



Annual Report **2020**

Letter to the Minister



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Minister for Education and Training

Level 10,

15 Murray Street

HOBART, TAS, 7000

Dear Minister

I am pleased to submit the 2020 Annual Report of the Teachers Registration Board of Tasmania per Section 33 of the *Teachers Registration Act 2000*.

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

In submitting this report, I particularly acknowledge the outstanding work of Tasmanian teachers during 2020 as they responded to the significant challenges they confronted during the peak of the COVID-19 pandemic.

I also take this opportunity to thank the Officers of the Board who worked tirelessly to ensure the work of the Board was efficiently and effectively enacted throughout this period.

Yours sincerely

A handwritten signature in black ink, which appears to read "S. Mannering".

Stephen Mannering
Chair

TEACHERS REGISTRATION BOARD OF TASMANIA

Purpose

The Teachers Registration Board of Tasmania (TRB) was established in 2002 as an independent statutory authority and a body corporate. The TRB was established under the *Teachers Registration Act 2000* to regulate the teaching profession in Tasmania for the wellbeing and best interests of Tasmanian students, thereby enhancing community confidence in our teaching profession.

The primary functions of the Board are to:

- Register persons under the Act and keep a register of registered teachers and holders of limited authorities to teach.
- Conduct investigations, inquiries, and hearings for the purposes of the Act, including to determine whether persons have contravened the Act. It may take disciplinary action, including the imposition of a condition, or the suspension or cancellation of a person's registration or limited authority to teach. It may determine that a person is unfit to be a teacher or is not of good character.
- Work with teachers and other local and national stakeholders to develop and improve teaching standards and to maintain a code of ethics for the teaching profession.
- Provide a nationally consistent pathway for teachers to move from provisional to full registration.
- Promote the profession of teaching within the Tasmanian community.
- Undertake relevant reviews and research projects, and make recommendations to the Minister concerning the funding of those reviews and projects.
- Approve initial teacher education courses in line with national standards and procedures.



- Collaborate and confer with corresponding registration authorities on national priorities and promote consistency in the regulation of the teaching profession within Australia and New Zealand.

Like the other Tasmanian Education Regulators, the Board exists to provide responsive, independent and risk-proportionate oversight of Tasmanian education sectors to afford students, and the community, confidence in Tasmanian education.



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Strategic Direction 2020 - 2023

Vision

Tasmanian students are taught by high quality teachers

Mission

To regulate for the wellbeing and best interests of Tasmanian students thereby enhancing community confidence in our teaching profession

Strategic Areas of Operation



Teacher Registration



Initial Teacher Education Accreditation



Building the Profession



Professional Conduct



Governance and Accountability



Communication and Feedback

Our Values

• Dignity • Respect • Integrity • Empathy • Justice



The Board has set out its priorities for the Strategic Plan 2020 – 2023.

These are to:

- Ensure the welfare and best interests of students is paramount
- Enable quality teaching
- Ensure the registration of Tasmanian Teachers is managed efficiently and effectively
- Approve all required initial teacher education courses
- Strengthen strategic relationships with co-regulators and all stakeholders
- Improve our feedback mechanisms
- Strengthen organisational governance and accountability

Principles

- To ensure our values underpin all that we do
- To be accountable and transparent
- To be efficient and timely
- To lead with intelligence and expertise
- To be risk-based and proportionate in all areas of governance
- To be accessible and client-focused
- To pursue excellence in every aspect of our work

Chair's Foreword



Throughout 2020, despite the challenges we all confronted as a result of the pandemic, the Teachers Registration Board, like most organisations, quickly adapted to the use of firstly Zoom and then Microsoft Teams to enable the work of the Board to continue with as little disruption as possible. As Chair, I would particularly like to acknowledge the outstanding work of the office staff and our leadership team who ensured that our office functions could continue on a daily basis, particularly during the period of lockdown.

Major tasks carried out during 2020 included:

- The continued development of a new Strategic Plan with clearly defined key performance indicators and a much stronger focus on feedback and the accumulation of relevant data. The plan also brings greater focus to the Board's commitment to always act in the best interests of children in all that we do. Child safety and the provision of qualified teachers who bring high standards of professionalism to teaching in our schools and colleges is crucial if our students are to have the best opportunities to be successful learners and future contributors to our community.
- The planning and implementation of a Pilot Project to offer certification of Highly Accomplished and Lead Teachers in partnership with all education sectors and the University of Tasmania. The successful planning of this project is a testament to the high levels of cooperation within the wider educational community within Tasmania. The

role of the steering committee in developing this project has been significant. I would like to thank representatives from the University of Tasmania, the Tasmanian Catholic Education Office, Christian Schools Tasmania and the Department of Education for their contribution to this important initiative.

- Active participation in the Review of Education Regulation which will be further developed in 2021.
- The development of a feedback survey on the work of the Teachers Registration Board to be offered to all teachers in 2021.
- The development of a Board Charter and defined Terms of Reference.
- Cybersecurity was a strong focus of risk management discussions.
- The allocation of funding and initial planning for the replacement of our current Customer Relationship Management System and the development of a new website to improve public and teacher access to online Board systems, documentation and information.

Achieving this extensive agenda of development and reform requires outstanding relationships with our key stakeholders and an organisation that can quickly respond and adapt to ever-increasing changes that confront our teachers and educational leaders. I believe through our positive efforts this year the Tasmanian Teachers Registration Board is in a very strong position to continue to ensure strong community confidence in Tasmania's teachers.

In 2020, Bernadette Henry a member of the Board since 2016, concluded her service. Bernadette made a very positive contribution to the work of the Board and brought important insights to discussions and decisions as a practising teacher with TasTAFE.

In November 2020, we also farewelled the long-standing Registrar, Lee Rayner. Lee joined the office of the Board in July 2014. Lee brought to her work significant experience in professional conduct matters through her work in both NSW and the Northern Territory. She was a passionate advocate for quality teaching and took an active role in working with the University of Tasmania and our other key stakeholders to promote the teaching profession in this state.

Lee also played a significant role in the work of the Australasian Teacher Regulatory Authorities as a participant and leader in several committees and working parties. The Board thanks her for her contribution and wishes her success in her new role in the Northern Territory Department of Education.

From mid-September 2020, Ann Moxham has taken up the reins, initially as the Acting Registrar, and after Lee's resignation in late November, as the Registrar. She has undertaken this role in addition to her duties as the Manager Professional Standards and Initial Teacher Education (ITE) Accreditation and will continue in the role at least until the Education Regulation Review is concluded. On behalf of the Board, I thank her for her energy and commitment to the role, and to the good of

education in our State, in taking this important step to steady the office at a time of immense challenge and uncertainty.

Finally, I would like to sincerely thank all members of the Board for their outstanding contribution to the Board and the profession in 2020.



Stephen Mannering
Chair

Registrar's Report



I am honoured to submit my first Registrar's Report on behalf of both the former Executive Officer and the whole Board Office team following what was a challenging and changing, but very productive year.

Early in 2020, we faced the need to consider changes to business as usual in both the office and in engagement with state, national and international stakeholders as the pandemic hit home. This was a particularly challenging period on many levels, but one to which we proved equal with the support of IT Services and Wes Campbell in particular.

In the final quarter of 2020, the Board and its Officers commenced the move toward a more outcome-focused and modern regulatory framework. The new strategic plan was progressed to a point where the strategic priorities the Board had been seeking to flesh out and the inputs from consultant reports and stakeholder feedback could be captured as Actions and Key Performance Indicators (KPI) for each Strategic Area of Operation. The Board Office team has focused in this Annual Report on providing reporting on data already available for 2020 KPIs and will be finalising the processes to capture data not previously under scrutiny for the 2021 report. This will result in an ongoing shift in the focus, tone, and style of this publication. The Board and staff of the TRB all anticipate that readers will see the beginning of this in the 2020 Annual Report.

It is appropriate that the Board Chair thank Ms. Lee Rayner for her work in progressing the work of the Board by leading its Officers to enact the functions and powers of the Board in line with the Act, other relevant legislation, Ministerial Frameworks and the policies and procedures of the Board. However, it would be remiss for me not to thank her for her engagement with the teams of State Service staff in our office, her availability and willingness to share her knowledge and provide support, as well as her energy and tireless pursuit of fortification of what she identified as the educational standards in danger of erosion in Tasmania. We have enjoyed the opportunities she provided us and grown because of the challenges she presented. We wish her every success and joy in her new role.

We had only one other staff change during 2020 and that was the maternity leave replacement for Teeka Walker by Deb Conley. We were excited to congratulate Teeka and her husband on the birth of their daughter and record our thanks to Deb for her work in helping to keep the work of the Board progressing positively.

The Board Chair has commented on key achievements in strengthening organisational governance and accountability. Below is a brief outline of some of the key achievements in other Strategic Board Priorities that you will read about in greater detail in this report.

Enable Quality Teaching and approve all required aspects of Initial Teacher Education (ITE) Course Accreditation

- Implemented national reforms related to ITE and the revised Standards and Procedures for ITE accreditation
- Embraced a contemporary approach to Primary Specialisations
- Used proactive data analysis to inform sector heads about conduct and ethics trends
- Provided professional support to teachers, leadership teams and principals through online progressing to full registration seminars and on-demand webinars, principal network presentations, and other resources

- Educated teachers about the Australian Professional Standards for Teachers and engaged teachers and principals in the national review of teacher registration work in conjunction with AITSL

Ensure registration of Tasmanian teachers is managed efficiently and effectively

- Continued to engage positively with teachers regarding their registration. The number of late registrations and failure to ensure RWVP status dropped; a testament to the tireless follow-up by the registration team
- Efficient, effective, and helpful engagement with thousands of emails and phone calls throughout the year, while undertaking our core function of registering 11,803 teachers with patience and understanding. The work has been as intense as ever, but the teamwork demonstrated, especially during phases where members worked from home, has made all the difference

Strengthen strategic relationships with co-regulators and with stakeholders

- Participated in national forums and events, including attending national panellist training to provide advice and guidance to facilitators and identify opportunities for improvements
- Implemented the Teacher Education Ministerial Advisory Group (TEMAG) reform related to ITE annual reporting for the second consecutive year, providing advice and feedback on nationally developed guidance materials and reporting forms
- Commenced the cross-sectoral Highly Accomplished and Lead Teacher Certification Pilot in conjunction with the University of Tasmania and with the support of the Teacher Quality Institute of the ACT, and AITSL

Projects intended to improve service to/communications with stakeholders and Improve our feedback mechanisms

- Developed and strengthened memorandums of understanding with several key stakeholders
- Conducted targeted compliance audits to assist schools to comply with progression to full registration, invited and received their feedback and provided summary guidance back to the profession
- Progressed work on the development of a new website and a new customer record management system
- Invited feedback from all users of the website and tracked user experience to inform the website design and improvement of user experience

Australia-wide challenges/priorities impacting Board Office activities

- Assisted AITSL in the Australian Teacher Workforce Data (ATWD) initiative (which will provide insights into the teaching profession and identify areas where teachers require additional support)
- Actively contributed to Australasian Teacher Regulatory Authorities (ATRA) and Australian Institute for Teaching and School Leadership (AITSL) meetings and workshops, promoting TRB's position concerning the national reform agenda
- Contributed to ATRA Network groups, advancing recommendations arising from the National Review of Teacher Registration (including information sharing, consistent approaches to fitness to teach, consistent judgements about provisional to full registration and updated approaches to the requirements for English language competency)

Staffing changes/challenges and project priorities commenced/completed

- Supported the health and safety of TRB staff during the COVID-19 pandemic
- Managed the seamless transition to remote work without compromising functions or service
- Commenced the collection, analysis and use of data on staff satisfaction to identify focus areas for future improvement

None of these achievements is possible without a talented, committed staff team, positive management, and leadership. I thank all staff members for their commitment to continuous improvement and focus on the wellbeing and best interests of the students of Tasmania.

In conclusion, while we continue to regulate for a well-qualified, proficient teaching profession, made up of individuals that are of good character and fit to teach, it is my view that the widely reported respect and admiration for teachers shown by the Tasmanian public throughout the COVID-19 period point to the professionalism and dedication of the Tasmanian teaching profession. I congratulate all registered Tasmanian teachers for it.



Ann Moxham B. Sc., Grad. Dip. Ed., B. Ed., M. Ed. Admin., AFIML, MACEL
Registrar

Register of Tasmanian Teachers - A Snapshot 2020

11,803

Registrants

71% Female

29% Male

47 Years

Average Age School Teachers

42% are 55+

52 Years

Average Age of VET Teachers

45% are 55+

616

New Registrants

286

UTAS Grads

118

New Interstate
Teachers

11,084

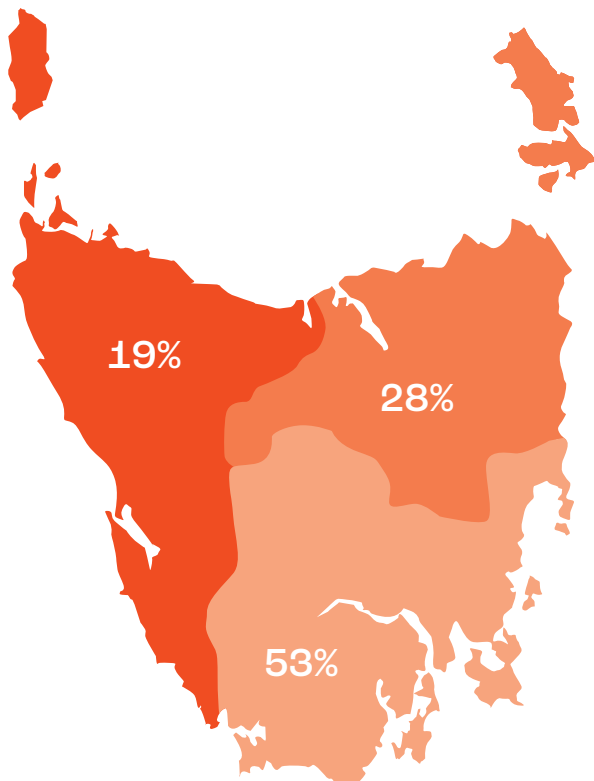
School Teachers

69 Dual Registrants

650 VET Teachers

97%

LIVE IN TASMANIA



174

Demonstrated Proficiency

389

LATs Granted

4720

National Police History Checks



Strategic Priorities & Key Objectives Pursued 2020

In developing the Strategic Plan 2020 – 2023 the Board set out “Our Priorities”. In working towards these Priorities, the following have been enacted or achieved.

To ensure the welfare and best interests of students is paramount

- The Board implemented legislators' changes to the Act. These changes reflect community expectations and the expectations of the profession; they allow for automatic suspension or cancellation of registration if an individual's Registration to Work with Vulnerable People is cancelled or suspended.
- The Board developed and implemented a revised complaints policy and process to make the process clearer for stakeholders.
- The Agreement with the University of Tasmania was renewed so that the Board can conduct processes to ensure that, before undertaking Professional Experience, pre-service teachers are assessed as being of good character and fit to teach.
- Board officers conducted an Information session with the Australian Education Union. The purpose of this was to share an understanding of the work of the Board, to elucidate trends in conduct and complaints matters, and provide information on the current issues facing teachers. This was well-received by delegates.
- The Professional Conduct Team produced bi-annual reports to identify trends within the professional conduct context. This was shared with employer groups to alert them to key issues.
- The Board engaged consultants to look at the Provisional to Full Registration process. This is an important marker in a teacher's career when their school is asked to assess their practice against a national benchmark and the Board can verify them as being proficient, of good character and fit to teach. The results demonstrated that the Standard expected was in line with others, being the Proficient Stage of the Teacher Standards.
- A recommendation to automate aspects of the application process to simplify and streamline it was added to the IT Systems project being scoped.

To enable quality teaching

- The Board, Department of Education, Independent Schools Tasmania, Christian Schools Tasmania, Catholic Education Tasmania and The University of Tasmania committed to the development of a Steering Committee to guide a Highly Accomplished and Lead Teacher Certification Pilot. Terms of Reference were developed and the modular model with a unique Tasmanian approach of a concurrent Graduate Certificate in Education was decided, with the Board unanimously supported to undertake the Certifying Authority role.



To ensure the registration of Tasmanian teachers is managed efficiently and effectively

- Reviewed and updated the telephony system to improve the user experience. This included implementation of simplified and clarified call handling, increased staffing levels to receive calls and implementation of voice mail to inbox message service. The result has been increased caller satisfaction and service to stakeholders.
- Positive annual review of applicant declarations to assist users to make correct declarations on applications and reduce confusion.

To strengthen strategic relationships with co-regulators and all stakeholders

- Supported Tasmanian ITE provider understanding of and compliance with program accreditation and teach out requirements, change notification processes and annual reporting through regular monthly communication with provider staff.
- Facilitated COVID-19 policy changes to:
 - enable UTas to apply professional experience changes ensuring graduates continue to meet the Australian Professional Standards for Teachers (APST) and all requirements for graduation; and
 - reduce the pressures on the higher education provider during this challenging period by deferring the ITE accreditation at Stage 2 for four programs
 - Supported AITSL in the development and delivery of accreditation panellist training
 - Collaborative development of stakeholders' identified need for an experienced teacher pathway to full registration.
- Convened discussions with NESAs, Alphacrucis College and Catholic Education Tasmania to ensure the interests of school students and of ITE students were kept in focus for us all with the development of the new Catholic Teaching Schools and Cadetships model.

- The Board made case-by-case accommodations for teachers and their schools involved in the provisional to full registration process impacted by COVID-19 restrictions.

To improve our feedback mechanisms

- Professional Standards provided applicants and their schools with commendations and recommendations regarding audited portfolios of evidence and sought feedback from them on the TRB resources provided, the process and on the information sessions.
- Continued to receive over 90% positive feedback on Survey Monkey regarding Professional Standards information sessions and webinars.
- Continued to operate the private Facebook Group for applicants, their Principals, Mentors and Panels with positive feedback on the value of this for all involved in the progression to Full Registration process.
- Reached out to representatives from all sectors to contribute to a review of the Provisional to Full Registration pathway and contemplated differentiated pathways stakeholders had indicated would be valued.

To strengthen organisational governance and accountability

- The Board conducted a review of Strategic Priorities and developed a set of Key Performance Indicators.
- The Board implemented a staff survey. The findings have energised regular staff meetings, policy development and continuous improvement approaches in the Board Office.
- The Professional Conduct Team commenced work to review processes and data collection in preparation for the development of a new IT system.
- The Professional Conduct Team continued to work with Committee structures in the Professional Conduct area to ensure that members of the teaching profession contribute their expertise in decision-making.

Governance and Accountability



The Board is a body corporate with perpetual succession. It is an Education Regulator established by the *Teachers Registration Act 2000*. In performing its functions and exercising its powers, the Board must consider the welfare and best interests of students to be of paramount importance.

The Board is committed to:

- Meeting all legislative requirements and reporting obligations and to ensuring sound financial administration.
- Ensuring continuous improvement throughout the organisation and to maintaining highly effective strategic relationships with co-regulators and stakeholders.
- Assessing risk, adopting appropriate mitigation responses and streamlining administrative procedures.

The Board has commissioned work to ensure secure, fit for purpose Information and Communications Technology Systems and to respond to issues and challenges arising from legislative shortcomings and contradictions.

Board membership, under the legislation, is drawn from nominating bodies, and members are appointed by the Minister.

The Board may delegate its legislative functions and powers.

It appoints an Executive Officer (the Registrar) and other Officers to put into effect its policies and procedures thereby achieving its functions.

The Board also establishes committees consisting of members of the Board and any other appropriately qualified persons to assist the Board to perform its functions.





Meet the Board

TRB Board Members 2020



Stephen Mannering

Chair appointed by the
Minister for Education



Kirsten Adams

Nominee, Parent Group
Tasmanian School,
Independent Schools Sector



Helen Chick

Nominee, University
of Tasmania (Faculty
Teacher)



Allan Clark

Nominee, Catholic
Registered Schools



Adam Forsyth

Nominee (Non-Catholic
Registered Schools)



Bernadette Henry

Nominee, Tas TAFE
(Practising Teacher)



Alison Jales

Nominee, Australian
Education Union
(Practising Teacher)



Kim Merhulik

Nominee, Independent
School Teachers
Association
(Practising Teacher)



Sally Rowlands

Nominee, Department
of Education
(Practising Teacher)



Jodee Wilson

Nominee, Department of
Education



**Kerry Meredith-
Sotiris**

Nominee, Tas TAFE



John Waldock

Nominee, Independent
Education Union Victoria
Tasmania (Practising
Teacher)

2020 Meeting Dates

2020 Meeting Dates																		
	Attendance	Meeting 1 26 February	Meeting 2 25 March	Meeting 3 27 May	Meeting 4 2 July	Meeting 5 27 August	Meeting 6 14 October	Meeting 7 19 November	Meeting 8 3 December		Audit and Risk Committee	Professional Conduct Committees	ITE Accreditation Committee					
Board Members																		
Stephen Mannering (Chair)																		
Kirsten Adams																		
Allan Clark (Deputy Chair)																		
Dr Helen Chick																		
John Waldock																		
Sally Rowlands																		
Bernadette Henry																		
Dr Adam Forsyth																		
Kim Merhulik																		
Jodee Wilson																		
Kerryn Meredith-Sotiris																		
Alison Jales																		

Board Committees

Audit and Risk Committee Report

Audit and Risk Committee

Allan Clark (Chair)
Helen Chick
John Waldock
Carolyn Harris (Ex Officio)
Stephen Mannering (Ex Officio)
Executive Officer (Ex Officio)



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, some ex officio members attend Committee meetings including the Chair of the Board, the Registrar, and an external independent member with a background in corporate governance.

As with the rest of Australia and beyond, COVID-19 impacted ARC activities in 2020 and hence much work was done remotely via various avenues of technology.

Nevertheless, and at the direction of the Board, the ARC met five times in 2020 – four formally scheduled meetings plus one more specially convened – and was particularly active in the following areas:

- The regular review of financial statements and support in the development of the Annual Budget;
- Further work on a review of the content of all Board policies and the development of new policies in the key areas of registration and professional conduct;

- The annual review of the Risk Register with the inclusion of newly identified risks and a complete review of the consequences, likelihood and risk ratings for already existing categories of risk;
- The development of a Strategic Plan (2020-2023) under the Board's key areas of operation:

Teacher Registration

Initial Teacher Education

Building the Profession

Professional Conduct

Governance and Accountability

Communication and Feedback

The development of a Board Charter and a Terms of Reference document for the Board with the view to providing clarity for all interested parties on the roles and responsibilities of the Teachers Registration Board of Tasmania.

In conclusion, I sincerely thank Board members, ex officio members of the Committee, and key personnel from the Department of Education's Finance section for their contributions to the work of the Committee in 2020.

A handwritten signature in blue ink, appearing to read 'Allan Clark', written in a cursive style.

Allan Clark
Committee Chair





Course Accreditation Committee

The Course Accreditation Committee (CAC) advises the Board and makes recommendations on the assessment of Initial Teacher Education (ITE) programs delivered in Tasmania to ensure that the programs meet the National Standards agreed by all Education Ministers and that graduates meet the Australian Professional Standards for Teachers (the Teacher Standards), at the Graduate Career Stage. Members of this committee are trained by the Australian Institute for Teaching and School Leadership (AITSL), with support from the ITE Executive Officers of the Australian Teacher Regulatory Authorities, in the application of the National Procedures for Accreditation of ITE Programs at Stage 1 and Stage 2. Some members are also trained as Panel Chairs. Trained panellists and panel chairs then sit on accreditation panels in Tasmania and other jurisdictions to strengthen initial teacher education and promote national consistency.

The Manager Professional Standards and Initial Teacher Education (ITE) Accreditation manages the work of the committee and is the ITE Executive Officer for assessment and accreditation panels held in Tasmania.

Representatives from teacher regulatory authorities from all jurisdictions participated in standard-setting processes to improve the consistency of approach to the ITE Accreditation Standards and Procedures. This led to the Guidelines for the Accreditation of Initial Teacher Education Programs in Australia being revised in 2020.

The accreditation process involves a rigorous assessment of an initial teacher education course against a set of nationally agreed standards. Accreditation Standards and Procedures are designed to ensure that all graduates of an initial teacher education course meet the Teacher Standards, at the Graduate career stage. This ensures the course is of high quality and prepares pre-service teachers for the teaching profession.

The process also includes an assessment of a Higher Education Provider's (HEP) quality assurance and continuous improvement mechanisms. It ensures appropriate course entry mechanisms and arrangements for supervised, assessed professional experience placements are in place. A nationally endorsed Teacher Performance Assessment, which all graduates must successfully complete, and the requirement that all pre-service teachers successfully complete the Literacy and Numeracy Test for Initial Teacher Education (LANTITE) before graduation.

The Board, as the accrediting body for Tasmania, has forged a strong partnership with the University of Tasmania's (UTas) School of Education, noting it is the sole provider of initial teacher education programs in Tasmania.



Professional Conduct Committee

Purpose and Members

As a delegate for the Board, the Professional Conduct Committee is responsible for the assessment of good character and fitness to teach matters.

During the reporting period, this Committee met regularly to consider a range of matters and was supported by members of the Professional Conduct Team.

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

In 2020 the members of this Committee were:

Allan Clark	Board Member (Jan - March)
John Waldock	Board Member (March – Dec)
Kirsten Adams	Board Member (Jan – Dec)
Michael Hayen	Practising Teacher (Jan – Dec)
Sharyn Lawrence	Practising Teacher (Jan – Dec)

Committees of Inquiry

Purpose and Members

The Act creates a specific statutory mechanism for the creation of Committees of Inquiry (Col).

These Committees are convened as required and conduct inquiries and hearings on matters of a more serious nature. Matters were referred to an inquiry by the Professional Conduct Committee or the Registration Oversight Committee.

Each Col reports its findings and recommendations to the Registration Oversight Committee for its consideration and decision and is supported by members of the Professional Conduct Team.

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



Registration Oversight Committee

Purpose and Members

As a delegate for the Board, and under the requirements of the Act, the ROC:

1. Makes final decisions in matters where it appears likely that the Board may not be satisfied that an applicant is of good character or be fit to be a teacher.
2. Reviews recommendations from committees of inquiry to make decisions.
3. Makes decisions as to whether to enact an Emergency Suspension on an individual's registration.

This ROC is comprised of three Board members including the Board Chair. Three members are needed for a quorum. This Committee meets as required and is supported by members of the Professional Conduct Team.

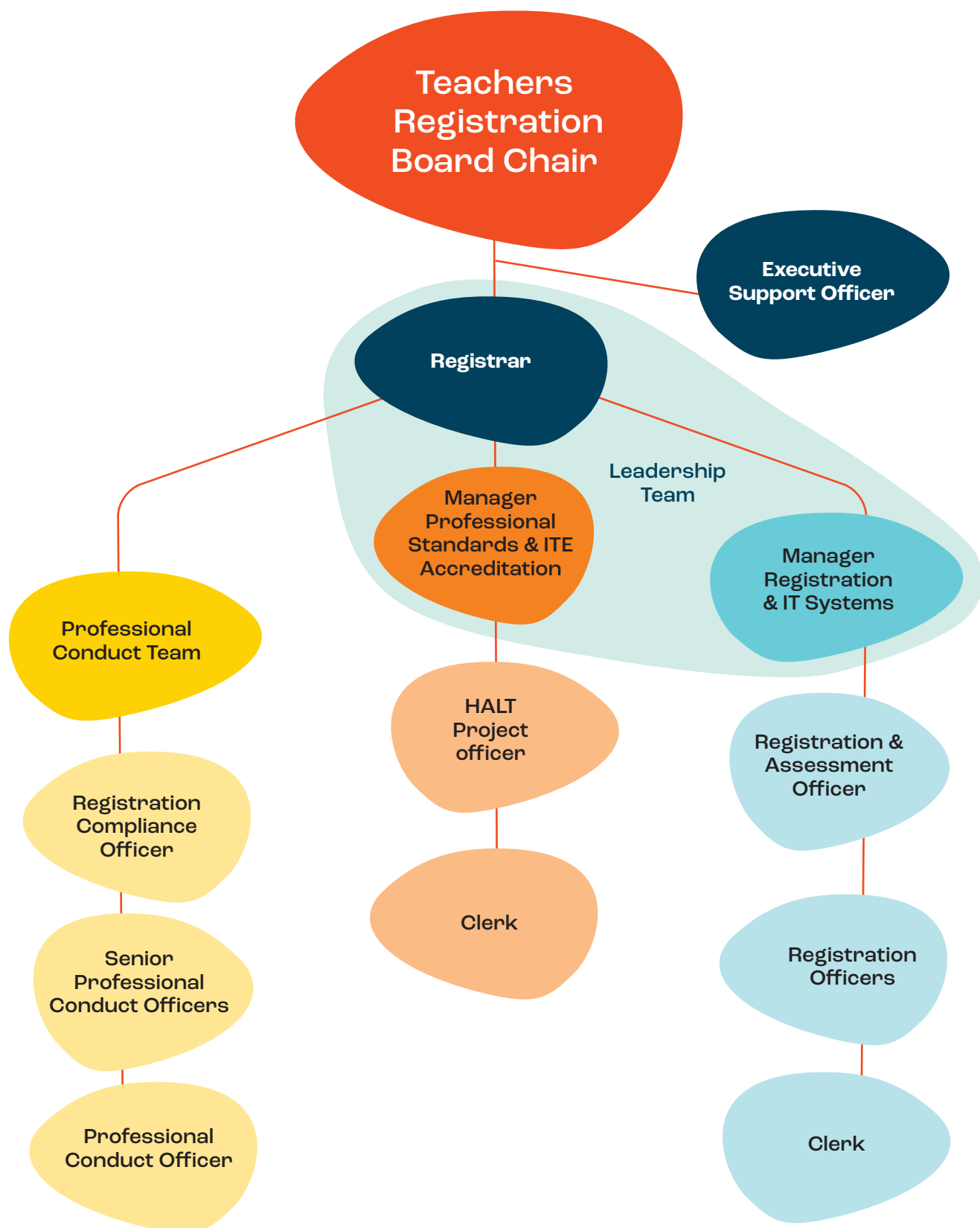
In 2020 the following Board Members participated in one or more meetings of the Registration Oversight Committee:

- | | |
|-----------------------------|--------------|
| 1. Stephen Mannering | Board Chair |
| 2. Kirsten Adams | Board Member |
| 3. Adam Forsythe | Board Member |
| 4. Sally Rowlands | Board Member |
| 5. John Waldock | Board Member |

In 2020 the following individuals were appointed to one or more Committee of Inquiry:

Helen Chick	Board Member
Allan Clark	Board Member
Adam Forsyth	Board Member
Kirsten Adams	Board Member
John Waldock	Board Member
Catherine Apanah	Registered Teacher
Stephen Bentley	Registered Teacher
Matthew Derrick	Registered Teacher
Ged Egan	Registered Teacher
Linda Heerey	Registered Teacher
David Hodgman	Registered Teacher
Sharon Johns	Registered Teacher
Sharyn Lawrence	Registered Teacher
Alison Savage	Registered Teacher
Lyn Tunbridge	Registered Teacher

Organisational Chart





Key Strategic Areas of Operation

Registration



Teaching Workforce Demographic Profile

As of the 11th November 2020, there were 11 803 individuals on the Register.

TABLE 1: REGISTRANTS BY GENDER AND AGE RANGE

Age Range	Female	Male	Total
20 - 24	113	33	146
25 - 29	626	230	856
30 - 34	887	341	1228
35 - 39	1064	436	1500
40 - 44	1010	399	1409
45 - 49	1060	403	1463
50 - 54	978	394	1372
55 - 59	994	405	1399
60 - 64	1013	404	1417
65 - 69	497	239	736
70 - 74	146	84	230
75 and over	30	17	47
Total	8418	3385	11803

Age Range	Female	Male	Total
20 - 24	0.96%	0.28%	1.24%
25 - 29	5.30%	1.95%	7.25%
30 - 34	7.52%	2.89%	10.40%
35 - 39	9.01%	3.69%	12.71%
40 - 44	8.56%	3.38%	11.94%
45 - 49	8.98%	3.41%	12.40%
50 - 54	8.29%	3.34%	11.62%
55 - 59	8.42%	3.43%	11.85%
60 - 64	8.58%	3.42%	12.01%
65 - 69	4.21%	2.02%	6.24%
70 - 74	1.24%	0.71%	1.95%
75 and over	0.25%	0.14%	0.40%
Total	71.32%	28.68%	100.00%

Registration – Eligibility

Qualifications for Provisional or Full registration

Full and Provisional Registration together comprise one category of teacher registration and recognise the qualifications, teaching experience and competencies of teachers who are trained to teach in the school sector which delivers educational services to students from Kindergarten to Year 12.



Approved Initial Teacher Education Qualifications

To be eligible for registration to teach in the school sector applicants need to hold an accredited initial teacher education (ITE) degree, or equivalent qualification (previously accredited) or comparable qualifications from overseas.

The applicant needs to have a degree (or degrees) awarded by a higher education institution(s) that equates to a minimum of four years (full-time equivalent) of tertiary study.

A teaching qualification (initial teacher education program):

- prepares students to be teachers;
- contains general education studies;
- contains discipline-specific curriculum and pedagogical studies, and;
- includes professional experiences in a school setting.

The professional experience components of an initial teacher education program must consist of supervised and assessed teaching practice undertaken over a substantial and sustained period and in a recognised school setting.

To be approved by the Board all higher education qualifications must be accredited under the Accreditation of Initial Teacher Education Programs in Australia process or previously by Australian Teacher Regulatory Authorities.

TABLE 2: HIGHEST LEVEL OF QUALIFICATION HELD BY REGISTRANTS

Australian Qualification Framework Level	Total
Certificate	50
Diploma	1465
Advanced Diploma	8
Bachelor	6946
Graduate Certificate	61
Graduate Diploma	592
Master	950
Other	74
Total	10 146

Qualifications for Specialist Vocational Education and Training Registration

Specialist Vocational Education and Training Registration recognises the qualifications, teaching experience and competencies of teachers who are engaged or employed in the VET sector. Registrants holding Specialist Vocational Education and Training Registration are qualified to deliver VET courses in Tasmanian schools and TasTAFE.

Australian Skills Quality Authority

The Australian Skills Quality Authority in its *Standards for Registered Training Organisations 2015* sets the minimum qualification benchmark for trainers and assessors in the vocational education and training (VET) sector delivering accredited qualifications.

To reflect the requirements of the VET Quality Framework, the Board has determined that the qualifications and experience required for Specialist Vocational Education and Training Registration are the TAE40116 Certificate IV in Training and Assessment or a diploma or higher-level qualification in adult education.

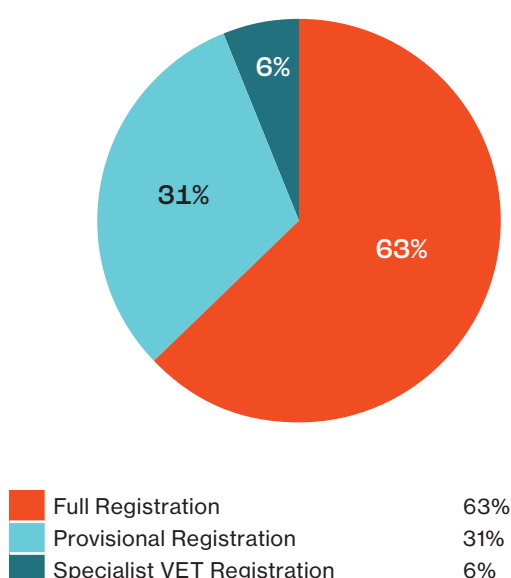
TABLE 3: VOCATIONAL EDUCATION AND TRAINING QUALIFICATIONS BY LEVEL

Australian Qualification Framework Level	Number
Certificate	10
Certificate IV	869
Diploma	61
Bachelor	44
Graduate Diploma	3
Other	6
Total	993

Dual Registration

Sixty-nine Tasmanian teachers hold two categories of registration in recognition of their broad educational qualifications - Specialist Vocational Education and Training Registration and either Full or Provisional Registration for the school sector.

FIGURE 1: PERCENTAGE OF TEACHERS BY TYPE AND CATEGORY OF REGISTRATION.



English Language Proficiency

All applicants must satisfy the Board that they have a level of English proficiency that enables them to communicate 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 in the English Language Proficiency Policy were required to show documentary evidence of their English Language Proficiency.

Teaching Service

The Board recognises teaching service undertaken after the teacher education qualification has been conferred and provisional registration/accreditation granted to determine the category of registration upon application.

Good Character and Fitness to be a Teacher¹

The Board is committed to safeguard the welfare and best interests of students and to maintain community trust and confidence in the profession. To achieve this, the Board conducts a thorough assessment of each applicant to ensure that they are of good character and fit to teach.

In deciding an applicant's good character and fitness to teach, the Board considers a range of factors which include:

- employment and registration history;
- any previous and/or current disciplinary proceedings;
- a National Police History Check and, if applicable, an International Police History Check;
- any medical, psychiatric or psychological conditions;
- the declarations made by applicants concerning these matters; and
- any other relevant information.

Good Character and Fitness to Teach Matters Arising from Applications

During the reporting period -

98.5% of applicants did not have any matters of concern respecting their good character and fitness to teach.

Of the **1.5%** of applicants (No. = 68) who had matters of concern regarding their good character and fitness to teach.

- 65% were granted registration
- 16% had applications that were in process as at 31/12/2020
- 12% were granted registration for a period of 1 year
- 3% did not complete the process and their applications were made dormant
- 3% were granted registration with conditions
- 1% were granted registration for a period of 3 years

National Police History Checks

In 2020, a total of **4,449** National Police History Checks were conducted by the Board as part of an application process.

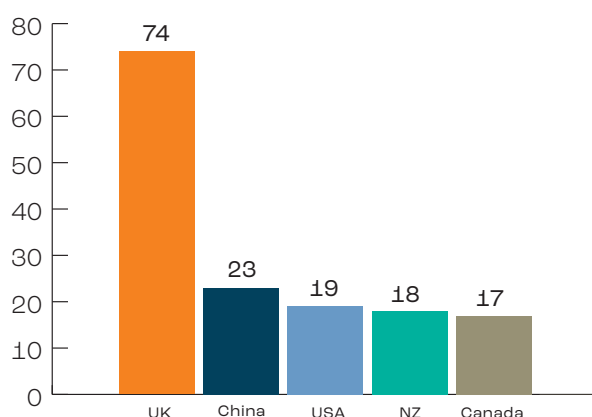
International Police History Checks

Applicants who have resided outside of Australia, as an adult, for a period of more than 12 months are required to provide an International Police History Check (IPHC) for each country in which they have resided.

In 2020, a total of **291** International Police History Checks were received from applicants. The five most common countries of residence are listed in the table below.

¹ The information within this section includes all types of applications, i.e., new applications, re-applications, renewals, Limited Authorities to Teach, and Mutual Recognition.

FIGURE 2: FIVE MOST COMMON COUNTRIES OF RESIDENCE AND NO. OF INDIVIDUALS REQUIRING AN IPHC



Registration to Work with Vulnerable People

In addition to the Board's processes to ensure good character and fitness to teach, all Tasmanian Teachers are required to hold Registration to Work with Vulnerable People (RWVP). The RWVP process is administered by the Department of Justice.

All applicants who were granted registration held current RWVP.

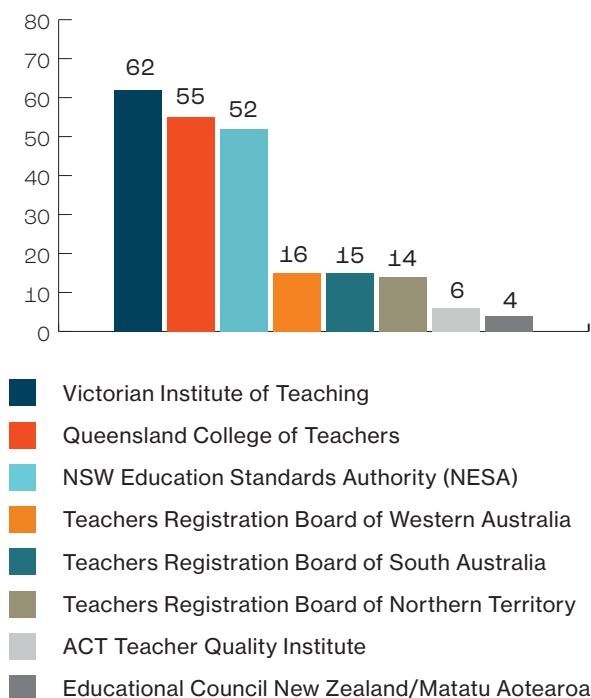
Registration under Mutual Recognition (MR)

An individual who holds teacher registration in another Australian state or territory or New Zealand can apply for teacher registration in Tasmania and have this application processed in line with relevant provisions of the *Mutual Recognition Act 1992* or the *Trans-Tasman Mutual Recognition Act 1997*.

The provisions of the *Mutual Recognition Act 1992* or the *Trans-Tasman Mutual Recognition Act 1997* only apply if the registration in the first state is equivalent to a category of registration in Tasmania or equivalence can be achieved by applying conditions to the Tasmanian registration.

In the reporting period, 224 applications for registration under Mutual Recognition (MR) provisions were granted.

FIGURE 3: NUMBER OF MR APPLICATIONS BY JURISDICTION



Continuing Registration

Teacher registration is usually granted for a period of up to 5 years (a cycle of registration).

During the reporting period –

- 8 individuals were granted a registration period of 1 year.
- 1 individual was granted a registration period of 3 years.

All 9 individuals had matters of concern regarding their good character and/or fitness to teach that required a level of monitoring and review by the Board.

Each year of the cycle of registration is subject to the payment of an annual registration fee. Some teachers pay for up to five years at application, most pay for one year at a time and must pay to continue their current cycle (pay for the following year before their financial expiry date).

At the end of a registration cycle, a teacher must either renew their registration (Full Registration and/or Specialist VET Registration) or reapply for a new cycle of Provisional Registration.

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

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

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

Limited Authorities to Teach

Limited Authorities to Teach (LAT) are a special authority granted by the Board to a school, when certain conditions are met, to enable the school to employ a person who does not qualify for registration, for a specific and short time frame and a particular purpose. LATs are only used when a school cannot find a suitably registered teacher for a role and the school provides evidence of this to the Board.

LAT applicants must also satisfy the Board that they hold current Registration to Work with Vulnerable People with the Department of Justice, are of good character and are fit to be a teacher.

LATs issued for teaching in 2020

This section reports on all Limited Authorities to Teach (LATs) approved for teaching during 2020 (and includes LATs approved in December 2019 for teaching to occur in 2020).

- The total number of LATs granted was 389.
- The total number of individuals granted a LAT was 293.
- The highest number of LATs held by three individuals was five.
- 21 individuals held three LATs each during 2020.
- 58 LAT Holders had more than 1 LAT

122 Generic Relief LATs were granted to final year education students in 2020: 60 for northern Tasmanian schools and 62 for southern Tasmanian schools.

6 LAT applications were refused during 2020, however, some applicants and schools may have withdrawn from the process before Board refusal.

TABLE 4: LATs BY EMPLOYER TYPE

Employer	Number
Department of Education	202
Independent Schools	26
TasTAFE	24
Tasmanian Catholic Education Office	15
Total	267

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

TABLE 5: LATs GROUPED BY LEARNING AREAS

Learning Areas	Number
Relief Teaching	132
Primary Teaching	57
Creative Arts	46
Vocational Education and Training	35
Humanities	28
Teacher Intern Placement Program	27
Mathematics and Science	26
Health and Physical Education	16
Material, Design and Technology	6
Languages	5
Student Engagement	3
Early Childhood	3
Teach for Australia	2
Computer Science	2
Special Education	1
Total	389

Note: the subject to be taught under a LAT is a free text field. At application, employers indicate the subject for which the LAT is sought.

Initial Teacher Education Accreditation

The Board Office (Strategic Plan – Actions 2.1, 2.3 & 2.4):



- Held regular meetings with key staff of the School of Education, University of Tasmania (UTas), as part of our ongoing commitment to engage with the UTas' School of Education. This engagement again included guest speaking and contribution to the Course Advisory Committee.
- Contributed to standard setting and implementation of revised national stage 1 and stage 2 accreditation guidelines through participation in a range of workshops and forums.
- Collaboratively implemented new national annual reporting requirements and streamlined Tasmanian annual reporting to ensure reduced regulatory burden in the efficient and precise monitoring of ITE programs.
- Supported Australian Institute for Teaching and School Leadership in the development and delivery of accreditation panellist training.
- Supported Tasmanian ITE provider understanding of and compliance with program accreditation requirements, change notification processes and annual reporting through regular meetings and ongoing communication with program staff.
- Facilitated COVID-19 policy changes in line with nationally agreed approaches to enable the University of Tasmania to apply professional experience changes ensuring graduates continue to meet the Australian Professional Standards for Teachers (APST) and all requirements for graduation.
- The Commonwealth Department of Education Skills and Employment engaged the consulting firm, Dandolo Partners, to review the implementation of LANTITE testing across Australia. The Board Office engaged in this consultation, together with national colleagues.

“Entrants to initial teacher education will possess levels of personal literacy and numeracy broadly equivalent to the top 30% of the population. Providers who select students who do not meet the requirement must establish satisfactory arrangements to ensure that these students are supported to achieve the required standard before graduation. The National Literacy and Numeracy Test is the means for demonstrating that all students have met the standard.”

TABLE 5: INITIAL TEACHER EDUCATION PROGRAM BY GENDER

Initial Teacher Education Program	Female	Male	Total
Bachelor of Education (Applied Learning)		5	5
Bachelor of Education (Early Childhood)	25	1	26
Bachelor of Education (Health and Physical Education)	12	15	27
Bachelor of Education (Primary)	45	18	63
Bachelor of Education (Science and Mathematics)	5	4	9
Master of Teaching (Primary)	47	23	70
Master of Teaching (Secondary)	28	27	55
Total	162	93	255

TABLE 6: INITIAL TEACHER EDUCATION PROGRAM BY AGE RANGE

Initial Teacher Education Program	15 - 19	20 - 24	25 - 29	30 - 34	35 - 39	40 - 44	45 - 49	50 - 54	55 - 59	60 - 64	Total
Bachelor of Education (Applied Learning)		2	1		2						5
Bachelor of Education (Early Childhood)	5	14	2	3	1	1					26
Bachelor of Education (Health and Physical Education)		23	2		1			1			27
Bachelor of Education (Primary)	1	46	5	2	3	3	1	1		1	63
Bachelor of Education (Science and Mathematics)		8	1								9
Master of Teaching (Primary)		17	20	10	11	8	3		1		70
Master of Teaching (Secondary)		15	22	5	3	4	3	2		1	55
Total	6	125	53	20	21	16	7	4	1	2	255





Building the Profession

The Board's Vision is that:

"Tasmanian students are taught by high quality teachers."

To fulfil this mission, the Board continued its commitment to building the profession through all aspects of its operations.

Student Good Character Determinations

The Board has an *Agreement* with the University of Tasmania to ensure that, before undertaking Professional Experience, and throughout the duration of a person's Initial Teacher Education (ITE) course, pre-service teachers meet the criteria for a Student Good Character Determination.

Criteria for a Student Good Character Determination

- a. The person is currently enrolled in an approved ITE qualification with the University of Tasmania and undertaking any or all practicums in a Tasmanian school or TasTAFE; and
- b. The person is of good character; and
- c. The person is fit to be a teacher; and
- d. The person holds Registration to Work with Vulnerable People.



Benefits of Pre-Registration

Pre-registration -

- Ensures that ITE students will be able to meet key aspects of eligibility for teacher registration prior to studying their initial teacher education degree.
- Ensures that only ITE students who are of good character and fit to enter the teaching profession can undertake professional experiences in Tasmanian schools.
- Establishes a relationship between the future teacher and their regulatory authority, and through this relationship, the roles, and responsibilities of ITE students are reinforced throughout their degree.

Pre-registration provides an opportunity for the Board to identify if there are matters which may affect an ITE student to such an extent that they would be unable to meet the criteria for registration on entry into the profession. Should this be the case, it is appropriate that an ITE student be aware of this at the earliest possible time in their studies.

In determining an ITE student's good character and fitness to teach, the Board considers:

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

Application Outcomes

During the reporting period:

- The Board approved 255 applications for a Student Good Character Determination (SGCD)
- 8 applicants for a SGCD had matters of concern that came to the Board's attention. Of these:
 - 1 individual withdrew their application
 - 3 individuals were granted a SGCD
 - 4 applications were in process as of 31/12/2020

During the reporting period, one pre-service teacher who held a SGCD had matters of concern that came to the Board's attention. This individual maintained their SGCD.

National Police History Checks for Student Good Character Determinations

During the reporting period, a total of **271** National Police History Checks were conducted by the Board for the purpose of Student Good Character Determinations.

Pathways to Registration for Pre-service Teachers

The Board, under its Full and Provisional Registration Policy, grants registration prior to formal graduation in the following two circumstances:

- Students of accredited initial teacher education programs when formal graduation occurs three months or more after the successful completion of all course requirements. A formal confirmation of this was required from the relevant institution.
- University of Tasmania student teachers who had met all the requirements of their teaching degree and confirmation was received of their eligibility to graduate in 2020. This enabled the group to register to teach prior to the December graduation, in the final six weeks of the Tasmanian school year.

Progressing to Full Registration

174 Teachers applied to progress to full registration in 2020

100% Successful

Reviews and Stakeholder Consultations (Strategic Plan – Actions 5.5, 5.9, 6.2 and 6.3)

- Undertook significant governance and quality assurance work to review the standard required for full registration and TRB processes. In addition, broad consultation with all sectors (including the University and TasTAFE) regarding the current and needed differentiated pathways to full registration resulted in the development of new policy and processes for experienced teachers.

- Engaged with the Principals Advisory Group of the Department of Education to elicit feedback and provide increased clarity on the progressing to full registration requirements, resources and process; particularly to promote the quality teaching and learning and teacher efficacy aspects of this valuable professional requirement.
- Participated in the *One Teaching Profession - Recommendation 2* steering group, including stakeholder workshops and development of a final report on national consistency of the provisional-to-full teacher registration standard.
- Reviewed the process for progression to full registration in line with national developments and the promotion of improved and more consistent judgements.
- Gathered and acted on feedback received from applicants and their panellists who participated in workshops and made or assessed applications for Full Registration in 2020, as well as from those engaged in our online support group.
- Conducted a range of information sessions and webinars to support beginning teachers, experienced teachers and leadership teams in schools to better understand the APST, to assist all sectors to strengthen teacher quality across all career stages.

550

Professional Learning
Certificates were
issued in 2020

61% Provisionally Registered Teachers

39% Principals & Panel Members

- Monitored and participated in government strategic developments in teacher regulation and associated fields.
- Participated in Australasian Teacher Regulation Authorities review of English language proficiency requirements and consideration of associated recommendations of the Report – One Teaching Profession: Teacher Registration in Australia.
- Promoted the teaching profession by collaborating with other education stakeholders on World Teachers' Day and other publicity campaigns.

TABLE 7: NUMBER OF REGISTRANTS WHO CHANGED THEIR CATEGORY OF REGISTRATION IN 2020 BY AGE RANGE AND GENDER

Age Range	Female	Male	Total
25 - 29	34	10	44
30 - 34	30	14	44
35 - 39	18	18	36
40 - 44	18	2	20
45 - 49	15	2	17
50 - 54	3	1	4
55 - 59	5	1	6
60 - 64	2	1	3
Total	125	49	174

13%

portfolios provided as a part of the Quality Assurance Audit.

- Sample Portfolios with Quality Assurance Audit feedback were provided to two sectors for use to support schools broadly within these sectors. We heard that these supportive resources had been very positively received.
- The online modules were discontinued as a professional learning requirement but have continued to be available as a resource.
- Over 93% of Survey Monkey Survey responses regarding face-to-face information sessions and both live and 'on demand' webinars for both applicants and panel members continued to be positive.

Supporting Teachers to build knowledge and understanding of the Teacher Standards, Code of Professional Ethics and Professional Boundaries Guidelines

(Strategic Plan – Action 3.2)

- Two senior staff presented to the Australian Education Union regarding Teacher Standards, Code of Professional Ethics and Professional Boundaries Guidelines, emphasising the trends in professional conduct matters and how schools and systems might support teachers to better understand their responsibilities and the standards of behaviour expected of them as professionals.
- Reports on trends identified regarding professional conduct matters and complaints were presented at Board hosted meetings with the Executive Director of Catholic Education Tasmania, the Executive Director of Independent Schools Tasmania and the Secretary of the Department of Education to assist sectors to support employees to better understand their professional responsibilities.





Highly Accomplished and Lead Teacher (HALT) Certification Pilot progressed

(Strategic Plan – Action 3.1)

- Engaged with the Certifying Authorities Network, with individual certifying authorities and with AITSL to map out a proposal for Tasmania
- Consulted Anna McKenzie of the Teacher Quality Institute and Caoimhe Foley of Catholic Education Victoria regarding their approaches to HALT and to establishing a Pilot
- Through collaboration with all education sectors in Tasmania, a steering committee for a HALT Pilot was established in July
- A uniquely Tasmanian model for the HALT Pilot was agreed – modular (following the TQI model) and consisting of 3 inputs for applicants – TRB as certifying authority (training and managing assessors), Professional Learning inputs from the PLI and an integrated Graduate Certificate in Education provided by UTas
- A draft project plan was adopted in December and a 2021-2022 timeframe for a cohort of 30 applicants and at least 30 assessors agreed.



Contribution to the National Agenda

The work of the TRB Office and the strategies of the Board support the national education agenda through National Agreements, National Partnership Agreements, and other initiatives for:

- Nationally consistent accreditation of ITE programs
- Nationally consistent teacher registration processes
- Implementation of the Australian Professional Standards for Teachers
- Nationally consistent processes for the certification of Highly Accomplished and Lead teachers
- Reform of early childhood education
- Development and implementation of the Australian Teacher Workforce Development (ATWD) project
- National consistency among teacher regulatory authorities
- Development of a best practice Framework for Child Protection. We worked on this in conjunction with ATRA and AITSL.

An enhanced focus on child protection at both federal and state levels in the wake of the recent Royal Commission into Institutional Responses to Child Sexual Abuse, the National Review of Teacher Registration, and the Tasmanian Government changes to the *Teachers Registration Act 2000* to strengthen the requirements for teachers to hold valid and current Registration to Work with Vulnerable People has implications for our work.

We influenced and provided support through engagement in the Australasian Teacher Regulation Authorities Professional Conduct and Legal Officers Network, ITE Network and Executive Officers Groups.



Professional Conduct

During the reporting period 98.4% of Registrants did not have any matters of concern in relation to their good character and fitness to teach.

During the reporting period, a small percentage (1.6%) of Registrants had matters of concern that came before the Board in relation to their good character and/or fitness to teach.

Mental and Physical Health

Mental Health

The Australian Bureau of Statistics (ABS) National Survey of Mental Health and Wellbeing (NSMHWB) provides the most comprehensive (albeit dated) estimates for mental disorders in Australian adults both over their lifetime and in the preceding 12 months. The survey estimated that 45 percent of Australians had experienced a mental disorder in their lifetime, with 20 percent experiencing a mental disorder in the previous year. Conducted in 2007, this was the second ABS mental health and wellbeing survey....

Mental health in Australia: a quick guide – Parliament of Australia (aph.gov.au)

Given the prevalence of Australians who experience mental health issues, it is not surprising to find a similar pattern within the Teaching Profession. Over the past five years in particular, an increasing percentage of Registrants with matters of concern that came before the Board have been identified as having mental health issues.

In 2020, 32% of individuals with matters before the Board had mental health issues.

The Board works with members of the Teaching Profession, Health Care Professionals and Employers to ensure positive outcomes for both teachers and their students.

A Collaborative Approach with Health Care Professionals - Case Study

Pseudonyms have been used and details have been altered to protect personal privacy.

Glen was an experienced teacher in Tasmania, having taught at a Primary School for many years. Glen's employer notified the Board that his behaviour had changed significantly; to the extent that colleagues, students, parents, and members of the community expressed concern.

Soon after receiving this information, Glen was admitted to hospital. During this time, he posted material on social media, increasing the Board's concerns regarding his mental health.

The Board contacted Glen, via his health care professionals, to discuss his progress and his capacity to undertake the duties of a teacher in the short-term. Through these discussions, Glen agreed that he wasn't fit to teach and would let his registration lapse.

After a period of 12 months, Glen and his Return-to-Work Case Manager met with the Board to assess his readiness to return to teaching. Glen was able to provide evidence that his diagnosed condition was controlled effectively, and that he had numerous support mechanisms in place to act quickly should this change.

Glen was granted registration with conditions that were aimed at him receiving regular and ongoing support with appropriate health care professionals and providing evidence of this on a regular basis to the Board.

Glen has successfully returned to teaching and has expressed his gratitude to the Board for being supported back into the profession he loves.

Physical Health

In the last few years, the Board has collected data on individuals with matters before the Board who are identified as having physical health issues impacting of their fitness to teach.

In 2020, **28%** of individuals with matters before the Board were identified as having physical health issues impacting on their fitness to teach.

As can be seen from Figure 4, no individuals below the age of 34 were identified as having physical health issues impacting their fitness to teach.

- 24 % of those in the 60 – 64 age range were identified as having physical health impacting their fitness to teach.
- 18 % of those in the 45 – 49 age range were identified as having physical health impacting their fitness to teach.

Anecdotal information provided by individuals suggests that they manage their physical conditions in conjunction with relevant medical health professionals. Many suggest they intend to seek work on a part-time or relief basis.

FIGURE 4: INDIVIDUALS WITH MATTERS BEFORE THE BOARD BY AGE RANGE AND PERCENTAGE OF PHYSICAL HEALTH ISSUES.

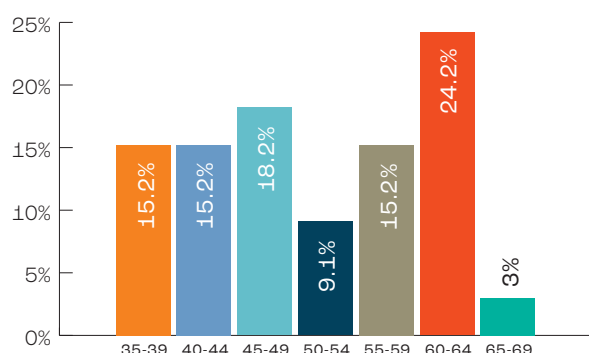
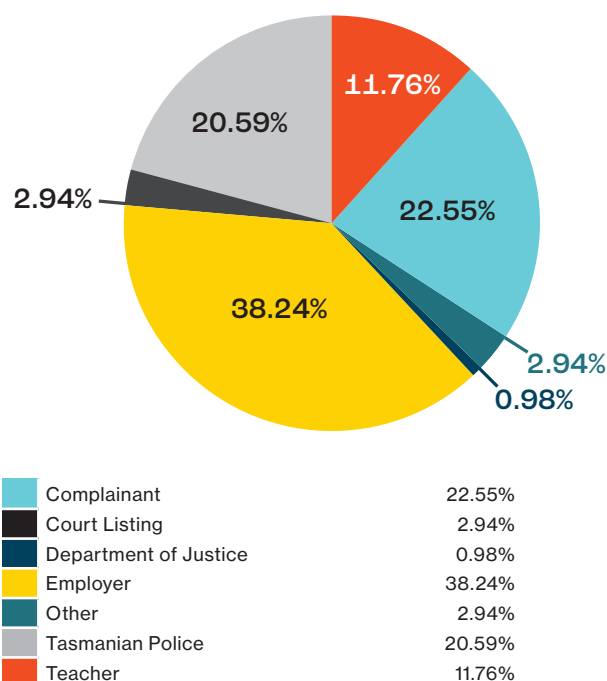


FIGURE 5: SOURCE OF PROFESSIONAL CONDUCT NOTIFICATIONS BY PERCENTAGE



During the reporting period, **117** professional conduct matters were formally considered by the Board in relation to registered Teachers/LAT Holders as a result of information from the following:

- Notifications from Tasmania Police
- Complaints
- Notifications from an employer
- Information that came to the attention of the Board via other means that may affect an individual's good character and/or fitness to teach
- Situations where individuals taught without Registration/LAT and employers engaged individuals to teach without Registration/LAT.

TABLE 8: PROFESSIONAL CONDUCT MATTERS BY STATUS AND PERCENTAGE

Professional Conduct Matters	Active	Closed	Inactive	Total
Teaching Unregistered	0%	6%	0%	6%
Good Character & Fitness to Teach	8%	9%	2%	19%
Charge/Conviction/ Finding of Guilt	13%	14%	0%	26%
Complaints	19%	4%	0%	23%
Employer Notifications	13%	12%	2%	26%
Total	52%	44%	4%	100%

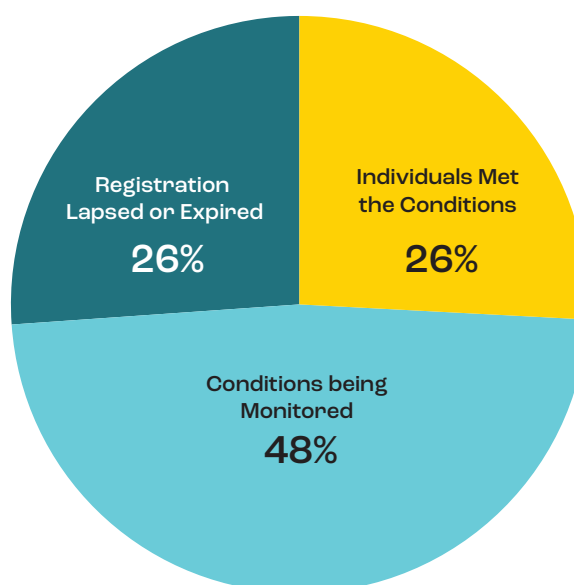
Registration Subject to Conditions

Conditions are primarily used to support and monitor Teachers in the workplace and/or to ensure that they are engaging with appropriate support mechanisms in other aspects of their lives that impact on their good characters and/or fitness to teach.

- Conditions may be appropriate where gaps in a teacher's professional practice have been identified and a teacher needs to undertake professional development and/or seek additional support from their employer. These types of conditions often include mentoring in the workplace and the provision of reports to confirm that identified gaps have been addressed.
- Conditions may also be appropriate when issues outside a teacher's professional role have been identified (e.g., through information from Tasmania Police or a medical practitioner). In these circumstances, the Board works with the teacher and other relevant bodies/ practitioners to ensure that they are supported and fit to teach.

During the reporting period, there were 31 individuals whose registration was subject to conditions.

FIGURE 6: INDIVIDUALS WITH CONDITIONS ON REGISTRATION- PERCENTAGE OF PROCESS/ OUTCOMES



A Collaborative Approach with Employers Case Study

Pseudonyms have been used and details have been altered to protect personal privacy.

Gemma was new to the teaching profession, having spent just 18 months teaching Year 11-12 students in a small community. The Board received information from a community member alleging that Gemma had established friendships with students, that she regularly met with a group of students on weekends at a local café and had encouraged them to join her local football club. It was also alleged that Gemma had attended a party with students.

The Board investigated the matter and as part of the process, a forensic psychiatric assessment was obtained. The investigation established that there was no ill intent behind Gemma's conduct; that she was young, inexperienced, and ill-equipped to manage social relationships within a small community, particularly as there was only a small age difference between her and her students. The Board managed this matter by way of conditions.

The first condition placed on Gemma's registration was that she engage in targeted

professional learning with a practitioner appointed by the Board. While the process was difficult for Gemma, she was ultimately appreciative of the opportunity to undertake one-to-one development sessions with an experienced practitioner. At the conclusion of these sessions Gemma provided evidence that demonstrated a genuine understanding of the need to maintain appropriate professional boundaries.

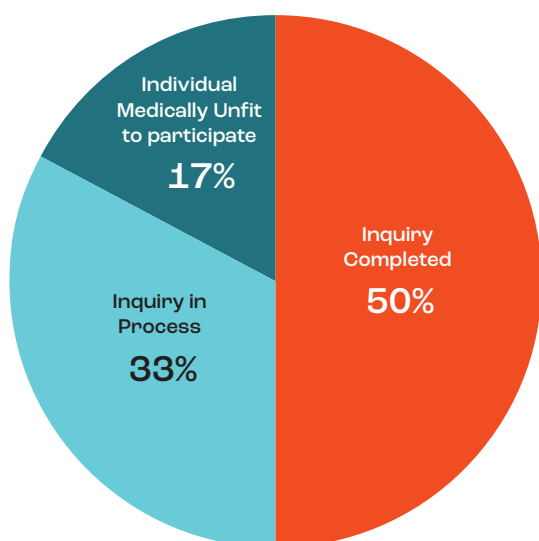
The second condition placed on Gemma's registration was that she engage with a workplace mentor for 12 months and receive regular feedback about her application of strategies to establish and maintain appropriate boundaries with students. To achieve this, the Board worked with her employer to identify a suitable mentor and ensure that they understood Gemma's support needs. The Board supplied Gemma and her mentor with reporting templates to assist in the process and to minimise administration at the school level. Without the co-operation between the employer and the Board, it would have been difficult for Gemma to meet this condition.



Matters Referred to Inquiry

During the reporting period, 6 individuals were the subject of an inquiry.

FIGURE 7: INQUIRIES- PERCENTAGE OF PROCESS/ OUTCOMES.



Emergency Suspensions

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.

During the reporting period, 6 individuals had their registration immediately suspended by the Board.

Applications for Review - Magistrates Court 2020

During the reporting period, 2 individuals made an application to seek a review of the Board's decision in the *Administrative Appeals Division (AAD)* of the Magistrates Court.

1 Appeal was withdrawn by the applicant.

The applicant had appealed the Board's decision to suspend their registration under the provisions of an Emergency Suspension.

1 Appeal was heard by the court.

The Board's decision (i.e., refusal to grant registration) was upheld by the AAD.



Financial Statements

for the year ended 30 June 2020

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Statements 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 2020 and the financial position as at 30 June 2020.

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 horizontal stroke at the end.

Stephen Mannering
CHAIRPERSON

Date: 25th September 2020
TEACHERS REGISTRATION BOARD OF TASMANIA

Statement of Comprehensive Income for the year ended 30 June 2020

		2020	2019
CONTINUING OPERATIONS	NOTES	\$	\$
revenue and other income from transactions			
teacher registration fees	1.1	1,321,130	1,274,439
revenue from government	1.2	763,292	576,408
grants	1.3	20,000	....
Total revenue and other income from transactions		2,104,422	1,850,847
Expenses from transactions			
employee benefits	2.1	1,353,364	1,298,749
depreciation and amortisation	2.2	7,396	5,448
supplies and consumables	2.3	290,249	289,115
other expenses	2.4	12,490	12,001
Total expenses from transactions		1,663,499	1,605,312
net result from transactions (net operating balance)		440,923	245,534
Comprehensive result		440,923	245,534

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

Statement of Financial Position as at 30 June 2020

		2020	2019
Assets	Notes	\$	\$
Financial assets			
Cash and deposits	6.1	2,278,548	2,017,829
Receivables	3.1	....	646
Other assets	3.2	1,000	....
Non-financial assets			
Plant and equipment	3.3	50,671	43,283
Total assets		2,330,219	2,061,758
Liabilities			
Payables	4.1	5,177	13,054
Employee benefits	4.2	338,077	317,916
Revenue received but not yet earned	4.3	427,675	612,420
Total liabilities		770,929	943,390
Net assets		1,559,290	1,118,368
Equity			
Accumulated funds		1,559,290	1,118,368
Total equity		1,559,290	1,118,368

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

Statement of Cash Flows for the year ended 30 June 2020

		2020	2019
CASH FLOWS FROM OPERATING ACTIVITIES	Notes	\$	\$
Cash inflows			
Teacher registration fees		1,136,385	1,088,182
Revenue from government		763,292	576,408
Grants		20,000	
Total cash inflows		1,919,677	1,664,589
Cash outflows			
Employee benefits		(1,333,203)	(1,260,114)
Other cash payments		(310,970)	(298,369)
Total cash outflows		(1,644,173)	(1,558,483)
Net cash from/(used by) operating activities	6.2	275,504	106,106
Cash flows from investing activities			
Cash outflows			
Payments for acquisition of non-financial assets		(14,785)	(12,048)
Total cash outflows		(14,785)	(12,048)
Net cash from/(used by) investing activities		(14,785)	(12,048)
Net increase/(decrease) in cash held		260,719	94,058
Cash and deposits at the beginning of the reporting period		2,017,829	1,923,771
Cash and deposits at the end of the reporting period	6.1	2,278,548	2,017,829

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 2020

	ACCUMULATED FUNDS \$	TOTAL EQUITY \$
Balance as at 1 July 2019	1,118,367	1,118,367
Total comprehensive result	440,923	440,923
Balance as at 30 June 2020	1,559,290	1,559,290

	Accumulated funds \$	Total Equity \$
Balance as at 1 July 2018	872,833	872,833
Total comprehensive result	245,534	245,534
Balance as at 30 June 2019	1,118,367	1,118,367

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 2020

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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

In 2018-19, amounts earned in exchange for the provision of goods and services were recognised when the significant risks and rewards of ownership had been transferred to the buyer.

From 2019-20, revenue from sales of goods and services are recognised when the Teachers Registration Board (the Board) satisfies a performance obligation by transferring the goods and services to the customer.

Revenue from the provision of good and services is recognised in proportion to the stage of completion of the transaction at the reporting date. The stage of completion is assessed by reference to surveys of work performed. Revenue from fees is recognised in the period to which it relates.

	2020 \$	2019 \$
Teacher registration fees	1,321,130	1,274,439
Total	1,321,130	1,274,439

1.2 Revenue from government

Revenue from government is recognised in the period in which the Board gains control of the funds.

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

	2020 \$	2019 \$
Funding arrangement 2019-20*1	600,000	451,955
Leave funding from government*2	....	91,453
Highly Accomplished and Lead Teacher Funding*3	158,902	....
Other revenue from government*4	4,390	33,000
Total	763,292	576,408

*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 Funding for Highly Accomplished and Lead Teacher has been provided as part of Education Workforce Roundtable Action Plan.

*4 Other revenue from government represents funding to the Board for equipment acquisition. 2019 revenue related to funding received for Change of Category audit requirements

1.3 Grants

From 2019-20, Grants revenue, where there is a sufficiently specific performance obligation attached, are recognised when the Board satisfies the performance obligation and transfers the promised goods or services.

	2020 \$	2019 \$
Australian Institute for Teaching and School Leadership Grant* ¹	20,000	....
Total	20,000	....

*¹ Commonwealth government grant has been received in partnership with Australian Institute for Teaching and School Leadership relating to Provisional-to-full teacher registration project.

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.

EMPLOYEE EXPENSES

	2020 \$	2019 \$
Wages and salaries (including fringe benefits and non-monetary components)	1,081,781	913,831
Annual leave	55,604	75,531
Sick leave	46,130	62,019
Long service leave* ¹	20,869	110,151
Superannuation – defined contribution scheme	118,163	105,510
Superannuation – defined benefit scheme	30,817	31,707
Total	1,353,364	1,298,749

*¹ The decrease in Long Service Leave predominately reflects the retirement of a long term government employee in 2018-19 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.

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 2019-20 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 nonmonetary benefits. Long-term employee expenses include superannuation obligations and termination payments.

Acting Arrangements

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

	SHORT-TERM BENEFITS		LONG-TERM BENEFITS		
	Salary	Other benefits	Superannuation	Other benefits and long service leave	Total
2020	\$	\$	\$	\$	\$
Key management personnel					
Registrar	161,823	6,660	15,362	(18,322)	165,523
Total Remuneration For Key Management Personnel	161,823	6,660	15,362	(18,322)	165,523
2019					
Key management personnel					
Registrar	155,589	(73)	14,781	(3,718)	166,580
Total Remuneration For Key Management Personnel	155,589	(73)	14,781	(3,718)	166,580

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

	2020	2019
DEPRECIATION	\$	\$
Plant and equipment	7,396	5,448
Total	7,396	5,448

2.3 Supplies and consumables

	2020	2019
	\$	\$
Advertising and promotion	....	634
Audit fees	3,280	80
Catering	1,851	1,982
Communications	12,011	15,918
Conferences, seminars and meetings	2,359	....
Consultants*1	19,810	24,724
Criminal history checks	61,015	62,555
Equipment lease	1,334	2,324
Information technology*2	9,714	15,674
Maintenance	6,230	4,649
Materials and supplies	7,289	5,507
Medical practitioners/specialists	20,879	11,844
Other supplies and consumables	23,530	12,968
Photocopying	508	292
Postage, courier and freight	4,995	6,606
Printing and document reproduction	1,714	4,847
Property maintenance costs	21,712	26,300
Relief reimbursement	5,390	3,294
Service Level Agreement – Salary Component*3	21,936	22,722
Service Level Agreement – Non-Salary Component*3	31,590	31,862
Sitting Fees	27,855	16,823
Travel and transport	5,248	17,510
Total	290,249	289,115

*1 The decrease in consultancy costs reflect the decrease in the cost of Change of category audit requirements.

*2 The decrease in IT costs reflect change of costs for TRB Online.

*3 These relate 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.

	2020	2019
	\$	\$
Workers' compensation premiums	12,490	12,001
Total	12,490	12,001

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 expected credit losses, however, due to the short settlement period, receivables are not discounted back to their present value. Due to timing of receipt of revenue there was no net GST receivable as at 30 June 2020.

	2020	2019
	\$	\$
Goods and Services Tax Receivable	646
Total	646
Settled within 12 months	646

3.2 Other Assets

The Board recognises expenses paid in relation to future reporting periods as prepayments at the time of reporting.

	2020	2019
	\$	\$
Prepayments	1,000	....
Total	1,000	....
Settled within 12 months	1,000	....

3.3 Plant and equipment

(i) Valuation basis

- Plant and equipment assets are recorded at historic cost less accumulated depreciation and accumulated impairment losses.
- (ii) *Asset recognition threshold*
- The asset capitalisation threshold adopted by the Board is \$10,000 for intangible assets and major capital works, and \$1,000 for all other assets. Assets valued at less than these thresholds are charged to the Statement of Comprehensive Income in the year of purchase (other than where they form part of a group of similar items which are material in total).
- (a) Carrying amount

	2020	2019
	\$	\$
PLANT AND EQUIPMENT		
At cost	127,862	113,077
Less: Accumulated depreciation	(77,191)	(69,794)
Total property, plant, equipment assets	50,671	43,283

(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.

	2020	2019
	\$	\$
PLANT AND EQUIPMENT		
Carrying amount at start of year	43,283	36,682
Additions	14,785	12,048
Depreciation expense	(7,396)	(5,448)
Total	50,671	43,283

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.

	2020	2019
	\$	\$
Creditors	4,286	13,054
Goods and Services Tax Payable	891	....
Total	5,177	13,054
Settled within 12 months	5,177	13,054

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.

	2020	2019
	\$	\$
Accrued salaries	20,399	10,415
Annual leave	96,385	66,720
Long service leave	221,293	240,781
Total	338,077	317,916
Settled within 12 months	154,792	99,168
Settled in more than 12 months	183,285	218,748
Total	338,077	317,916

Superannuation

Defined contribution plans

A defined contribution plan is a postemployment 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.

Defined benefit plans

A defined benefit plan is a postemployment 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

- Revenue is recognised when the Board satisfies a performance obligation by transferring promised goods or services to a customer. The good or service is transferred when the customer obtains control of that asset.
- 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.

	2020 \$	2019 \$
Teachers Registration Fees received for future years	427,675	612,420
Total	427,675	612,420
Settled within 12 months	279,394	393,642
Settled in more than 12 months	148,281	218,778
Total	427,675	612,420

Note 5: Commitments and Contingencies

5.1 Commitments

Commitments mean an obligation of the Board to external entities that arises in connection with legal contracts. As at 30 June 2020, 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 2020, 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:

	2020	2019
	\$	\$
Cash held	2,278,548	2,017,829
Total cash and deposits	2,278,548	2,017,829

6.2 Reconciliation of Net Result to Net Cash from Operating Activities

	2020	2019
	\$	\$
Net result	440,923	245,534
Depreciation and amortisation	7,396	5,448
Decrease (increase) in receivables	646	659
Decrease (increase) in other assets	(1,000)	....
Increase (decrease) in payables	(7,877)	1,104
Increase (decrease) in employee entitlements	20,161	39,619
Increase (decrease) in revenue received in advance	(184,745)	(186,257)
Net cash from (used by) operating activities	275,504	106,106

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 a current liability. The Board expects that all payables accrued as at 30 June 2020 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.

	2020 \$	2019 \$
Financial assets		
Cash & Cash equivalents	2,278,548	2,017,829
Other Assets	1,000	646
Total	2,279,548	2,018,475
Financial liabilities		
Payables	5,177	13,054
Total	5,177	13,054

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

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 the 11th of August 2020.

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 15 *Revenue from Contracts with Customers* – This Standard establishes principles that require an entity to apply to report useful information to users of financial statements about the nature, amount, timing, and uncertainty of revenue and cash flows arising from a contract with a customer.
- AASB 15 supersedes AASB 111 *Construction Contracts*, AASB 118 *Revenue* and related Interpretations and it applies, with limited exceptions, to all revenue arising from contracts with customers. AASB 15 establishes a five-step model to account for revenue arising from contracts with customers and requires that revenue be recognised at an amount that reflects the consideration to which an entity expects to be entitled in exchange for transferring goods or services to a customer.
- The Standard requires the Board to exercise judgement, taking into consideration all of the relevant facts and circumstances when applying each step of the model to contracts with their customers. The Standard also specifies the accounting for the incremental costs of obtaining a contract and the costs directly related to fulfilling a contract. In addition, the Standard requires relevant disclosures.
- The Board has adopted AASB 15 retrospectively with the cumulative effect of applying the Standard recognised from 1 July 2019 by adopting the transitional practical expedient permitted by the Standard. There are no financial impacts of this adoption within the current year.
- AASB 16 *Leases* – This Standard introduces a single lessee accounting model and requires a lessee to recognise assets and liabilities. The standard results in most of the Board's operating leases being brought onto the Statement of Financial Position and additional note disclosures. The calculation of the lease liability takes into account appropriate discount rates, assumptions about the lease term, and required lease payments. A corresponding right to use asset is recognised, which is amortised over the term of the lease. Operating lease costs are no longer shown. In the Statement of Comprehensive Income, impact of leases is through amortisation and interest charges. In the Statement of Cash Flows, lease payments are shown as cash flows from financing activities instead of operating activities. The Board has no lease contracts having a value of over \$5,000 and as such is not impacted by this standard change.
- AASB 1058 *Income of Not-for-Profit Entities* - This Standard establishes principles for not-for-profit entities that applies 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.
- The timing of income recognition under AASB 1058 depends on whether a transaction gives rise to a liability or other performance obligation, or a contribution by owners, related to an asset (such as cash

- or another asset) received. If the transaction is a transfer of a financial asset to enable the Board to acquire or construct a recognisable non-financial asset to be controlled by the Board (i.e. an in-substance acquisition of a non-financial asset), the Board recognises a liability for the excess of the fair value of the transfer over any related amounts recognised. The Board will recognise income as it satisfies its obligations under the transfer, similarly to income recognition in relation to performance obligations under AASB 15 as discussed above.
- Revenue recognition for the Board's appropriations, taxes, royalties and most grants and contributions will not change under AASB 1058, as compared to AASB 1004. Revenue will continue to be recognised when the Board gains control of the asset (e.g. cash or receivable) in most instances.
- Under AASB 1058, the Board will continue to recognise volunteer services only when the services would have been purchased if they had not been donated, and the fair value of the services can be measured reliably. This treatment is the same as in prior years. The Board does not utilise the use of volunteer services meeting this criterion to a degree of any material impact.
- The Board has adopted AASB 1058 retrospectively with the cumulative effect of applying the Standard recognised from 1 July 2019 by adopting the transitional practical expedient permitted by the Standard. The Board has also adopted the transitional practical expedient as permitted by the Standard, whereby existing assets acquired for consideration significantly less than fair value principally to enable the entity to further its objectives, remain recorded at cost and are not restated to their fair value.

(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 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. It is not anticipated that there will be any material financial impact.

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 2018-19 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.

Audit Report



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 2020, 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 2020 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 Office in accordance with the ethical requirements of the Accounting Professional and Ethical Standards Board's APES 110 *Code of Ethics for Professional Accountants (including Independence Standards)* (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.

...1 of 3

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

Strive | Lead | Excel | To Make a Difference

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.



Stephen Morrison
Assistant Auditor General Financial Audit Services
Delegate of the Auditor-General

Tasmanian Audit Office

26 September 2020
Hobart

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