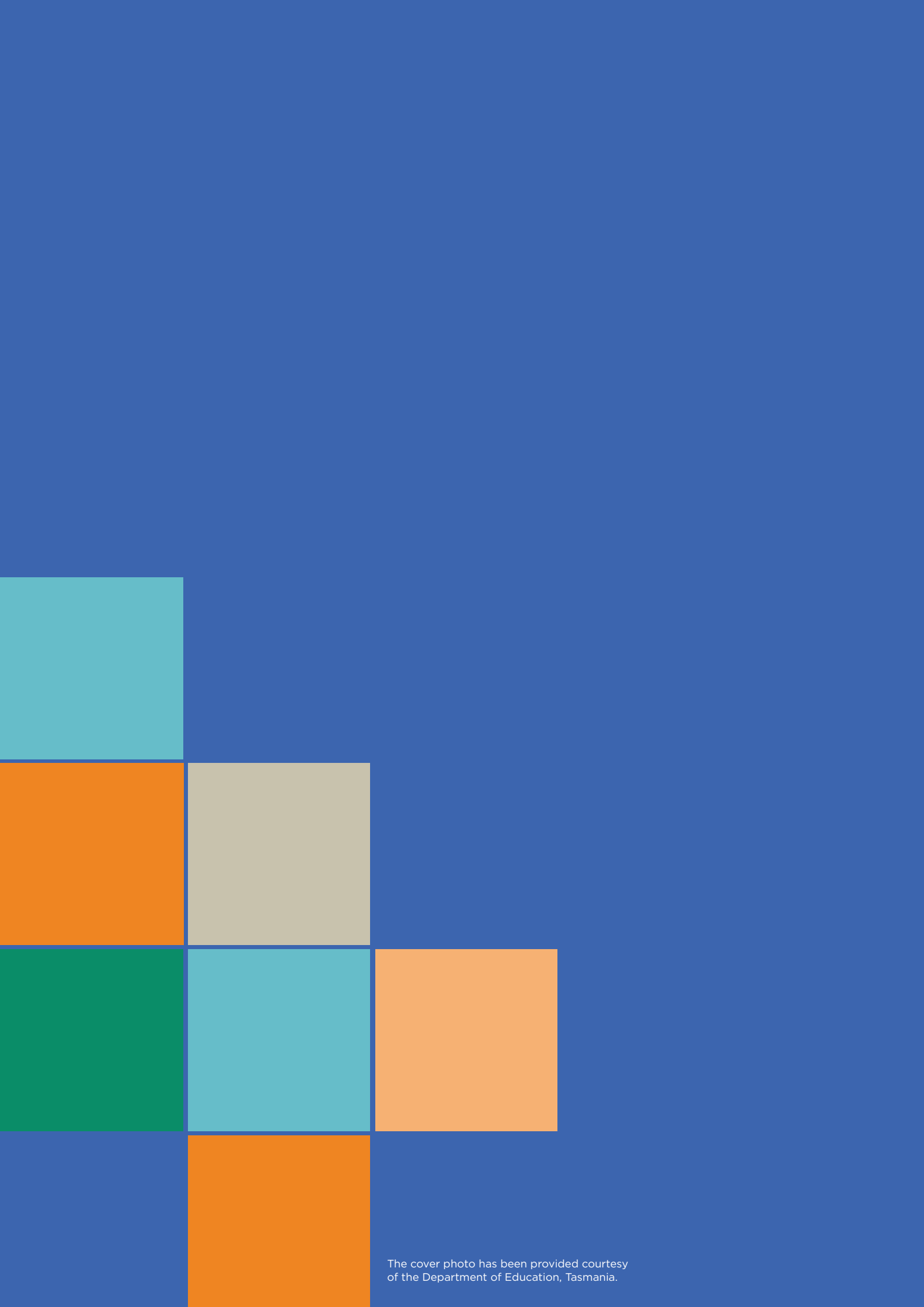




# *Annual Report* 2019



TEACHERS  
REGISTRATION  
BOARD TASMANIA



The cover photo has been provided courtesy  
of the Department of Education, Tasmania.

# LETTER TO THE MINISTER



GPO Box 539 Hobart 7001  
213a Cambridge Road,  
Warrane, Tasmania 7018  
t. (03) 6165 5977  
e. [trb.admin@trb.tas.gov.au](mailto:trb.admin@trb.tas.gov.au)  
w. [trb.tas.gov.au](http://trb.tas.gov.au)

April 2020

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

Dear Minister

I am pleased to submit the 2019 Annual Report of the Teachers Registration Board of Tasmania in accordance with Section 33 of the *Teachers Registration Act 2000*.

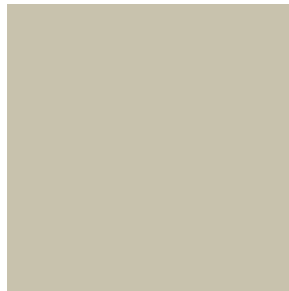
This report provides both written reports and an extensive array of data in regard to the wide-ranging responsibilities undertaken by the Tasmanian Teachers Registration Board.

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

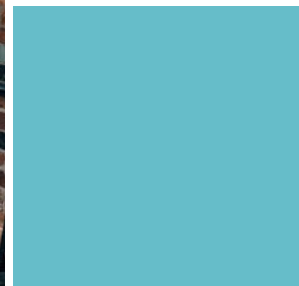
Yours sincerely

A handwritten signature in black ink, which appears to read "S. Mannering". The signature is fluid and cursive, with a long, sweeping underline.

Stephen Mannering  
Chair  
TEACHERS REGISTRATION BOARD OF TASMANIA



Photos on this page and pages 12, 15, 18 and 24 have been provided courtesy of the Department of Education, Tasmania.



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# CHAIR'S FOREWORD



During 2019 there were significant changes to the membership of the Board through the completion of terms of appointments and the untimely passing in December 2018 of Board member Adam Croser.

Welcomed to the Board in 2019 were – Dr Adam Forsyth – Nominee (Non-Catholic Registered Schools), Alison Jales, (Practising Teacher – Australian Education Union), Kim Merhulik – (Practising Teacher – Independent Schools Association), Sally Rowlands (Practising Teacher – State Schools) and John Waldock (Practising Teacher – Independent Education Union Victoria Tasmania).

During 2019 some of the key areas of work for the Board included the following:

- The Board completed the preparation of the document entitled Professional Boundaries – Guidelines for Teachers. This was developed to support teachers in our schools, colleges and TasTAFE to navigate their responsibilities as professionals at work and in the wider community.
- The Board considered three Tasmanian University Courses for Stage 2 Accreditation. The courses were: Master of Teaching (Primary), Master of Teaching (Secondary) and Bachelor of Education (Health and Physical Education).
- Board officers were engaged in a wide-ranging information gathering process to prepare for a possible trial in 2020 of the certification of teachers for recognition as Highly Accomplished and Lead Teachers.
- Members of the Board's office were actively working with the Australian Institute for Teaching and School Leadership (AITSL) in responding to the One Teacher: Teacher Registration in Australia 2018 Report initiated through the Council of Australian Governments (COAG).

- The Board developed a proposal to amend the *Teachers Registration Act 2000* to allow for the automatic suspension or cancellation of teacher registration if a teacher no longer holds a current Working with Vulnerable People Check. It is anticipated that this work will be concluded in early 2020.

2019 also marked the end of the Strategic Plan developed in 2016 for the period 2017-2019. Since this time, a number of issues have arisen that will now shape planning for 2020-2022. These issues include: continuing to respond to the One Teacher: Teacher Registration in Australia 2018 Report, continuing our work with other jurisdictions in response to the Royal Commission into Institutional Responses to Child Sexual Abuse, ensuring cyber-security matters associated with our on-line processes and registration data base are appropriate and proportional, continuing to refine the Progressing to Full Registration Process through consultation with our key stakeholders, undertaking our ongoing accreditation responsibilities with the University of Tasmania, and strengthening our governance and oversight of the operations of the Board.

As a preface to this work, the Board has developed a concise one-page Strategic Directions 2020-2022 document. This has an increased focus on engaging productively with our key stakeholders through seeking feedback and gathering data in regard to Board processes and procedures. It is hoped that these measures will enable the Board to be more responsive to the needs and concerns of the wider educational community and ensure our responses as a regulatory authority are proportional, relevant and add value to the profession in Tasmania.

During 2019, we also farewelled the following Board members: Lyn Tunbridge (Practising Teacher – Independent Schools Association), Stephen Norris (Nominee Non-Catholic Registered Schools), Jan Mansfield (Practising Teacher – State Schools).

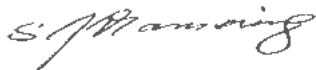
I would like to thank each of these members for their outstanding contribution to the work of the Board.

Jan took an active role in Board meetings and was of great assistance as a member of the Registration Oversight Committee which dealt with some highly complex matters during her period of appointment.

Stephen Norris brought to the Board a wealth of experience as Principal of a large private school. His wide-ranging work as a member of the Registration Oversight Committee and in the accreditation of university education courses both in Tasmania and on the mainland were indicative of his outstanding knowledge and experience and his commitment to maintaining the professionalism of Tasmanian teachers.

Lyn had been a longstanding member of the Board since August 2012 and played an active role in leading Teacher Inquiries and as Chair of the Audit and Risk Committee. Her considerable knowledge, experience and careful consideration has been greatly appreciated by all members of the Board throughout her extended period of membership.

In closing this foreword, I would like to thank all members of the Board both past and present for their untiring commitment to the work of the Tasmanian Teachers Registration Board, for the time and energy they give of so willingly to ensure that this work is of the highest standard and maintains the level of confidence our community expects of our teachers throughout this state.



Stephen Mannering  
Chair



# REGISTRAR'S REPORT



It is with great pleasure that I submit my Report on the activities and achievements of the Board office team for 2019.

2019 is celebrated as a year when teachers in Tasmania became closely engaged with the Australian Professional Standards for Teachers (APST) with many more teachers undertaking the change of registration category process. In fact, 274 teachers in Tasmania successfully progressed from provisional to full registration in 2019. This is a huge growth when you consider that in the year before I began this role (2013) only 48 did so and in 2014 only 51 teachers undertook the progression to become fully registered.

Change has occurred in the Board Office staff with the employment of Philippa Jones who joined due to the continued growth in the number and complexity of disciplinary matters. Also during 2019, Sarah Thompson was employed in a part-time capacity to assist the Manager, Professional Standards with the organisation and support to schools in the form of information sessions and materials on the website to assist with the change of registration category work. At the year's end we farewelled Louisa Harpham who began work in the Registration team two days a week in 2007. Louisa leaves us to take up a full-time teacher's aide position at Lindisfarne North Primary School where she will be able to speak knowledgeably about the work of the Board.

2019 also saw a number of Initial Teacher Education (ITE) courses at the University of Tasmania undergo course accreditation at the Stage 2 level. This work is very exacting and requires that the panels undertaking this work are up to date on the Policies and Procedures for course accreditation published by the Australian Institute of Teaching and School Leadership (AITSL) and that all panel members

have undertaken the online and two day face-to-face training. I thank the Manager, Professional Standards and ITE Accreditation, Ann Moxham for her leadership in this important work.

During the latter half of 2019, following a successful seed funding bid, Ann Moxham and I, with the assistance provided by the Teaching Quality Institute (TQI) of the ACT, designed a proposed model for running a Highly Accomplished and Lead Teacher (HALT) trial in Tasmania. Information sessions were conducted with teacher employers and other stakeholder leaders and, if there is support, a HALT trial may be held in Tasmania in 2020-2021.

I continue to be 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. 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 which is striving to increase education aspirations and attainment for Tasmanian students. The Education Workforce Roundtable met four times during 2019 and will continue to do so in 2020.

The Board has secured some government funding for 2020 and 2021 that will assist in securing further office positions as the workload continues to grow, particularly in the national arena and in disciplinary matters.

Highlights of 2019 include the involvement of the Teachers Registration Board of Tasmania with ATRA (Australasian Teacher Regulatory Authorities) Network, who 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.

The Board staff, particularly the Manager of Professional Standards and I, have worked closely with AITSL and I thank them for their support.



The Annual Report spans the 12 month period from 1 January 2019 to 31 December 2019 and includes the 2018/2019 Financial Statement. The next Annual Report will be published during 2021 and will be for the period 1 January 2020 to 31 December 2020. It will include the 2019/2020 Financial Statement.

In closing, as Registrar I see how the staff of the Teachers Registration Board of Tasmania are committed to the Tasmanian public service values and the supporting behaviours. They consider their customers, encourage and embrace new ideas, lead with clear expectations and develop themselves and those around them. I acknowledge their tireless work and commitment to the students of Tasmania and the Board's legislative role in ensuring professionalism amongst teachers. The staff continue to deliver the services required with the primary focus on the welfare and the best interests of the students of Tasmania.

A handwritten signature in black ink that reads "Lee Rayner". The signature is fluid and cursive, with the first name "Lee" and the last name "Rayner" clearly distinguishable.

Lee Rayner  
Registrar

# TRB DATA 2019 – A SNAPSHOT

How many registered teachers?



**8342**

female



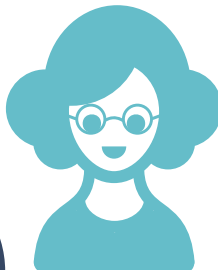
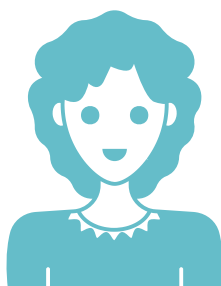
**3376**

male

**11,718**

total number of registered teachers

How old are our teachers?



**68%**

of registered teachers are over 40

**9%** are under 30 **23%** aged 30–39 **24%** aged 40–49

**24%** aged 50–59 **20%** aged 60 and over

Where do our teachers work?



**61%**

of registered teachers work in Government schools

**16%** work in Catholic schools

**20%** in Independent schools

**3%** in TasTAFE





**414**

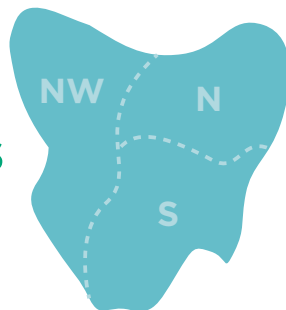
**LATs  
granted**

**333** LATs granted to individuals

**169** Generic Relief LATs granted to final year students

**106** Permission to Teach (PTT) authorities approved

**Where  
do our  
teachers  
live?**



**20%**

**live in the North West**

**28%** live in the North

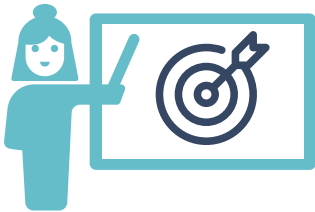
**53%** live in the South

Note: percentages have been rounded up

# WHY TEACHER REGISTRATION IS IMPORTANT FOR MY PROFESSIONAL JOURNEY



It provides for the safety of Tasmanian students



Ensures that my qualifications meet the national standards, including accreditation of Initial Teacher Education Programs in Tasmania



TRB grants me provisional registration to begin my career



Encourages professional learning



Holds the profession to account by taking action against those doing the wrong thing



Enables me to be recognised as part of a regulated and registered profession



Supports me in progressing to full registration



Develops and promotes a Code of Conduct and Ethics



Recognises my registration across Australia and New Zealand





# 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.

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The Teachers Registration Board works for the community, education employers and the 11,718 registered teachers of Tasmania as at 18 November 2019. During the reporting period the Board engaged in a variety of functions including registering teachers wishing to teach in Tasmanian schools and colleges and TasTAFE, approving initial teacher education courses from the University of Tasmania, taking disciplinary action where appropriate in relation to registered teachers or holders of limited authorities, and conferring and collaborating with corresponding registration authorities within Australia and New Zealand to exchange information and to promote consistency in the regulation of the teaching profession.

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

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



# FUNCTIONS AND POWERS OF THE TEACHERS REGISTRATION BOARD

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 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; and
- enter into an agreement with any person or body to sell any materials it provides; and
- direct and control persons appointed to assist the Board in the performance of its functions; and
- do anything necessary or convenient to perform its functions.

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

These functions and powers, along with other functions inherent within the Act, governed all Board business and activities from 1 January 2019 to 31 December 2019.

## 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 the Coordinator Professional Conduct.

The Instruments of Delegation are reviewed annually.



# 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.

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*).

## 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.

## 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; and
- to investigate and recommend the prosecution of offences pursuant to the legislation.



## 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.

# BOARD MEETING DATES 2019

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

**TABLE 1:**  
**BOARD MEETING DATES 2019**

Date	Venue
21 February	Teachers Registration Board Room, 213A Cambridge Road, Warrane
4 April	Teachers Registration Board Room, 213A Cambridge Road, Warrane
28 May	Teachers Registration Board Room, 213A Cambridge Road, Warrane
2 July	Teachers Registration Board Room, 213A Cambridge Road, Warrane
28 August	Teachers Registration Board Room, 213A Cambridge Road, Warrane
13 November	Teachers Registration Board Room, 213A Cambridge Road, Warrane
10 December	Teachers Registration Board Room, 213A Cambridge Road, Warrane
Two extra meetings were held by the Board in 2019 on the following dates:	
9 September	Teachers Registration Board Room, 213A Cambridge Road, Warrane
24 September	Teachers Registration Board Room, 213A Cambridge Road, Warrane

# TRB BOARD MEMBERS 2019

## BOARD MEMBERS: JANUARY 2019 – FEBRUARY 2019

### 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

### VACANT

Independent Education Union Tasmania  
nominee

### Lynette Tunbridge

Tasmanian Independent School Teachers  
Association nominee

### Dr 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



## BOARD MEMBERS: MARCH 2019 – DECEMBER 2019



**Stephen Mannering**  
Chair



**Allan Clark**  
Catholic Education  
Office nominee



**Sally Rowlands**  
Practising teacher nominee  
(Department of Education)



**Jodee Wilson**  
Department of  
Education nominee



**John Waldock**  
Independent Education  
Union Tasmania nominee



**Kim Merhulik**  
Tasmanian Independent  
School Teachers  
Association nominee



**Dr Helen Chick**  
University of Tasmania  
nominee



**Kirsten Adams**  
Parent nominee  
representing  
students from the  
Independent sector



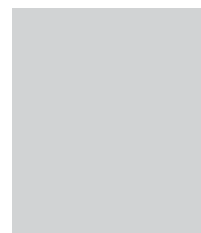
**Dr Adam Forsyth**  
Independent Schools  
Tasmania nominee



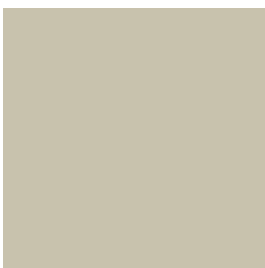
**Alison Jales**  
Australian Education  
Union nominee



**Bernadette Henry**  
Practising teacher  
nominee (TasTAFE)



**VACANT**  
TasTAFE nominee



# AUDIT AND RISK COMMITTEE

The Audit and Risk Committee is a sub-committee of the Board. The purpose of the Committee is to assist the Board in fulfilling its corporate governance responsibilities regarding risk management, financial reporting and audit processes.

The Committee comprises up to three members of the Board (other than the Board Chair) who are appointed by the Board. Appointments are made for an initial period of two years with the opportunity for members to be reappointed.

**TABLE 2: COMMITTEE MEMBERS  
JANUARY 2019 – MAY 2019**

<b>Lynette Tunbridge</b>	Chair
<b>Dr Helen Chick</b>	Member
<b>Allan Clark</b>	Member
<b>Stephen Mannering</b>	Ex Officio member
<b>Lee Rayner</b>	Ex Officio member

**TABLE 3: COMMITTEE MEMBERS  
MAY 2019 – DECEMBER 2019**

<b>Allan Clark</b>	Chair
<b>Dr Helen Chick</b>	Member
<b>John Waldock</b>	Member
<b>Carolyn Harris</b>	Ex Officio member
<b>Stephen Mannering</b>	Ex Officio member
<b>Lee Rayner</b>	Ex Officio member

## AUDIT AND RISK COMMITTEE MEETING DATES 2019

During the reporting period the Audit and Risk Committee met on the following occasions:

**TABLE 4:  
AUDIT AND RISK MEETING DATES 2019**

Date	Venue
5 February	Teachers Registration Board Room, 213A Cambridge Road, Warrane
14 May	Teachers Registration Board Room, 213A Cambridge Road, Warrane
13 August	Teachers Registration Board Room, 213A Cambridge Road, Warrane
5 November	Teachers Registration Board Room, 213A Cambridge Road, Warrane



## THE AUDIT AND RISK COMMITTEE REPORT



The Audit and Risk Committee (ARC) was formally established by the Teachers Registration Board of Tasmania pursuant to section 9 of the *Teachers Registration Act 2000*. Its purpose is to assist the Board in fulfilling its corporate governance responsibilities in matters relevant to risk management, financial reporting and audit processes.

As well as the three Board members who make up the Committee, a number of ex officio members attend Committee meetings including the Chair of the Board, the Registrar, and Carolyn Harris, an external independent member with a background in corporate governance. The work of the Committee was supported by the Board's Executive Officer, Barbara Mundy.

At the direction of the Board, the ARC met four times this year and was particularly active in the following areas:

- The regular review of financial statements and support in the development of the Annual Budget;
- Work on cyber-security matters with the intent of adding further layers of protection to the TRB's IT systems including its database of personal information;
- Commencement of a review of the content of all Board policies as well as a review of the existing policy format/structure; and
- Annual review of the Risk Register and commencement of the plan for a major overhaul of this important document in 2020.

In conclusion, I sincerely thank Board members Helen Chick and John Waldock, the ex officio members of the Committee named above, and key personnel such as Jason Sowell from the Department of Education's Finance section for their contributions to the work of the Committee in 2019.

Allan Clark  
Committee Chair

# STAFFING ALLOCATION AND BOARD ADMINISTRATION

There were a number of changes to Board office personnel and the office staffing structure during the reporting period. For the majority of 2019, the Board office operated with an overall Full Time Equivalent (FTE) staff of 12.8.

**TABLE 5:**  
**STAFFING ALLOCATION (SUMMARISED) 2019**

Position	Allocated (FTE)
Registrar	1.0
Manager, Registration & IT Systems	0.8
Manager, Professional Standards & ITE Accreditation	1.0
Professional Conduct Officers	3.0
Co-ordinator, Professional Conduct	1.0
Executive Support Officer	0.8
Registration Officers	3.2
Clerks	2.0

The staffing budget for the reporting period was \$1,260,778.01. This allocation was established to ensure that staffing costs were sustainable given 2019 revenue predictions. Actual expenditure for the 2019 calendar year was under the calendar year budget predictions at approximately \$1,258,525.95. This resulted in a 2019 underspend of \$2,252.06 for staffing costs.

The operations of the Teachers Registration Board office are funded primarily by revenue raised through registration and other fees. During 2019 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 2019. For the 2018/2019 financial year the Board paid the Department a fee of \$64,722 for services provided under the Agreement including the provision of Financial and Accounts Management, Human Resources Services and limited Information Technology Support. The Agreement is subject to annual review.

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

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

## BOARD OFFICE ACCOMMODATION

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

## BOARD FEES AND FUNDS

Board fees are specified in Regulations established under the *Teachers Registration Act 2000*. Board fees are defined in Fee Units. The actual dollar value for each fee 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.

## BOARD 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.

## BOARD POLICIES

**TABLE 6:**  
**BOARD POLICIES REVIEWED IN 2019**

Policy	2019 Status
Full and Provisional Registration	Reviewed/Updated
Specialist Vocational Education and Training Registration	Reviewed/Updated
Personal Information Protection Policy	Reviewed/Updated

# REGISTERING TEACHERS IN TASMANIA

## 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) networks.

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 issues. Board Office staff participate as part of a collection of ATRA Officers' networks to provide support and expertise in a range of areas including assessing qualifications, the registration process, the management and conduct of inquiries, and the implementation of the Australian Professional Standards for Teaching.

On the 13 and 14 March 2019, the Registrar with the Chair (13 March), attended an ATRA Senior Officers and Chairs meeting in Sydney at the NSW Education Standards Authority. Discussion at this meeting included:

- The National Review of Teacher Registration, specifically looking at issues such as mutual recognition between States and Territories in relation to early childhood teachers, suitability of teachers and matters of child safety arising from the Royal Commission into Institutionalised Sexual Abuse;
- The Queensland College of Teachers presented a research project on the value of teacher registration and outlined a national approach to the development of a Regulator Performance Framework;
- Members noted the recent policy shifts on assessing English language competency;
- Developments in the area of Initial Teacher Education (ITE);
- The concern of Higher Education providers suffering regulation overload with having to comply with the requirements of Tertiary Education Quality and Standards Agency and also teacher regulators for the accreditation of their initial teacher education courses;

- Updates from Officers representing ATRA on:
  - National Initial Teacher Education Advisory Committee; and
  - The Australian Teacher Workforce National Data Strategy;

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 the Registrar and the Manager Professional Standards and ITE accreditation undertaking training by AITSL in Melbourne on the 22 March 2019 on Stage 2 accreditation.

From the 23 to 25 May 2019, the Registrar was an invited guest at the Highly Accomplished and Lead Teacher Summit (HALT) in Darwin. 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 HALTs are utilising their skills in their workplaces. Also attending the Summit were representatives from Tasmanian teacher employers who were enthusiastic about the prospect of conducting a HALT trial in Tasmania in future years.

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.



# 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. general<sup>1</sup> 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.

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

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.

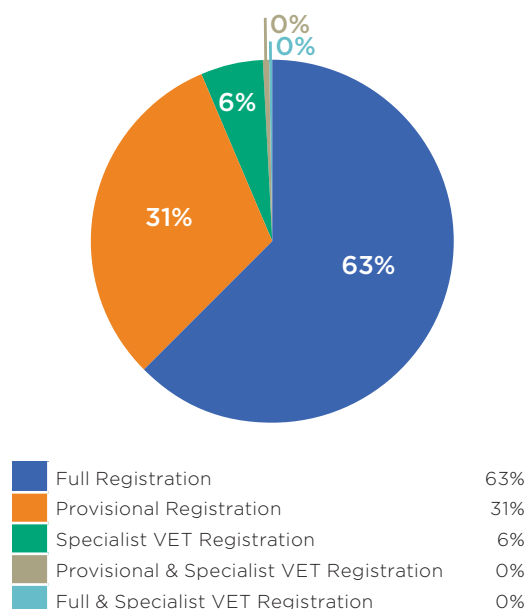
At the start of each year the Board receives new applications from recent graduates and other people wishing to teach in Tasmania for the first time. New applications are also received throughout the year.

As of 18 November 2019, there were 11,718 individuals on the Register.

**TABLE 7:**  
**TEACHERS BY CATEGORY OF REGISTRATION**

Type and Category of Registration	Number
Full Registration	7354
Provisional Registration	3631
Specialist VET Registration	666
Provisional Registration & Specialist VET Registration	52
Full Registration & Specialist VET Registration	15
<b>Total</b>	<b>11 718</b>

**FIGURE 1:**  
**TEACHERS BY PERCENTAGE OF CATEGORY OF REGISTRATION**



## DEMOGRAPHIC PROFILE OF TASMANIAN REGISTRANTS

**TABLE 8:**  
**TEACHERS BY GENDER AND AGE RANGE**

Number				Percentage		
Age Range	Female	Male	Total	Female	Male	Total
20-24	120	27	147	1.02%	0.23%	1.25%
25-29	631	227	858	5.38%	1.94%	7.32%
30-34	883	349	1232	7.54%	2.98%	10.51%
35-39	1029	411	1440	8.78%	3.51%	12.29%
40-44	967	392	1359	8.25%	3.35%	11.60%
45-49	1064	408	1472	9.08%	3.48%	12.56%
50-54	981	375	1356	8.37%	3.20%	11.57%
55-59	1040	444	1484	8.88%	3.79%	12.66%
60-64	984	417	1401	8.40%	3.56%	11.96%
65-69	468	237	705	3.99%	2.02%	6.02%
70-74	143	72	215	1.22%	0.61%	1.83%
75 and over	32	17	49	0.27%	0.15%	0.42%
<b>Total</b>	<b>8342</b>	<b>3376</b>	<b>11 718</b>	<b>71.05%</b>	<b>28.95%</b>	<b>100.00%</b>

At 18 November 2019, approximately 57% of all registrants were aged 45 years and over.

## REGION OF BIRTH:

88.30% of the total Registered teachers were born in Australia.

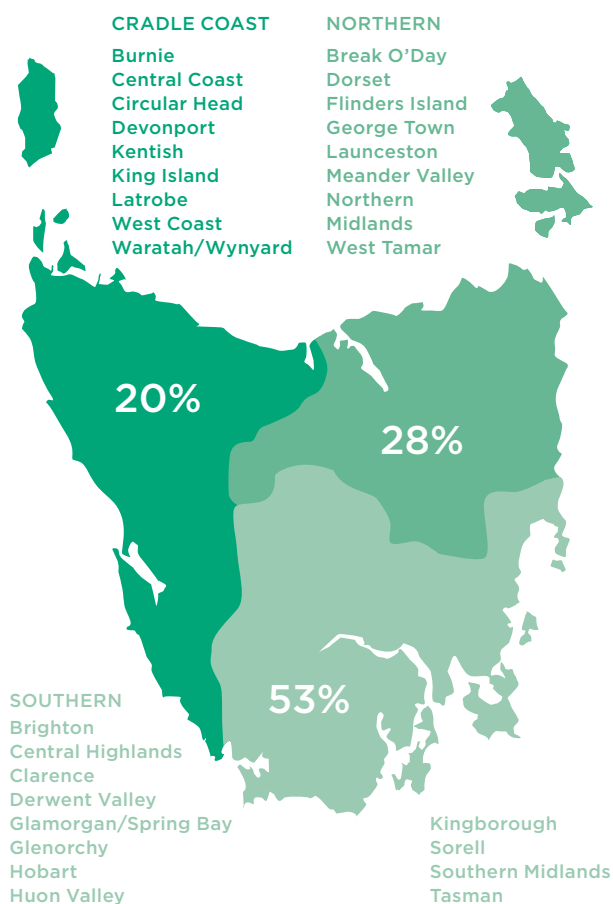
Of those born outside Australia, the majority (6.9%) came from Europe, predominantly the United Kingdom. The second largest group (2.01%) came from the Asia-Pacific region.

## REGION OF CURRENT RESIDENCE

During the reporting period 99.61% of Tasmanian registered teachers were residing in Australia. Of this group 98% listed a Tasmanian address as their residential address. Of those residing in Tasmania, 52.67% were in the southern area, 27.67% were in the northern area and 19.67% 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, one applicant was 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 2019

The total number of ITE qualifications held by teachers on the Register as at 18 November 2019 was 10,023.

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	52	13	65
Certificate IV	1	4	5
Diploma	1126	462	1588
Advanced Diploma	4	5	9
Bachelor	5105	1697	6802
Graduate Certificate	43	20	63
Graduate Diploma	378	226	604
Master	0	1	1
Other	58	18	76
Total	7348	2675	10 023

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

TABLE 10:  
COUNTRY OF STUDY (TOP 5)

Country	Number of Qualifications
Australia	9718
United Kingdom	120
South Africa	41
United States of America	34
New Zealand	28

97% of the initial teacher education qualifications held by registered teachers as at 30 November 2019 were gained in Australia.

VOCATIONAL QUALIFICATIONS HELD BY  
SPECIALIST VET TEACHERS REGISTERED  
AT THE 18 NOVEMBER 2019

The total number of vocational qualifications held by the 733 teachers with Specialist VET registration (including those teachers holding SpVET registration and general registration) was 2501 at 18 November 2019.

- 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=1019)
2. Industry qualifications (n=1482)

TABLE 11:  
VOCATIONAL EDUCATION AND TEACHING  
QUALIFICATIONS BY LEVEL

Qualification Level	Number
Certificate	11
Certificate IV	888
Diploma	65
Bachelor	46
Vocational Graduate Certificate	1
Graduate Diploma	1
Other	7
Total	1019





**TABLE 12:**  
**INDUSTRY QUALIFICATIONS BY FIELD OF EDUCATION<sup>2</sup> AND LEVEL**

Field of Education	AQF LEVEL	Certificate	Certificate II	Certificate III	Certificate IV	Diploma	Associate Diploma	Advanced Diploma	Bachelor	Graduate Certificate	Graduate Diploma	Master	Doctorate	Other <sup>^</sup>	Total
Natural and Physical Sciences	0	0	0	0	0	1	1	0	26	0	2	2	0	0	32
Information Technology	1	4	11	15	12	0	0	0	2	0	1	1	0	0	47
Engineering & Related Technologies	72	14	76	15	10	3	3	6	0	2	0	0	0	18	219
Architecture & Building	18	0	49	20	7	1	3	1	0	0	0	0	0	7	106
Agriculture, Environmental & Related Studies	3	5	6	10	20	2	4	7	1	1	2	0	0	4	65
Health	6	0	11	26	23	0	1	31	6	11	12	0	0	10	137
Education**	21	2	9	9	3	0	1	8	24	5	10	0	0	3	95
Management & Commerce	8	5	24	60	92	6	17	25	15	7	7	0	0	13	279
Society & Culture	1	1	43	46	48	11	11	33	5	2	4	9	0	4	218
Creative Arts	4	1	3	8	19	2	2	41	1	2	4	0	0	2	89
Food, Hospitality & Personal Services	38	11	71	43	15	0	2	0	0	0	0	0	0	7	187
Mixed Field Programmes	2	1	2	2	0	0	0	0	1	0	0	0	0	0	8
<b>Total</b>	<b>174</b>	<b>44</b>	<b>305</b>	<b>254</b>	<b>250</b>	<b>26</b>	<b>44</b>	<b>180</b>	<b>53</b>	<b>33</b>	<b>42</b>	<b>9</b>	<b>68</b>	<b>1482</b>	

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

<sup>^</sup> 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	2461
United Kingdom	21
New Zealand	5
Canada	3
United States of America	2

98.4 % of the qualifications held by Specialist VET registration teachers as at 18 November 2019 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, colleges 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 will only recognise teaching service undertaken after the teacher education qualification has been conferred and provisional registration/accreditation granted. 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; 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 14 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 was required from the relevant institution.

Of this group, 5 were from the University of Tasmania and 9 were from other Australian universities.

### EARLY REGISTRATION

The Board made a decision to grant early registration to 64 University of Tasmania students who had met all their requirements for graduation by November 2019. 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 (ISLPR) 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

Explanation of these two requirements is detailed on page 36 Professional Conduct Matters and Appeals.

## 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 and/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 2019

This section reports on all Limited Authorities to Teach (LATs) approved for teaching during 2019 (and includes LATs approved in December 2018 for teaching to occur in 2019).

- The total number of LATs granted was 414.
- The total number of individuals granted a LAT was 333.
- The highest number of LATs held by one individual was five.
- Five individuals held four LATs each during 2019.

Generic Relief LATs were offered in 2019. 169 Generic Relief LATs were granted in 2019: 86 for northern Tasmanian schools and 83 for southern Tasmanian schools.

No LATs were refused during 2019, however some applicants and schools may have withdrawn from the process prior to Board refusal.



**TABLE 15:**  
**TYPE OF LAT APPOINTMENTS**

Type of Appointments	Number of LATs
Generic Relief	169
Fixed Term	146
Relief Teacher	70
TasTAFE	29
<b>Total</b>	<b>414</b>
Number of LATs for positions of 1.0 FTE	59
Number of 1.0 FTE LATs that were full year appointments	6

263 of the 2019 LAT holders (63.53%) are now registered.

**TABLE 16:**  
**2019 LAT HOLDERS BY CURRENT CATEGORY OF REGISTRATION**

Category of Registration	Number
Provisional Registration (with Conditions)	249
Specialist VET Registration	14
<b>Total</b>	<b>263</b>

**TABLE 17:**  
**2019 LATS BY GRADE LEVEL**

Grade Level	Number
K-12	192
K-6	87
7-10	43
TasTAFE	35
11-12	23
7-12	17
K-10	12
K	2
Special	2
Senior Secondary	1
<b>Total</b>	<b>414</b>

**TABLE 18:**  
**LATS BY EMPLOYER TYPE**

Employer	Number
Department of Education	149
TasTAFE	35
Tasmanian Catholic Education Office	35
Independent Schools	26
<b>Total</b>	<b>245</b>

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

**TABLE 19:**  
**LATS GROUPED BY LEARNING AREAS**

Learning Areas	Number
Relief Teaching	181
Primary Teaching	80
Vocational Education and Training	46
Creative Arts	39
Mathematics and Science	21
Health and Physical Education	18
Humanities	11
Material, Design and Technology	9
Languages	8
Early Childhood	1
<b>Total</b>	<b>414</b>

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

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

## PERMISSION TO TEACH UNDER THE DIRECT SUPERVISION OF A REGISTERED TEACHER

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

The vast majority of individuals who are employed or engaged by a school or other educational setting to teach will require teacher registration or a Limited Authority to Teach. However, there will be some occasions in 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 106 authorities approved for Permission to Teach (PTT) in 2019.

**TABLE 20:**  
**NUMBER OF APPROVED PTT AUTHORITIES**  
**BY SCHOOL**

School	Number
St Michael's Collegiate	24
Elizabeth College	22
Hobart College	15
The Hutchins School	14
Rosny College	13
Claremont College	9
Scotch Oakburn College	8
Genea Christian College	1
<b>Total</b>	<b>106</b>

**TABLE 21:**  
**NUMBER OF APPROVED PTT HOLDERS**  
**BY AREA OF TEACHING/FIELD OF EDUCATION**

ASCED <sup>3</sup> Field of Education	Number
Creative Arts	86
Society and Culture	19
Employment Skills Program	1
<b>Total</b>	<b>106</b>

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.

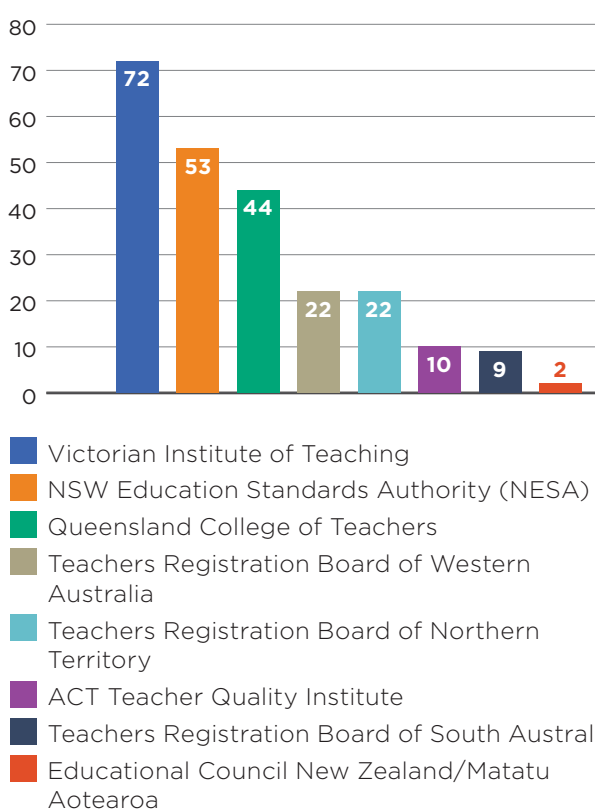
234 applications for 2019 registration under Mutual Recognition provisions were granted.

Victoria was the source of the largest number of Mutual Recognition applicants during the reporting period, followed by New South Wales and Queensland.

This data contains all MR applications where the Tasmanian registration was approved in 2019. This data may include reapplications in 2019 from Tasmanian teachers whose registration expired at the end of 2018 who reapplied in 2019 and answered yes to currently holding registration in another jurisdiction.

In 2019 there were no Board refusals of applications for registration under Mutual Recognition.

**FIGURE 3:**  
**NUMBER OF MR APPLICATIONS BY JURISDICTION**





**TABLE 22:**  
**NUMBER OF MR APPLICATIONS BY JURISDICTION BY AGE RANGE**

<b>Jurisdiction</b>	<b>20-24</b>	<b>25-29</b>	<b>30-34</b>	<b>35-39</b>	<b>40-44</b>	<b>45-49</b>	<b>50-54</b>	<b>55-59</b>	<b>60-64</b>	<b>65-69</b>	<b>70-74</b>	<b>Total</b>
Victorian Institute of Teaching	3	17	14	12	4	6	3	7	5	1	0	72
NSW Educations Standards Authority (NESA)	1	3	8	11	8	7	6	5	3	1	0	53
Queensland College of Teachers	0	7	9	9		5	3	6	1	3	1	44
Teachers Registration Board of Western Australia	1	3	4	2	5	1	2	1	2	1	0	22
Teachers Registration Board of Northern Territory	0	3	2	7	4	4	1	1	0	0	0	22
ACT Teacher Quality Institute	0	1	2	1	2	1	1	0	0	2	0	10
Teachers Registration Board of South Australia	1	3	0	1	3	1	0	0	0	0	0	9
Educational Council New Zealand/ Matatu Aotearoa	0	1	0	0	0	0	0	0	0	1	0	2
<b>Total</b>	<b>6</b>	<b>38</b>	<b>39</b>	<b>43</b>	<b>26</b>	<b>25</b>	<b>16</b>	<b>20</b>	<b>11</b>	<b>9</b>	<b>1</b>	<b>234</b>

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

**TABLE 23:**  
**NUMBER OF MR APPLICATIONS BY JURISDICTION BY CATEGORY OF REGISTRATION**

<b>Jurisdiction</b>	<b>Full</b>	<b>Provisional</b>	<b>Total</b>
Victorian Institute of Teaching	53	19	72
NSW Education Standards Authority (NESA)	45	8	53
Queensland College of Teachers	31	13	44
Teachers Registration Board of Western Australia	17	5	22
Teachers Registration Board of Northern Territory	17	5	22
ACT Teacher Quality Institute	8	2	10
Teachers Registration Board of South Australia	7	2	9
Educational Council New Zealand/ Matatu Aotearoa	1	1	2
<b>Total</b>	<b>179</b>	<b>55</b>	<b>234</b>

## 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 2019, 279 applications for Student Good Character Determinations were approved by the Board.



**TABLE 24:**  
**INITIAL TEACHER EDUCATION PROGRAM BY AGE RANGE**

Initial Teacher Education Program	15-19	20-24	25-29	30-34	35-39	40-44	45-49	50-54	55-59	Total
Master of Teaching (Secondary)	0	47	25	12	4	4	2	2	1	97
Master of Teaching (Primary)	0	27	23	10	11	6	2	1	0	80
Bachelor of Education (Primary)	3	22	8	1	2	1	2	1	0	40
Bachelor of Education (Health and Physical Education)	0	34	0	0	0	0	0	0	1	35
Bachelor of Education (Early Childhood)	4	8	2	1	4	0	0	0	0	19
Bachelor of Education (Applied Learning)	0	0	0	3	0	0	0	1	0	4
Bachelor of Education (Science and Mathematics)	0	2	1	1	0	0	0	0	0	4
<b>Total</b>	<b>7</b>	<b>140</b>	<b>59</b>	<b>28</b>	<b>21</b>	<b>11</b>	<b>6</b>	<b>5</b>	<b>2</b>	<b>279</b>

**TABLE 25:**  
**INITIAL TEACHER EDUCATION PROGRAM BY GENDER**

Initial Teacher Education Program	Female	Male	Total
Master of Teaching (Secondary)	58	41	97
Master of Teaching (Primary)	58	22	80
Bachelor of Education (Primary)	31	9	40
Bachelor of Education (Health and Physical Education)	17	18	35
Bachelor of Education (Early Childhood)	19	0	19
Bachelor of Education (Applied Learning)	1	3	4
Bachelor of Education (Science and Mathematics)	2	2	4
<b>Total</b>	<b>184</b>	<b>95</b>	<b>279</b>

## MANAGING APPLICATIONS

### TRB ONLINE

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

#### Individuals use TRB Online to:

- Apply for Teacher Registration, a Limited Authority to Teach (LAT) or a UTAS Student Teacher Good Character Determination;
- Make payments to maintain current registration;
- Apply to renew current registration;
- Check the status of their application or LAT;
- Update personal, contact, 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.

### PAYMENT METHODS

In 2019, 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 8640 reconciled payments during the reporting period. This total does not take into account any refunds.

**TABLE 26:**  
**PAYMENT BY METHOD USED TO PAY: NUMBER AND PERCENTAGE OF TOTAL**

Method	Number	Percentage
BPAY	4940	57.18%
Payway	3363	38.92%
Service Tasmania	301	3.48%
Cash	36	0.42%
<b>Total</b>	<b>8640</b>	<b>100.00%</b>

**TABLE 27:**  
**PAYMENT REASON: NUMBER AND PERCENTAGE OF TOTAL**

Payment Reason	Number	Percentage
Annual Registration Fee	6149	71.17%
Application for Registration	1289	14.92%
Limited Authority to Teach Application	345	3.99%
Student Good Character Determination	313	3.62%
Renewal of Registration	261	3.02%
Application Fee	252	2.92%
Assessment of International Qualifications	19	0.22%
Letter of Professional Standing	12	0.14%
<b>Total</b>	<b>8640</b>	<b>100.00%</b>

# 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:

1. Matters Arising from Applications for Registration/Limited Authority to Teach
2. Matters Arising in Relation to an Individual's Registration/LAT
  - 2.1 Notifications of charges and court findings
  - 2.2 Complaints lodged with the Board
  - 2.3 Matters of concern identified in a notification from an employer
  - 2.4 Matters of concern that come to the attention of the Board via other means
  - 2.5 Matters arising from individuals teaching without Registration/LAT and from employers engaging individuals to teach without Registration/LAT
  - 2.6 Monitoring individuals whose registration has been subject to conditions
  - 2.7 Matters that resulted in an Emergency Suspension
  - 2.8 Matters that resulted in an Inquiry process

In addition, all pre-service teachers enrolled in an Initial Teacher Education program at the University of Tasmania are required to undertake a Student Good Character Determination. This is detailed in an agreement between the Board and the University of Tasmania.

3. Matters Arising from Student Good Character Determinations (SGCD)
  - 3.1 Matters of concern identified as part of an individual's application for a SGCD
  - 3.2 Matters arising that may affect a pre-service teacher's good character and fitness to teach and therefore their suitability to maintain their SGCD

## DETERMINING GOOD CHARACTER AND FITNESS TO TEACH

The Board has an obligation to protect the public and to uphold public confidence in the profession. In order to meet these obligations, the Act requires that the Board must be satisfied that an individual is, and remains, of good character and fit to teach.

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 range of matters that came to the attention of the Board in conjunction with relevant Board Committees, pursuant to the relevant sections of the *Teachers Registration Act 2000* and in accordance with:

- a. Board delegations, and
- b. any legal advice obtained; and
- c. the advice provided by the Registrar.

## PROFESSIONAL CONDUCT COMMITTEE 2019

This Committee is comprised of two Board members and two practising teachers appointed by the Board. In 2019 the members of this Committee were:

Lyn Tunbridge	Board Member (Jan-Mar)
Stephen Norris	Board Member (Jan-Mar)
Allan Clark	Board Member (Mar-Dec)
Kirsten Adams	Board Member (Mar-Dec)
David Hodgman	Practising Teacher (Jan-Mar)
Michael Hayen	Board Member (Mar-Dec)
Sharyn Lawrence	Practising Teacher (Jan-Dec)

One of the primary functions of this Committee is to manage the professional conduct matters that come to the attention of the Board. During the reporting period this Committee met on a regular basis to consider a range of matters.

## REGISTRATION OVERSIGHT COMMITTEE 2019

This 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 2019 the members of the Registration Oversight Committee were:

Stephen Mannering	Board Chair
Helen Chick	Board Member
Allan Clark	Board Member
Adam Forsyth	Board Member
Kirsten Adams	Board Member
Bernadette Henry	Board Member



## MATTERS ARISING FROM APPLICATIONS FOR REGISTRATION/LIMITED AUTHORITY TO TEACH

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

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

### 1. MATTERS ARISING ON APPLICATION 2019

During 2019, **39** applicants had matters of concern in relation to their good character and fitness to teach.

#### APPLICATIONS CONSIDERED

##### Of these 39 applications -

- |   |  |
|---|--|
| 3 | Applications were still in process as at 31 Dec 2019               |
| 9 | Applications were withdrawn when further information was requested |

##### Of the 27 applications referred for decision -

- |    |  |
|----|--|
| 25 | Applicants were granted registration or a LAT      |
| 1  | Applicant was granted registration with conditions |
| 1  | Applicant was formally refused registration        |

### NATIONAL POLICE HISTORY CHECKS

In 2019, a total of **1,957** National Police History Checks were conducted by the Board for Registration and LAT applicants.

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

#### FORMAL NOTIFICATIONS

The Act requires that formal notifications be provided to the Board in the following circumstances -

- a. Charges and Court Outcomes  
A notification from the teacher/holder of a limited authority with regard to a charge and/or court outcome.
- b. Notifications from Employers  
A notification from an employer about disciplinary action and certain resignations and retirements.

### COMPLAINTS

The Act allows for a person to make a complaint about the professional conduct of a teacher or a limited authority holder.

### OTHER INFORMATION

In addition to this, the Board can and does receive information outside of the required notification processes that may affect a person's good character and/or fitness to teach.

- 2.1** During 2019, the Board received conviction notifications from Tasmania Police in relation to **38** individuals.

#### NOTIFICATION OF CONVICTIONS

##### Of these 38 notifications -

- |   |  |
|---|--|
| 6 | Individuals had matters that were still in process 31 Dec 2019.          |
| 1 | Individual let their registration lapse and no further action was taken. |

##### Of the 31 notifications referred for decision -

- |    |   |
|----|---|
| 22 | Related to minor matters and no formal action was warranted.  |
| 6  | Individuals were issued with a formal caution.  |
| 1  | Individual was issued with a formal caution and their registration was subject to a condition.  |
| 1  | Individual had their registration cancelled as a result of a conviction.  |
| 1  | Individual had their registration immediately suspended as a result of a charge being laid by Tasmania Police. This individual subsequently had their registration cancelled as a result of a conviction. |



**2.2** During 2019, the Board received complaints in relation to **22** individuals.

#### COMPLAINTS LODGED WITH THE BOARD

##### Of these 22 complaints –

- 15 Preliminary investigations were in process with an outcome yet to be determined as at 31 Dec 2019.

##### Of the 7 complaints referred for decision –

- 5 Complaints were dismissed.
- 2 Complaints were withdrawn. However, the Board still considered the information provided and ultimately determined that no further action was warranted.

**2.3** During 2019, the Board received notifications from employers in relation to **29** individuals.

#### NOTIFICATIONS FROM EMPLOYERS

##### Of these 29 notifications –

- 14 Matters were under active consideration with an outcome yet to be determined as at 31 Dec 2019.
- 1 Individual let their registration lapse and did not respond to matters raised by the Board.

##### Of the 14 notifications referred for decision –

- 9 Related to minor matters and no formal action was warranted.
- 4 Individuals had their registration subjected to conditions.
- 1 Individual was referred to an inquiry process.

**2.4** During 2019, the Board received information in relation to **14** individuals that raised concerns in relation to their good character and/or fitness to teach.

#### GOOD CHARACTER AND FITNESS TO TEACH

##### Of these 14 matters –

- 9 Matters under active consideration with an outcome yet to be determined as at 31 Dec 2019.

##### Of the 5 matters referred for decision –

- 2 Related to minor matters and no formal action was warranted.
- 3 Related to serious matters such that the Board determined to immediately suspend the registration of 3 individuals.

**2.5** During 2019, the Board was made aware of **8** circumstances of unregistered teachers.

#### UNREGISTERED TEACHERS

##### Of these 8 matters –

- 4 Related to individuals teaching without registration
- 4 Related to employers engaging unregistered individuals to teach

##### Of the 8 notifications referred for decision –

The Board determined that the 8 breaches were all of a minor nature. All individuals and employers were issued with an informal caution.

**2.6** During 2019, the Board was monitoring **18** individuals whose registration had been subject to conditions.

#### REGISTRATIONS SUBJECT TO CONDITIONS

##### Of the 18 individuals –

- 4 Individuals satisfied their conditions as at 31 Dec 2019.
- 14 Individuals had not satisfied their conditions and these conditions were still in place as at 31 Dec 2019.

#### EMERGENCY SUSPENSION

If the Board believes on reasonable grounds that a registered teacher or holder of a limited authority may pose a risk of harm to a student, it may immediately suspend an individual's registration or limited authority.

**2.7** During 2019, **4** individuals had their registration immediately suspended.

#### EMERGENCY SUSPENSION

##### Of these 4 matters –

- 1 Suspension resulted from a charge laid by Tasmania Police.
- 1 Suspension resulted from an investigation commenced by Tasmania Police.
- 1 Suspension resulted from an individual engaging in behaviour that posed a risk of harm to students.
- 1 Suspension resulted from a fitness to teach matter (medical, psychiatric).

## COMMITTEES OF INQUIRY 2019

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

**2.8** During 2019, there were **8** individuals with matters where the Board had determined that it was in the public interest to conduct an Inquiry.

### 8 MATTERS REFERRED TO INQUIRY

#### Of these 8 inquiries –

- |   |   |
|---|---|
| 3 | Inquiries had not yet commenced as the Board was awaiting court outcomes.                       |
| 3 | Inquiries were in process with an outcome yet to be determined.                                 |
| 1 | Inquiry is on hold as the individual is not medically fit to participate.                       |
| 1 | Inquiry has been completed. This resulted in the individual being issued with a formal caution. |

## APPLICATIONS FOR REVIEW TO THE MAGISTRATES COURT (ADMINISTRATIVE APPEALS DIVISION) 2019

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.

As at 31 Dec 2019, **2** individuals had made an appeal to seek a review of the Board's decision. Both matters were listed for hearing in 2020.

## UNIVERSITY OF TASMANIA – STUDENT GOOD CHARACTER DETERMINATIONS 2019

Only pre-service teachers who have received a Student Good Character Determination (SGCD) are permitted to participate in Professional Experience or visit any educational setting in Tasmania as part of their ITE qualification. To obtain a SGCD a pre-service teacher must satisfy the Board that they are of good character and fit to be a teacher.

In determining Good Character the Board takes into account:

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

In determining Fitness to Teach the Board takes into account:

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

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

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

During 2019, **6** applicants for a SGCD had matters of concern in relation to their good character and fitness to teach.

#### 6 SGCD APPLICATIONS CONSIDERED

##### Of these 6 applications -

- |   |   |
|---|---|
| 2 | Applications were still in process as at 31 Dec 2019.   |
| 4 | Applicants were granted a SGCD.   |
| 1 | Inquiry has been completed. This resulted in the individual being issued with a formal caution. |

During 2019, there were **4** pre-service teachers who held a Student Good Character Determination who had matters of concern raised in relation to their good character and fitness to teach.

#### 4 MATTERS AFFECTING A SGCD

##### Of these 4 matters -

- |   |  |
|---|--|
| 2 | Matters were considered by the Board and the individuals maintained their SGCD.    |
| 2 | Matters were considered by the Board and the individuals had their SGCD withdrawn. |

### NATIONAL POLICE HISTORY CHECKS

In 2019, a total of **283** National Police History Checks were conducted by the Board for University of Tasmania pre-service teachers.



**2240**  
national  
criminal history  
checks

Combined total for Registration, LAT applicants and University of Tasmania pre-service teachers



# PROFESSIONAL STANDARDS



Ann Moxham, Manager Professional Standards & ITE Accreditation

full registration and also in the promotion to employer groups of the concept of a State-wide trial of the Highly Accomplished and Lead Teacher (HALT) national process with the TRB undertaking the role of the Certifying Authority. As a part of this approach, the Manager Professional Standards and Initial Teacher Education Accreditation attended the AITSL-led Certifying Authorities Network meetings throughout the year as an observer member on behalf of the TRB.

The TRB's Mission is to:

**'Uphold the standards of the teaching profession; Maintain public confidence in teachers; Actively engage with teachers and educational stakeholders'.**

To fulfil this mission, the TRB has:

- Accredited Initial Teacher Education (ITE) programs at Stage 2. Accreditation ensures Tasmanian ITE programs are aligned and assessed in accordance with the national accreditation system.
- Provided professional support to teachers through the delivery of:
  - Information sessions for provisionally registered teachers on how to achieve proficient standards required for Full Registration;
  - Information sessions for mentors, panel members and Principals/Managers of provisionally registered teachers;
  - A swathe of new resources for provisionally registered teachers and their employers;
  - Professional standards presentations to final year ITE students.

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. These functions are reflected in the work of the Board in accrediting Initial Teacher Education programs, promoting and supporting applicants and their schools in undertaking the process to progress from provisional to

## 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



Photography: Osborne Images, courtesy University of Tasmania

UTAS Sandy Bay campus

registration within this timeframe his/her teacher registration will expire at the end of their cycle of provisional registration. In this circumstance the teacher can apply for registration again; the new application will be assessed against registration criteria and relevant Board policy.

It is also the responsibility of the teacher to ensure that the elements of the change of registration category process and the application itself are undertaken and completed in compliance with this Board Policy and the requirements of the *Teachers Registration Act 2000*. While this is very largely a school-based process that is generally to be undertaken in conjunction with the induction and mentoring of early career teachers, the Board assists teachers and their schools with the process by:

- Ensuring that up-to-date, clear information on the process and application requirements is available on the TRB website;
- Providing information sessions and online interactive learning modules; and
- Providing additional information and guidance to individuals as requested and as needed.



#### TRB Information Session Certificates issued in 2019

	Applicants	Principals, Mentors & Senior Staff Members	Total Attendance
Online Modules	76	32	108*
TRB Certificates	567	445	1012

\*These certificates have been included with the Provisionally Registered Teachers' Application forms (and despite each person holding 3 certificates, has been counted as if only 1 certificate per person).

During the reporting period, 256 registrants changed their category of registration as per the Board's process, with another 18 meeting the requirements of the Board on a case-by-case basis.

#### REGISTRANTS WHO CHANGED THEIR CATEGORY OF REGISTRATION IN 2019

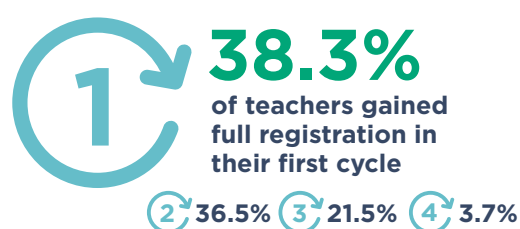
**TABLE 28:**  
**NUMBER OF REGISTRANTS WHO CHANGED THEIR CATEGORY OF REGISTRATION IN 2019 BY AGE RANGE AND GENDER**

Age Range	Female	Male	Total
24-29	53	12	65
30-34	63	15	78
35-39	32	8	40
40-44	19	11	30
45-49	26	9	35
50-54	9	3	12
55-59	6	1	7
60-64	3	4	7
<b>Total</b>	<b>211</b>	<b>63</b>	<b>274</b>



**TABLE 29:**  
**NUMBER OF REGISTRANTS WHO CHANGED THEIR CATEGORY OF REGISTRATION IN 2019**  
**BY FIRST YEAR OF TASMANIAN REGISTRATION AND AGE RANGE.**

First year of Tasmanian Registration	AGE RANGE								Total
	24-29	30-34	35-39	40-44	45-49	50-54	55-59	60-64	
2002	0	0	0	0	4	0	0	0	4
2003	0	0	0	0	0	0	1	0	1
2004	0	0	0	1	1	0	0	1	3
2005	0	0	1	0	0	0	0	0	1
2006	0	0	0	0	1	0	0	0	1
2007	0	1	6	2	4	1	0	0	14
2008	0	4	4	1	3	0	1	0	13
2009	0	3	9	1	1	0	1	1	16
2010	0	5	4	4	1	1	0	1	16
2011	0	11	2	4	2	3	0	1	23
2012	2	24	0	2	3	2	1	0	34
2013	3	7	2	1	4	1	0	0	18
2014	12	5	1	4	1	1	0	1	25
2015	18	9	2	2	5	0	0	0	36
2016	15	2	4	4	1	0	0	0	26
2017	9	4	1	1	1	2	2	2	22
2018	4	3	4	3	1	0	1	0	16
2019	2	0	0	0	2	1	0	0	5
<b>Total</b>	<b>65</b>	<b>78</b>	<b>40</b>	<b>30</b>	<b>35</b>	<b>12</b>	<b>7</b>	<b>7</b>	<b>274</b>



38.3% gained full registration in their first cycle of Tasmanian Registration; 36.5% in their second cycle, 21.5% in their third cycle and 3.7% in their fourth cycle of Tasmanian Registration. In line with community expectations and the national registration framework, our goal is to have a much higher proportion of teachers complete the requirements for Full Registration in their first cycle of Tasmanian registration. However, in response to feedback from our stakeholders, work was progressed on some alternative pathways to assist those longer term registrants caught by a range of legislative and employment change impacts. We anticipate these becoming available next year.



It is a nationally consistent expectation that the full teaching cycle will be evidenced by applicants and annotated to clearly demonstrate the positive impact of the teacher on student outcomes (such as learning, engagement and wellbeing) using the *Australian Professional Standards for Teachers* (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 APST 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 positive 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. With the new requirements and supports in place, it was pleasing that less than 0.5% of applications failed to be approved as complete.

### BOARD AUDITS AND NATIONAL CONSISTENCY

It is the responsibility of the Board to ensure that a quality assured assessment system is in place for those teachers moving from provisional to full registration. For 2019, the TRB decided to return to random audits of a sample of applications for full registration. In order to resume this nationally consistent approach to auditing, the Board introduced a number of initiatives aimed at ensuring greater knowledge of the requirements; the standards; the need for evidence to be valid, authentic, current and reliable; and to provide assurance that in all cases (contrary to the findings of the 100% audit in 2017/18) evidence was being presented to panels and assessed against the proficient stage of the APST. The quality assurance audit includes an audit of the evidence of teaching competence and suitability for full registration used in preparing the application. The TRB planned quality assurance audit for 2019 will see 24 applications for full registration (slightly more than 10%), from those that were approved, undertaken in early 2020

and all applicants and their schools congratulated on the success while being invited to provide feedback for use by the Board in further refining and improving the quality of the process.

Further, as part of our commitment to Quality Assurance and National Consistency, the Professional Standards Team has contributed to the facilitation and work of Australasian Teacher Regulatory Authorities Network groups advancing recommendations arising from the National Review of Teacher Registration (including information sharing, consistent approaches to suitability to teach and consistent judgements about provisional to full registration). Toward the end of the year the TRB became immersed in a transformation process in every area of our operations. This transformation has been derived, in part, from a Board response to feedback from employer groups. We have used this opportunity to critically analyse our practice as well as to position the TRB as a respected and trusted regulator. One aspect of this reflective, consultancy led review was that we gained clarification from AITSL that our process for teachers to move from provisional to full registration was in line with national expectations and other regulatory jurisdictions across the country. An independent Board-commissioned report also provided assurance on this level but has additionally given us a great opportunity to consider further refinements and an increasingly outward-facing approach to consultation with stakeholders. The Professional Standards team anticipates gaining positive directions for continuous improvement and strategic change from planned focus groups and surveys in 2020.

### ACCREDITATION OF ITE PROGRAMS

TRB Tasmania applies national processes for the accreditation of Tasmanian Initial Teacher Education (ITE) programs which prepare around 300 graduates each year for entry into the teaching profession.

In 2019, the TRB considered the full stage two accreditation of two programs (3 ITE qualifications) from UTAS submitted against the *Accreditation of Initial Teacher Education Programs in Australia: Standards and Procedures (December 2015)* and provided panellists for interstate panels in Queensland, Victoria and New South Wales. There is one ITE provider in Tasmania delivering a total of seven accredited ITE programs.

## KEY INITIATIVES

A key focus of the revised national program standards is the introduction of strengthened reporting processes and data collection from each provider for each ITE program.

The ITE annual reporting data included an analysis of nationally required data sets to contribute to national and/or jurisdictional collections, and data for compliance and accountability purposes relating to all Tasmanian ITE programs.

The TRB worked with UTAS to clarify the annual reporting requirements to provide not only the compliance and accountability data but also a clearer understanding of the linkage of the annual report between Stage 1 and Stage 2 Accreditation.

## ITE ACCREDITATION PARTNERSHIPS

The TRB works collaboratively with other Australasian Teacher Regulatory Authorities (ATRA) and AITSL to develop national consistency in the accreditation of ITE programs.

In 2019, to further support national consistency and a national approach to implementation of ITE reforms, the Manager Professional Standards and Initial Teacher Education Accreditation continued to work closely with the ITE Executive Officers' Working Group (EOWG), which includes accreditation staff from each jurisdiction who work directly with ITE providers and panels in the

accreditation process. The Manager continues to represent the TRB on the ITE Network group of ATRA.

The EOWG met regularly and worked collaboratively on joint projects, including providing advice to ATRA Senior Officers and AITSL on ITE panel training, Annual Reporting and other accreditation matters.

## COURSE ACCREDITATION COMMITTEE

A call for expressions of interest from suitably qualified persons to join the Course Accreditation Committee resulted in 20 new members being approved by the Board. Members of this committee undertake national training provided by AITSL (as and when it is available) and then join accreditation panels both in Tasmania and interstate in order to assess and approve ITE programs for the purposes of registration, consistent with the National Standards and Procedures for Accreditation of ITE programs in Australia. The Board is very grateful for the interest and professional commitment of all the members of this committee and the contribution they make to ensuring the high standards of teacher education in Australia.

The Committee comprises teachers and principals from government and non-government schools, colleges and TasTAFE, teacher educators, members and officers of the TRB and representatives of Tasmanian teacher employers.



Photography: Osbourne Images, courtesy University of Tasmania

Bush Class, Taroona Primary School

# FINANCIAL STATEMENTS FOR THE YEAR ENDED 30 JUNE 2019

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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 2019 and the financial position as at 30 June 2019.

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". The signature is fluid and cursive, with a long, sweeping underline.

Stephen Mannering  
CHAIRPERSON

Date: 14 August 2019

**STATEMENT OF COMPREHENSIVE INCOME FOR THE YEAR ENDED 30 JUNE 2019**

		2019	2018
CONTINUING OPERATIONS	NOTES	\$	\$
<b>Revenue and other income from transactions</b>			
Teacher registration fees	1.1	1,274,439	1,361,195
Revenue from government	1.2	576,408	153,698
<b>Total revenue and other income from transactions</b>		<b>1,850,847</b>	<b>1,514,893</b>
<b>Expenses from transactions</b>			
Employee benefits	2.1	1,298,749	1,050,448
Depreciation and amortisation	2.2	5,448	3,770
Supplies and consumables	2.3	289,115	421,844
Other expenses	2.4	12,001	9,760
<b>Total expenses from transactions</b>		<b>1,605,312</b>	<b>1,485,822</b>
<b>Net result from transactions (net operating balance)</b>		<b>245,534</b>	<b>29,071</b>
<b>Comprehensive result</b>		<b>245,534</b>	<b>29,071</b>

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

**STATEMENT OF FINANCIAL POSITION AS AT 30 JUNE 2019**

		2019	2018
ASSETS	NOTES	\$	\$
<b>Financial assets</b>			
Cash and deposits	6.1	2,017,829	1,923,771
Receivables	3.1	646	1,305
<b>Non-financial assets</b>			
Plant and equipment	3.2	43,283	36,682
<b>Total assets</b>		<b>2,061,758</b>	<b>1,961,758</b>
<b>LIABILITIES</b>			
Payables	4.1	13,054	11,950
Employee benefits	4.2	317,916	278,297
Revenue received but not yet earned	4.3	612,420	798,677
<b>Total liabilities</b>		<b>943,390</b>	<b>1,088,924</b>
<b>NET ASSETS</b>		<b>1,118,368</b>	<b>872,834</b>
<b>Equity</b>			
Accumulated funds		1,118,368	872,834
<b>Total equity</b>		<b>1,118,368</b>	<b>872,834</b>

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



**STATEMENT OF CASH FLOWS FOR THE YEAR ENDED 30 JUNE 2019**

		2019	2018
CASH FLOWS FROM OPERATING ACTIVITIES	NOTES	\$	\$
<b>Cash inflows</b>			
Teacher registration fees		1,088,182	1,469,937
Revenue from government		576,408	153,698
<b>Total cash inflows</b>		<b>1,664,589</b>	<b>1,623,635</b>
<b>Cash outflows</b>			
Employee benefits		(1,260,114)	(1,055,497)
Other cash payments		(298,369)	(435,350)
<b>Total cash outflows</b>		<b>(1,558,483)</b>	<b>(1,490,847)</b>
<b>Net cash from/(used by) operating activities</b>	6.2	<b>106,106</b>	<b>132,788</b>
<b>CASH FLOWS FROM INVESTING ACTIVITIES</b>			
<b>Cash outflows</b>			
Payments for acquisition of non-financial assets		(12,048)	(7,699)
<b>Total cash outflows</b>		<b>(12,048)</b>	<b>(7,699)</b>
<b>Net cash from/(used by) investing activities</b>		<b>(12,048)</b>	<b>(7,699)</b>
<b>Net increase/(decrease) in cash held</b>		<b>94,058</b>	<b>125,088</b>
<b>Cash and deposits at the beginning of the reporting period</b>		<b>1,923,771</b>	<b>1,798,683</b>
<b>Cash and deposits at the end of the reporting period</b>	6.1	<b>2,017,829</b>	<b>1,923,771</b>

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

**STATEMENT OF CHANGES IN EQUITY FOR THE YEAR ENDED 30 JUNE 2019**

	ACCUMULATED FUNDS \$	TOTAL EQUITY \$
Balance as at 1 July 2018	872,833	872,833
Total comprehensive result	245,534	245,534
<b>Balance as at 30 June 2019</b>	<b>1,118,368</b>	<b>1,118,368</b>

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

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

**NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 30 JUNE 2019**

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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.

	2019 \$	2018 \$
Teacher registration fees	1,274,439	1,361,195
<b>Total</b>	<b>1,274,439</b>	<b>1,361,195</b>

### 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.

	2019 \$	2018 \$
Funding arrangement 2018-19* <sup>1</sup>	451,955	150,652
Leave funding from government* <sup>2</sup>	91,453	–
Other revenue from government* <sup>3</sup>	33,000	3,046
<b>Total</b>	<b>576,408</b>	<b>153,698</b>

\*1 Additional funding has been received from Government under a two year initiative intending to ease legislative and demand pressures whilst a full cross sector regulatory function review is being carried out.

\*2 Funding of leave balances accrued by Government staff prior to commencement with the TRB.

\*3 Other revenue from government includes funding received for Change of Category audit requirements.

## 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

	2019 \$	2018 \$
Wages and salaries (including fringe benefits and non-monetary components)	913,831	800,333
Annual leave	75,531	68,142
Sick leave	62,019	56,747
Long service leave* <sup>1</sup>	110,151	6,469
Superannuation – defined contribution scheme	105,510	90,029
Superannuation – defined benefit scheme	31,707	28,727
<b>Total</b>	<b>1,298,749</b>	<b>1,050,448</b>

\*1 The increase in Long Service Leave predominately reflects the retirement of a long term government employee and was partially funded by government as disclosed in note 1.2 Revenue from government.

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 2018–19 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	
2019	\$	\$	\$	\$	\$
<b>Key management personnel</b>					
Registrar	155,589	(73)	14,781	(3,718)	166,580
<b>Total Remuneration For Key Management Personnel</b>	<b>155,589</b>	<b>(73)</b>	<b>14,781</b>	<b>(3,718)</b>	<b>166,580</b>
<b>2018</b>					
<b>Key management personnel</b>					
Registrar	154,176	2,739	14,647	2,130	173,691
<b>Total Remuneration For Key Management Personnel</b>	<b>154,176</b>	<b>2,739</b>	<b>14,647</b>	<b>2,130</b>	<b>173,691</b>

### (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

	2019	2018
DEPRECIATION	\$	\$
Plant and equipment	5,448	3,770
<b>Total</b>	<b>5,448</b>	<b>3,770</b>

## 2.3 Supplies and consumables

	2019 \$	2018 \$
Advertising and promotion	634	....
Audit fees	80	6,400
Catering	1,982	1,749
Communications	15,918	15,005
Consultants* <sup>1</sup>	24,724	805
Criminal history checks* <sup>2</sup>	62,555	125,327
Equipment lease	2,324	5,124
Information technology* <sup>3</sup>	15,674	7,237
Maintenance	4,649	11,366
Materials and supplies	5,507	9,227
Other supplies and consumables	24,813	29,993
Photocopying	292	499
Postage, courier and freight	6,606	6,767
Printing and document reproduction	4,847	4,588
Property services* <sup>4</sup>	26,300	99,692
Relief reimbursement	3,294	4,943
Service Level Agreement – Salary Component* <sup>5</sup>	22,722	24,282
Service Level Agreement – Non-Salary Component* <sup>5</sup>	31,862	31,238
Sitting Fees	16,823	20,879
Travel and transport	17,510	16,723
<b>Total</b>	<b>289,115</b>	<b>421,844</b>

1. The increase in consultancy costs reflect cost of Change of category audit requirements which was funded by government as disclosed in note 1.2 Revenue from government.
2. The decrease in Criminal history checks reflects the timing of Teacher Registration renewals.
3. The increase in IT costs reflect change of costs for TRB Online.
4. The decrease in Property services result from the relocation of the TRB to accommodation owned by Government which is provided at no charge for rent.
5. 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.

	2019 \$	2018 \$
Workers' compensation premiums	12,001	9,760
<b>Total</b>	<b>12,001</b>	<b>9,760</b>



### NOTE 3: ASSETS

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

#### 3.1 Receivables

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

	2019 \$	2018 \$
Goods and Services Tax Receivable	646	1,305
<b>Total</b>	<b>646</b>	<b>1,305</b>
<b>Settled within 12 months</b>	<b>646</b>	<b>1,305</b>

#### 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

	2019 \$	2018 \$
<b>PLANT AND EQUIPMENT</b>		
At cost	113,077	101,029
Less: Accumulated depreciation	(69,794)	(64,347)
<b>Total property, plant, equipment assets</b>	<b>43,283</b>	<b>36,682</b>

#### (b) Reconciliation of movements

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

	2019 \$	2018 \$
<b>PLANT AND EQUIPMENT</b>		
Carrying amount at start of year	36,682	32,753
Additions	12,048	7,699
Depreciation expense	(5,448)	(3,770)
<b>Total</b>	<b>43,283</b>	<b>36,682</b>

**NOTE 4: LIABILITIES**

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

**4.1 Payables**

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

	2019 \$	2018 \$
Creditors	13,054	11,950
<b>Total</b>	<b>13,054</b>	<b>11,950</b>
<b>Settled within 12 months</b>	<b>13,054</b>	<b>11,950</b>

**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.

	2019 \$	2018 \$
Accrued salaries	10,415	9,319
Annual leave	66,720	68,252
Long service leave	240,781	200,726
<b>Total</b>	<b>317,916</b>	<b>278,297</b>
Settled within 12 months	99,168	101,359
Settled in more than 12 months	218,748	176,938
<b>Total</b>	<b>317,916</b>	<b>278,297</b>

**(a) Superannuation**

## i. Defined contribution plans

A defined contribution plan is a post-employment benefit plan under which an entity pays fixed contributions into a separate entity and will have no legal or constructive obligation to pay further amounts. Obligations for contributions to defined contribution plans are recognised as an expense when they fall due.

## ii. Defined benefit plans

A defined benefit plan is a post-employment benefit plan other than a defined contribution plan.

### Key estimate and judgement

The Board does not recognise a liability for the accruing superannuation benefits of employees. This liability is held centrally and recognised within the Finance-General Division of the Department of Treasury and Finance.

### 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.

	2019 \$	2018 \$
Teachers Registration Fees received for future years	612,420	798,677
<b>Total</b>	<b>612,420</b>	<b>798,677</b>
Settled within 12 months	393,642	393,623
Settled in more than 12 months	218,778	405,054
<b>Total</b>	<b>612,420</b>	<b>798,677</b>

## NOTE 5: COMMITMENTS AND CONTINGENCIES

### 5.1 Schedule of Commitments

Commitments mean an obligation of the Board to external entities that arises in connection with legal contracts. As at 30 June 2019, the Board has no ongoing commitments.

### 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 2019, 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:

	2019 \$	2018 \$
Cash held	2,017,829	1,923,771
<b>Total cash and deposits</b>	<b>2,017,829</b>	<b>1,923,771</b>

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

	2019 \$	2018 \$
Net result	245,534	29,071
Depreciation and amortisation	5,448	3,770
Decrease (increase) in receivables	659	3,403
Increase (decrease) in payables	1,104	(7,149)
Increase (decrease) in employee entitlements	39,619	(5,049)
Increase (decrease) in revenue received in advance	(186,257)	108,742
<b>Net cash from (used by) operating activities</b>	<b>106,106</b>	<b>132,788</b>

## NOTE 7: FINANCIAL INSTRUMENTS

### 7.1 Risk Exposures

#### (a) Risk management policies

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

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

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

#### (b) Credit risk exposures

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

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

#### (c) Liquidity risk

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

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

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

The Board expects that all payables accrued as at 30 June 2019 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.

	2019 \$	2018 \$
<b>Financial assets</b>		
Cash & Cash equivalents	2,017,829	1,923,771
Receivables	646	1,305
<b>Total</b>	<b>2,018,475</b>	<b>1,925,076</b>
<b>Financial liabilities</b>		
Payables	13,054	11,950
<b>Total</b>	<b>13,054</b>	<b>11,950</b>

### 7.3 Reclassifications of financial assets

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

## NOTE 8: OTHER SIGNIFICANT ACCOUNTING POLICIES AND JUDGEMENTS

The Public Sector Union Wages Agreement 2018 was registered by the Tasmanian Industrial Commission on 19 August 2019. As part of the terms of this Agreement, Teachers Registration Board employees covered by the Tasmanian State Service Award are entitled to receive an increase of 2.1 per cent per annum effective from the pay period commencing on 13 December 2018. The Department is expecting to pay this retrospective increase in respect of the period from 13 December 2018 to 30 June 2019 by 23 October 2019. The estimated amount of the payment is \$12,181.

### 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 2019.

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:

- *AASB 7 Financial Instruments: Disclosures* – the objective of this Standard is to require entities to provide disclosures in their financial statements that enable users to evaluate the significance of financial instruments for the entity's financial position and performance; and the nature and extent of risks arising from financial instruments to which the entity is exposed during the period and at the end of the reporting period, and how the entity manages those risks. The amendments to this Standard have resulted in a reconciliation being required where there is a reclassification of financial assets or liabilities resulting from the adoption of AASB 9.
- *AASB 9 Financial Instruments* – the objective of this Standard 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. AASB 9 has replaced accounting for impairment losses with a forward looking expected credit loss approach. The Board has no impaired receivables and as such is not impacted by this standard change.

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

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

- *AASB 15 Revenue from Contracts with Customers* – The objective of this Standard is to establish the principles that an entity shall apply to report useful information to users of financial statements about the nature, amount, timing, an uncertainty of revenue and cash flows arising from a contract with a customer. In accordance with *2015-8 Amendments to Australian Accounting Standards – Effective Date of AAS 15*, this Standard applies to annual reporting periods beginning on or after 1 January 2019. Where an entity applies the Standard to an earlier annual reporting period, it will disclose that fact.
- *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 will be applied when AASB 15 is applied.
- *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 2019. The impact is enhanced disclosure in relation to revenue.
- *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. This Standard applies to annual reporting periods beginning on or after 1 January 2019. The Board has no material leases and will not be impacted by this Standard.
- *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.
- *AASB 1059 Service Concession Arrangements: Grantors* – The objective of this Standard is to prescribe the accounting for a service concession arrangement by a grantor that is a public sector entity. This Standard applies on or after 1 January 2020. The impact of this Standard is enhanced disclosure in relation to service concession arrangements for grantors that are public sector 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 comprises the statement of financial position as at 30 June 2019 and statements of comprehensive income, changes in equity and cash flows for the year then ended, notes to the financial statements, including a summary of significant accounting policies and the statement of certification by the Chairperson.

In my opinion, the accompanying financial report:

- (a) presents fairly, in all material respects, the financial position of the Board as at 30 June 2019 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 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* and for such internal control as they determine is necessary to enable the preparation of the financial report that is free from material misstatement, whether due to fraud or error.

In preparing the financial report, the Members are responsible for assessing the Board's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless the Board is to be 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 report or, if such disclosures are inadequate, to modify my opinion. My conclusion is based on the audit

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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.



Rob Luciani  
**Director Financial Audit Services**  
**Delegate of the Auditor-General**

**Tasmanian Audit Office**

27 September 2019  
Hobart

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