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# Letter to the Minister



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Minister for Education, Children and Young People  
Level 10, 15 Murray Street  
Hobart, Tasmania 7000

Dear Minister,

I am pleased to submit the 2022 Annual Report of the Teachers Registration Board of Tasmania in accordance with Section 33 of the *Teachers Registration Act 2000*.

This report provides both written reports and an extensive array of data regarding the wide-ranging responsibilities undertaken by the Tasmanian Teachers Registration Board during the reporting period.

In submitting this report, I would particularly acknowledge the outstanding work of all members of the Board, our Registrar and her staff, and Tasmanian teachers during 2022.

Your sincerely,

A handwritten signature in black ink that reads "S. Mannering".

Stephen Mannering

Chair

Teachers Registration Board of Tasmania

# Purpose and Functions of the Board

The Teachers Registration Board is an independent statutory authority established under the **Teachers Registration Act 2000** (the Act) in 2002.

In performing its functions and exercising its powers, the Board must consider the welfare and best interests of students to be paramount.

## **The primary functions of the Board are to:**

- register persons under the Act and maintain a record 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. The Board may take disciplinary action, including conditions on the person's registration, 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 consistent regulation of the teaching profession within Australia and New Zealand.

# Chair's Foreword

This year is the final year in which decision-making, policy development, planning and all responses to regulatory matters in education are addressed by a board which is made up of representatives from all facets of the wider education community in this state.

The Teacher's Registration Board came into effect following legislation introduced in 2000. The Office of the Board began the registration of all Tasmanian school and college teachers in 2004. During this period a wide range of teachers, parents and education leaders have made up the Tasmanian Teacher's Registration Board (TRB).

From July 1, 2023, the current board made up of members nominated by representative educational bodies across the state will be replaced by a smaller skills-based board.

As Chair, I would like to acknowledge in this final report of the various iterations of boards made up of nominees of representative bodies, the outstanding work of all members of the teaching profession and our other stakeholders who have worked either as members of the Board or those who have participated in the various committees that have supported the work of the Board during the last eighteen years. Throughout this period, in all decisions, the welfare and best interests of students have consistently been at the forefront of decision-making.

Their contributions to strategic planning, corporate governance, risk assessment and mitigation, policy development and oversight of the financial operations of the Office of the Board have enabled the organization to successfully manage all teacher registrations for the state, approve all tertiary initial teacher education courses for the University of Tasmania and to successfully respond to a wide array of professional standards and conduct matters during this period.

During 2022 the Board has addressed a wide range of issues, these have included:

- Adopting measures to refine and improve registration processes within the Office of the Board, including the development of improved guidelines for staff and refined policy statements.
- Planning for the purchase and transition to a new customer relations management computer system.



- Actively participating in the State Inquiry into Child Sexual Abuse in Government Organisations.
- Successfully introducing a program, in partnership with all education sectors including the University of Tasmania as a crucial partner, to provide for the first time a pathway for the certification of Highly Accomplished and Lead Teachers in our schools.
- Responding to national imperatives in teacher regulatory matters through continued active participation in the Australasian Teacher Regulatory Authority.
- Participating in the Review of Education Regulation as the Government moves to implement the recommendations of the review from July 2023.

Throughout this year, the Board has received outstanding support from Registrar, Mrs. Ann Moxham. In the last twelve months Ann has driven significant improvements within the administration of the Office of the Board. These improvements have greatly enhanced the efficiency and efficacy of administrative tasks and office-based decisions. Ann, as our organisational leader, has also sought to improve our staffing mix through improved recruitment to achieve greater flexibility in the allocation of duties within the small team that makes up the Office of the Board. Ann also fearlessly represented the Board in the State Inquiry into Child Sexual Abuse in Government Organisations.

Ann's contribution to the work of our national body, the Australasian Teacher Regulatory Authority, is also highly regarded because of her leadership of several projects and initiatives.

I have greatly appreciated the strong support I have received as Chair from Ann and thank her for her

unswerving commitment to the very important work of the Tasmanian Teachers Registration Board.

During 2022 the following changes occurred within the membership of the Board.

- Kerryn Meredith-Sotiris, who was the nominee of Tas TAFE concluded her service in July. The conclusion of Karen's participation also corresponded with the change of requirement for Tas TAFE teachers to be registered with the TRB.
- Sally Rowlands also concluded her service to the Board in March of this year. Sally was the teacher nominee of the Department of Education and took an active role in several committees of inquiry and in the work of the Board.

This year we equally welcomed two new members, Heidi Broun-Donohue joined the Board as the teacher representative of the Department of Education in March and James Broad joined in the Board in July as the nominee from the Australian Education Union.

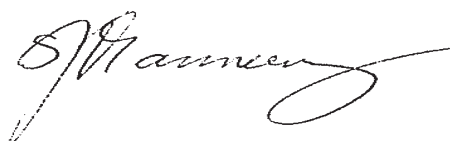
This report is my final report as Chair of the Teacher's Registration Board. Having commenced my teaching career in January 1973 as the holder of a teacher studentship with the Department of Education, I have worked in a wide range of teaching positions and roles as an educational leader. In this, my final position in education, I have thoroughly enjoyed the opportunity to

lead within the wider education community as Chair of the Teachers Registration Board of Tasmania.

I thank previous ministers Jeremy Rockcliffe, Sarah Courtney, and Roger Jaensch, for the excellent support I have received since my appointment.

Finally, I wish to sincerely thank all members of the Board, all officers of the Board and in particular those senior officers who have worked tirelessly with me as Chair to manage and respond to the challenges that have been addressed during my eight-year tenure in this position.

It has been an honour to serve the Tasmanian community and teachers of Tasmania.



**Stephen Mannering**

Chair, Teachers Registration Board.

# Registrar's Report



As the body that regulates the teaching profession in Tasmania, the TRB and its office take seriously their responsibilities to examine the eligibility of individuals seeking to gain entry to the profession, the maintenance of competency, currency, good character and fitness to teach and the best interests and wellbeing of students through regulatory processes focused on assuring the community that students are learning from properly qualified professionals who continue to meet the high standards required of them.

This report illustrates how much our small organisation continues to achieve in terms of teacher registration, teacher standards and certification, action on teacher conduct matters, accreditation of initial teacher education programs and other statutory functions. It is also illustrative of the work done behind the scenes in the Office to review and improve processes, procedures, tools and templates with a goal of consistency and reducing regulatory burden and overreach.

Intrinsic to the TRB's purpose is the establishment of the standards of entry into the teaching profession and the standards required for continued participation in this demanding and vital profession. All our activities are focused on working proactively to support compliance with the professional standards, conduct codes and guidelines of the profession, provide for the welfare and best interests of students and thereby build the reputation and standing of the teaching profession.

This year saw the finalisation of the Review of Education Regulation with the Tasmanian Government passing the Education Legislation Amendments (Education Regulation) Act 2022 (The Act) on 24 March 2022. It received Royal Assent on 12 April 2022 and is anticipated to commence on 1 July 2023. An implementation project team was stood up by the Department in the latter part of the year and they have worked with the offices of the three regulators (and where relevant their Boards) to prepare for commencement of The Act. The changes to the Education Act 2016, Teachers Registration Act 2000, Office of Tasmanian Assessment, Standards and Certification Act 2003 and other pieces of subordinate legislation will result in broader application of the Education Act 2016 principles to facilitate an approach to regulation that is centred around the learner and achievement of outcomes for learners, providing for a performance framework for the regulators, including the development of outcome-based performance targets and a new structure where a newly created position of Executive Officer will lead the TRB Office and report to the newly created and legislated role of Director Education Regulation. This new role will report to the

three Boards (Teachers Registration Board, Non-Government Schools Registration Board and the yet to be formed Board for Office of Tasmanian Assessment, Standards and Certification (TASC)) and will in effect be the Registrar for all three regulators.

This momentous change to education regulation in Tasmania will, as our Board Chair has noted in his foreword to this report, mean the end of the current Board membership in around July 2023. Stephen Mannering made the decision to retire at the end of the reporting period and I take this opportunity to put on record his extraordinary contribution to education in this State for over 50 years, and to personally thank him not only for that service, his deep commitment to the immense benefits that flow from a good education and his firm stand on regulatory responsibility, but also for his mentoring and support for me in my role as Registrar and for the many teachers and educational leaders I have met whose careers and education he has likewise positively impacted.

As Board Chair for eight years, Stephen worked hard to modernise governance and Board operations, including through a focus on the financial security and sustainability of the regulator. Under his guidance the Board and its office has undertaken many key projects to improve stakeholder engagement, proportionate, risk-based and outcomes-focused regulatory frameworks and processes and the development of delegated committee structures enabling the increased participation of teachers outside of official Board positions.

As an educator of distinguished service, committed to the welfare and best interests of students for half a century, his personal leadership and service to the welfare and best interests of students is recognised and commended. His understanding of the operative provisions of the Teachers Registration Act, insight into teacher professional boundaries, reasoned and sound judgement will be sorely missed by the Board, its office, and the educational milieu of Tasmania.

Stephen's focus on teacher standards and professionalism was noted with thanks by the Minister for Education Children and Youth, who particularly commended his stewardship of the cross-sectoral HALT Pilot project and thereby the certification of the state's first ever Highly Accomplished and Lead Teachers.

Stephen has led the Teachers Registration Board with integrity and distinction and will be greatly missed. I take this opportunity to wish him well for a much-deserved retirement and time for his family, music, sailing and many friends.

The Commission of Inquiry into the Tasmanian Government's responses to Child Sexual Abuse in Institutional Settings was established in 2021 and continued its work in 2022. It is due to hand down its final report on 31 August 2023. Under its terms of reference, the Commission was asked to inquire into what the Tasmanian Government should do to better protect children against child sexual abuse in institutional contexts in the future, achieve best practice in the reporting of, and responding to reports or information about, allegations, incidents or risks of child sexual abuse in institutional contexts, eliminate or reduce problems that currently prevent appropriate responses to child sexual abuse in institutional contexts, including addressing failures in, and barriers to, reporting, investigation and responding to allegations and incidents of abuse, and address or alleviate the impact of past and future child sexual abuse in institutional contexts, including, in particular, in ensuring justice for victims through processes for referrals for investigation and prosecution and support services. On behalf of the Board and its office, I made several written responses to requests from the Commission, provided requested documents and attended as a witness in respect of "Education: improving responses to allegations and incidents of child sexual abuse".

The Teachers Registration Board and its Office continues to be challenged by the number of conduct matters flowing from the Department's internal inquiry, the Commission of Inquiry and the state's redress scheme as well as from the welcome increased awareness these have generated among employers, teachers, and the public. We anticipate that the introduction of the Reportable Conduct Scheme in Tasmania will ultimately further increase workload in this area as it has done in jurisdictions that already have such a scheme. As a result, one of our key projects in 2022 was a full review and refresh of the policies, processes, and procedures together with decision-making frameworks, templates, and other tools to better support the work of the professional conduct unit and the Board Committees that work with this unit to apply appropriate regulatory rigour in all matters. The Office of the Board added new staff members to this unit and created a new role of Manager Professional Conduct and Ethics to strengthen the work and consistency of the unit. We thank the Department for Education Children and Young People for providing additional financial resources to enable this staffing and

upgrading project. Resourcing the TRB office to balance its statutory and regulatory functions and responsibilities within the limited budget available has always been a challenge.

As noted earlier, and elsewhere in this report, the reporting period saw the culmination of the work of seven extraordinary Tasmanian teachers as they gained recognition for their highly accomplished or lead teaching through certification as the inaugural "HALTs" for Tasmania. They completed not only the 3 modules for certification but also a Graduate Certificate from the University of Tasmania in a record time of approximately 14 months. This astounding achievement is even more impressive given that across Australia applicants usually have between 1 and 3 years to complete HALT certification alone. We owe a huge debt of gratitude to the senior staff in schools and other leaders who trained as Assessors and completed the recommendations for certification for not only the "magnificent seven" as they were dubbed by the Minister but also for many other applicants who will either complete certification next year or use the modules completed in the Pilot towards certification in the future.

There have been several staffing changes during this challenging year. We wished Julie Herbert au revoir as she took up a new role with the Office of Tasmanian Assessment, Standards and Certification after 13 years of service to the Board's office, we wished Sarah Thomson every success in a new challenge as she took the opportunity to grow her skills in finance at Tas Networks, and we farewelled Phillipa Jones as she took up a new role as Crown Counsel in the Department of Justice. We welcomed Scott Marshall who joined us to manage our Digital Transformation Project. Onee Gerrard, Simon Hicks and Gregory Smith, all joined us as Senior Professional Conduct and Privacy Officers and Malith Shaminda joined us to provide general administrative support for registration and professional standards.

I am immensely proud to have been able to lead the Board Office team during the last two and a quarter years and to have worked with committed and talented Board members, ex officio members of committees of the Board and the incredibly hard-working staff of the Board's office. I extend my heartfelt thanks to TRB staff, project officers, Board members, and Committee members for their achievements under extraordinary circumstances.

#### **Ann Moxham**

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

# Board Members 2022

## **Stephen Mannering**

Chair, Appointed by the Minister for Education, Children and Young People

## **Dr Adam Forsyth**

Deputy Chair, Nominee, Non-Catholic registered schools

## **Kirsten Adams**

Nominee, Tasmanian Independent Schools Sector Parent Group

## **Dr Helen Chick**

Nominee, University of Tasmania, Faculty lecturer and teacher

## **Sean Gill**

Nominee, Catholic registered schools

## **Kerryn Meredith-Sotiris<sup>1</sup>**

Nominee, TasTAFE

## **Kim Merhulik**

Nominee, Independent School Teachers Association, practising teacher

## **Sally Rowlands<sup>2</sup>**

Nominee, Government schools, practising teacher

## **Heidi Broun-Donohue**

Nominee, Government schools, practising teacher

## **John Waldock**

Nominee, Independent Education Union (Victoria and Tasmania), practising teacher

## **James Broad<sup>3</sup>**

Nominee, Australian Education Union

## **Jodee Wilson**

Nominee, Department for Education, Children and Young People

### **Editor's Notes:**

- During 2022 the Department of Education became the Department for Education, Children and Young People. The Agency is referred to by both identities in this Annual Report dependant on the time of the activities reported upon.

<sup>1</sup> Term finished July 2022

<sup>2</sup> Term finished March 2022

<sup>3</sup> Term commenced March 2022



# 2022 Board Meeting Dates and Attendance

	Meeting 1 - 9 March	Meeting 2 - 5 May	Meeting 3 - 23 June	Meeting 4 - 27 July	Meeting 5 - 21 September	Meeting 6 - 27 October	Meeting 7 - 14 December	Audit and Risk Committee	Professional Conduct Committee	Course Accreditation Committee
Dr Adam Forsyth, Deputy Chair										
Heidi Broun-Donohue										
Dr Helen Chick										
James Broad										
Jodee Wilson										
John Waldoock										
Kerryn Meredith-Sotiris										
Kim Merhulik										
Kirsten Adams										
Sally Rowlands										
Sean Gill										
Stephen Mannering, Chair										

# Committees of the Board

*The Board establishes Committees of the Board to assist in performing its functions, comprised of Board members and other appropriately qualified persons such as practising registered teachers.*

## **The committees of the Board are:**

Audit and Risk Committee

Course Accreditation Committee

Professional Conduct Committee

Committees of Inquiry

Registration Oversight Committee

## **Audit and Risk Committee**

### **Purpose and membership**

The Audit and Risk Committee (ARC) was formally established by the Board under 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, organizational and administrative procedures, financial reporting, and audit processes. It provides advice and recommendations to the Board about these matters.

The committee comprises three Board members, with its work assisted by ex-officio members who attend committee meetings and provide important support and guidance. Ex-officio members include the Chair of the Board, the Registrar, an external independent member with a background in corporate governance, and the Board's Executive Support Officer.

### **2022 members**

#### **Board members**

Dr Helen Chick, Chair

John Waldock

Sean Gill

#### **Ex-officio members**

Stephen Mannering, Board Chair

Ann Moxham, Registrar

Carolyn Harris, External independent member

Barbara Mundy, Executive Support Officer



## ARC Report

The ARC met six times in 2022, with five regular meetings and an additional meeting for a detailed examination of the Teachers Registration Board risk register. The committee considered a range of issues important to the effective running and good governance of the Board. It was particularly active in the following areas:

### (i) Finances and risk management

- Conducting regular reviews of financial statements and supporting the development of the annual budget.
- Maintaining and updating the risk register, identifying emerging risks and significant areas of concern, and reviewing the consequences, likelihood, and risk ratings for these risks.

### (ii) Policy development and review

- Ongoing work on the cyclical program that reviews the content of all Board policies and the development of new policies.
- Evaluating the implications of national plans for automatic mutual recognition of teacher registration.

### (iii) Improving the TRB's work

- Assisting with the development of processes and procedures that allow the Board to work more effectively.
- Conducting a client survey to ascertain teachers' perceptions of the work of the Board.
- The forthcoming changes to the structure of the Board and the implications of this for its ongoing work, together with the need for significant upgrades of the organisation's client support software were other areas of concern which received attention from the ARC.

I extend my thanks to: John Waldock and Sean Gill, who are the other Board members who serve on the ARC with wisdom and concern for the TRB's work; Carolyn Harris, who has brought helpful perspectives as an external ex officio member of the committee; Stephen Mannering, for his leadership of the Board over the past many years and contributions to ARC, Ann Moxham, whose concern for the welfare and best interests of students has marked her term as Registrar, and Barbara Mundy, for her diligence as the ARC's Executive Support Officer. I also express thanks to key personnel from DECYP's financial services division, for their contributions to the work of the committee in 2022.

**Dr Helen Chick**

Committee Chair



## Course Accreditation Committee

### Purpose and membership

The Teachers Registration Board is the accrediting authority for initial teacher education (ITE) programs offered in Tasmania.

Course Accreditation Committee members make recommendations to the Board regarding accreditation of ITE programs offered by the University of Tasmania (Tasmania's sole higher education provider), to ensure these programs meet the national standards.

The Office of the Board maintains a membership list: two Board members and a cross-sectoral array of teachers, school leaders and teacher educators make up the committee membership. All members of the committee have been trained in the application of the national procedures for ITE program accreditation and can therefore participate in ITE program accreditation panels. Some are also trained as panel chairs. Trained panellists and panel chairs sit on course accreditation panels in Tasmania and other jurisdictions, to strengthen initial teacher education and promote national consistency. Training is provided by the Australian Institute for Teaching and School Leadership (AITSL), with support from the ITE Executive Officers of the Australian Teacher Regulatory Authorities (ATRA).

The Teachers Registration Board's Manager Professional Standards and ITE Accreditation manages the committee's work and is the ITE Executive Officer for assessment and accreditation panels held in Tasmania.

The course accreditation process involves rigorous assessment against a set of nationally agreed standards and procedures, which are designed to ensure a nationally consistent approach to course accreditation. The process also includes an assessment of the higher education provider's quality assurance and continuous improvement mechanisms. This process ensures that pre-service teachers have acquired the skills, experience, and qualifications required for entry to the profession.

Graduates of these courses have met the graduate career stage descriptors of the Australian Professional Standards for Teachers (Teacher Standards), having completed the LANTITE test to an appropriate level and the Teacher Performance Assessment.

### 2022 Board members

Dr Adam Forsyth

Dr Helen Chick

## Professional Conduct Committee

### Purpose and membership

The Professional Conduct Committee (PCC) is established by the Board under Section 9 of the Teachers Registration Act 2000 (the Act). It operates according to a set of Terms of Reference, the relevant instrument of delegation, and any directions or instructions of the Board, through the Board Chair.

As a delegate for the Board, and under the requirements of the Act, this committee is responsible for determining conduct matters including those in relation to good character and fitness to teach. As necessary, it may formally appoint a Committee of Inquiry.

The PCC includes two Board members and two registered practising teachers, all of whom are formally appointed by the Board under an instrument of appointment. It is also supported by the Registrar and members of the Professional Conduct Team.

This committee met regularly throughout 2022 on a range of matters.

### 2022 members

#### Board members

Kirsten Adams

John Waldock

#### Practising teachers

Michael Hayen

Sharyn Lawrence

## Committees of Inquiry

### Purpose and membership

The Act establishes a specific statutory mechanism for creation of Committees of Inquiry. When a Committee of Inquiry is appointed, it operates under a set of Terms of Reference and in accordance with the Act.

Committees of Inquiry are appointed as required to conduct inquiries which may include hearings on matters of teacher conduct of a more serious nature. Matters may be referred to inquiry by the Board's Professional Conduct Committee or its Registration Oversight Committee. Committees of Inquiry report their findings and recommendations to the Registration Oversight Committee for consideration and decision making.

Each committee of inquiry includes one Board member and two practising teachers, and is supported by members of the Professional Conduct Team.



## Registration Oversight Committee

### Purpose and membership

The Registration Oversight Committee (ROC) is established by the Board under Section 9 of the Act. The committee operates by a set of Terms of Reference, relevant instrument of delegation, and any directions or instructions of the Board.

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

- reviews regulatory decisions made under policy when requested, and considers exceptions to policy matters as they arise
- 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
- reviews the recommendations of Committees of Inquiry to make subsequent decisions
- decides on whether to enact an emergency suspension of an individual's registration (or Limited Authority to Teach).

As such, the ROC meets when required. Its formal appointees must include a minimum of three Board members including the Chair of the Board. The committee is supported by the Registrar, relevant managers and officers of the Board from the Professional Conduct Team.

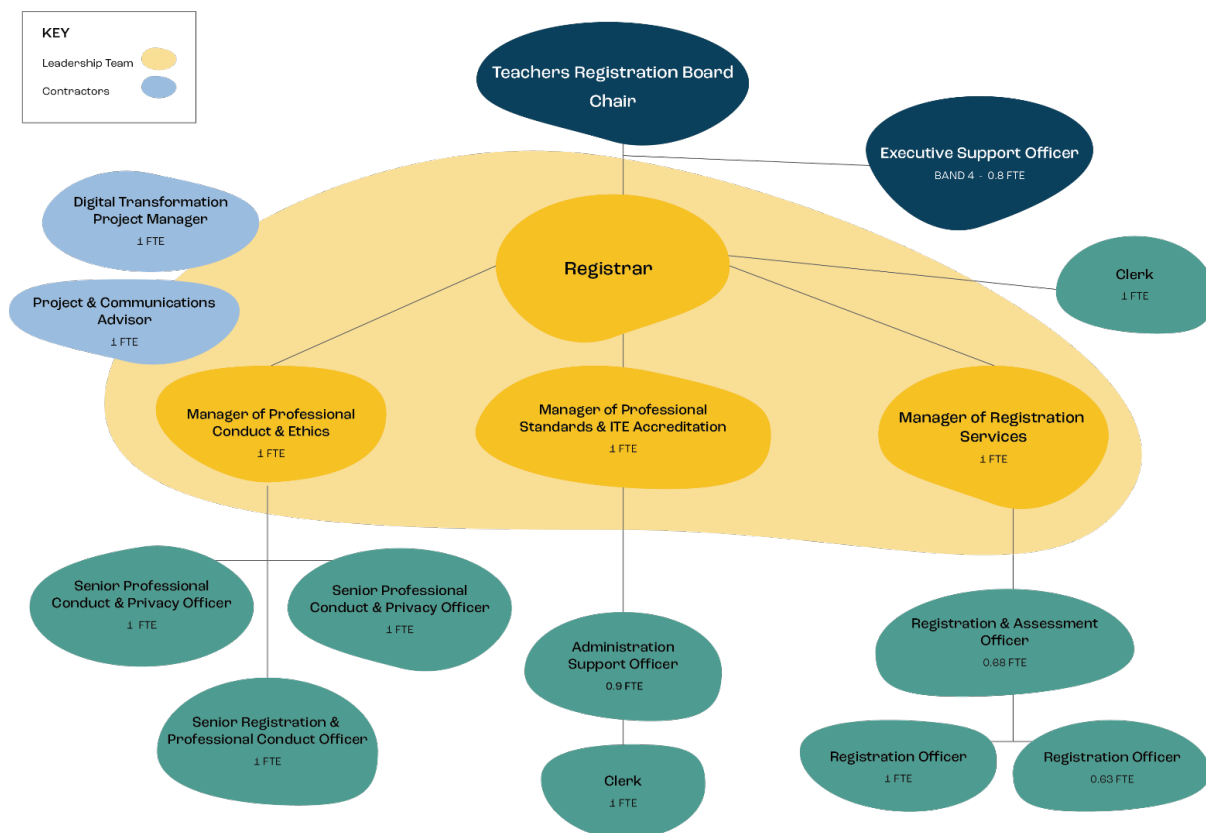
### 2022 members

Stephen Mannering (Board Chair)

Sean Gill

Kirsten Adams

# Office of the Board Organisational Chart





# Register of Tasmanian Teachers

## 2022 Snapshot

# 11,862

**registered  
teachers**

At 31 December 2022, there were...

# 11,208

school teachers

# 654

VET teachers

# 74<sup>4</sup>

dual registrants

# 3,860

held provisional  
registration

# 549

**were newly  
registered in  
Tasmania<sup>5</sup>**

# 286

University of Tasmania  
graduates

# 263

VET teachers

# 157

**provisionally registered  
teachers progressed to  
full registration**

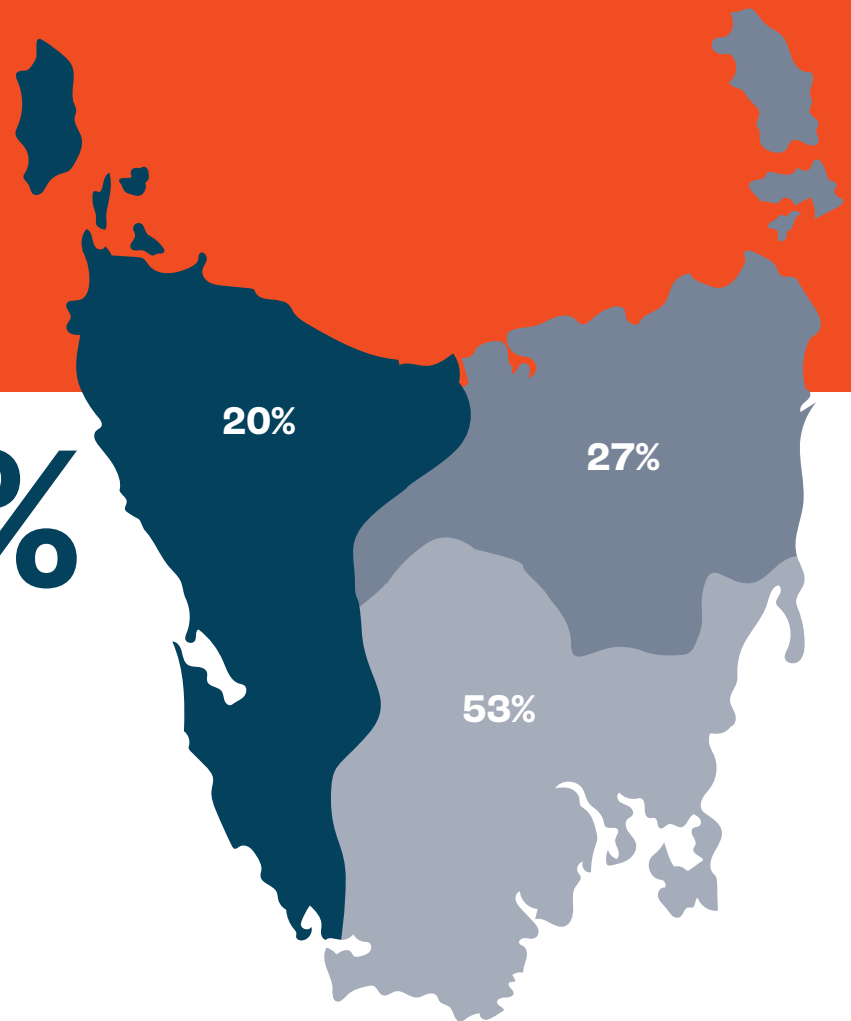
<sup>4</sup> On 1 July amendments to the Act came into force, and the agreement between the Board and TasTAFE ceased. This now, require only those VET teachers who also taught in schools to have teacher registration. These teachers now hold Specialist VET Registration and full or provisional registration.

<sup>5</sup> Includes teachers with registration for the school sector only (excludes Specialist VET).



**99.1%**

**live in  
Tasmania<sup>6</sup>**



## Demographics of registered teachers

**46.7 years**

Average age<sup>7</sup>

**72% female**

**28% male**

**Sex of registered teachers**

<sup>6</sup> 0.9% listed their residential address as elsewhere in Australia or overseas.

<sup>7</sup> Average age of registered teachers.

# 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



## 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







## Our Values

- Dignity
- Respect
- Integrity
- Empathy
- Justice

# Strategic Priorities

The Board's Strategic Priorities are progressed through Key Actions led by one of six Areas of Operation, in collaboration with other Areas of Operation.

## Area of Operation

Strategic Priorities	Teacher Registration	Initial Teacher Education Accreditation	Building the Profession	Professional Conduct	Governance & Accountability	Communication & Feedback
						
<i>Ensure the welfare and best interest of students is paramount</i>	✓	✓	✓	✓	✓	✓
<i>Enable quality teaching</i>	✓	✓	✓		✓	
<i>Ensure registration of Tasmanian teachers is managed efficiently and effectively</i>	✓			✓	✓	✓
<i>Approve all required initial teacher education courses</i>		✓	✓			
<i>Strengthen strategic relationships with co-regulators and all stakeholders</i>	✓	✓	✓	✓	✓	✓
<i>Improve our feedback mechanisms</i>	✓	✓	✓	✓	✓	✓
<i>Strengthen organisational governance and accountability</i>	✓	✓		✓	✓	✓



## Teacher Registration

The Teachers Registration Board has a legislated role to act in the best interest of students, making teacher registration one of our key strategic areas of operation.

Registration highlights the unique professional qualifications, knowledge, skills, and ethical standards required to be a practicing teacher.

### Progress Towards Key Strategic Plan Actions

***Ensure only individuals with appropriate qualifications and English proficiency and who are of good character and fit to teach gain and continue to hold registration.***

Eligibility to gain or renew registration and the category granted is determined by aspects of the individual's application, including:

- qualifications
- good character and fitness to teach
- Registration to Work with Vulnerable People (RWVP)
- English language proficiency.

The Office of the Board audits grants of registrations and renewals against the criteria and evidence requirements.

- **100% of granted registration applications/ renewals audited in 2022 met Board requirements.**

### Good Character and Fitness to Teach<sup>8</sup>

All teachers must receive a determination of good character and fitness to teach to gain or renew registration to teach in any Tasmanian school or college.

Under the Act, the Office of the Board undertakes a thorough assessment of each applicant, taking account of a range of factors including:

- employment and registration history
- previous and/or current disciplinary proceedings
- a National Police History Check and, if applicable, an International Police History Check (IPHC)<sup>9</sup>
- medical, psychiatric, or psychological conditions
- declarations made by the applicant concerning these matters; and
- any other relevant information.

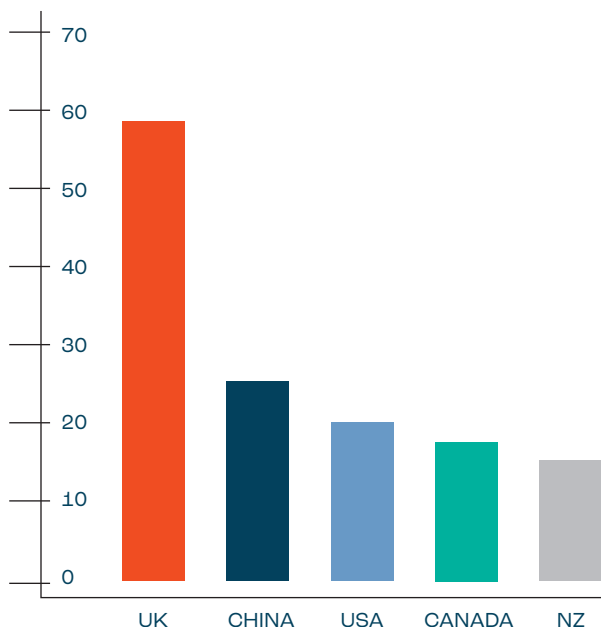
#### In 2022:

- **4,310 National Police History Checks (NPHC) were conducted by the Office of the Board as part of an application process.**
- **282 International Police History Checks (IPHC) were received from 207 individuals.**

<sup>8</sup> The information within this section includes all types of applications, i.e., new applications, re-applications, renewals, Limited Authorities to Teach, and Mutual Recognition.

<sup>9</sup> Applicants for registration who have lived outside of Australia as an adult and for cumulative periods of 12 months or more must provide an IPHC for each country of residence.

**FIGURE 1: TOP FIVE COUNTRIES OF RESIDENCE FOR APPLICANTS REQUIRING AN IPHC**



- **0.32% of applicants had matters of concern regarding their good character and/or fitness to teach which required review.<sup>10</sup>**

### Registration to Work with Vulnerable People (RWVP)

Further to the Board's processes to ensure good character and fitness to teach, teachers must hold current RWVP to gain or continue to hold registration. The RWVP process is administered by the Department of Justice. Any change to an individual's RWVP status is automatically updated in the Board's records every 24 hours via the Department of Justice.

- **100% of individuals granted registration in 2022 held current RWVP.**

### Registration under Mutual Recognition

*The Mutual Recognition Act 1992 and the Trans-Tasman Mutual Recognition Act 1997 make provisions for individuals who hold teacher registration elsewhere in Australia or New Zealand to apply to have their registration recognised in Tasmania.*

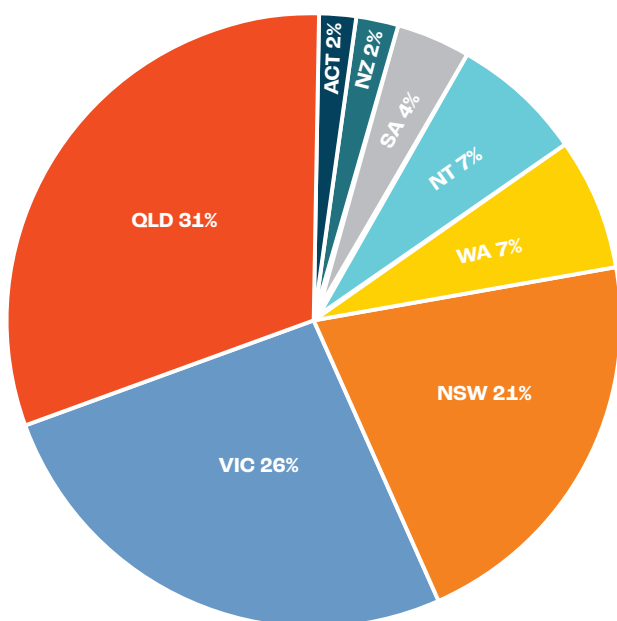
Relevant provisions only apply if the person's current category of teacher registration has an equivalent category in Tasmania. Alternatively, registration may be granted with conditions applied to achieve equivalence.

In 2022, the Australian Government and most state and territory governments agreed to introduce a uniform scheme for Automatic Deemed Registration of occupational registrations into the existing Automatic Mutual Recognition scheme. However, a three-year exemption to the introduction of the scheme applies in Tasmania for teacher registration. Teachers from elsewhere in Australia and New Zealand can continue to apply for registration to teach in Tasmania under the existing mutual recognition provisions.

- **313 applications for registration under Mutual Recognition provisions were received in 2022.**

<sup>10</sup> This figure applies to all new applications for registration, renewal of registration, Mutual Recognition applications and international applications.

**FIGURE 2: MUTUAL RECOGNITION APPLICATIONS BY JURISDICTION (313)**



- **Ensure that Limited Authorities to Teach (LATs) are only granted when a school/the TasTAFE Education Team cannot find a suitably registered teacher for the role and where the LAT holder has appropriate skills and experience and is of good character and fit to teach.**

Limited Authority to Teach is a special authority only granted when a teacher employer cannot find a suitably registered teacher for a role. The employer must provide specific evidence of this to the Board. A LAT enables the role to be filled by someone for a set duration and a specific purpose only who does not qualify for teacher registration.

The Office of the Board conducts regular audits of granted applications for Limited Authority to Teach (LAT) against the criteria and evidence requirements.

- **100% of granted LAT applications audited in 2022 met Board requirements.**

### LATs issued for teaching in 2022

- 810 applications received
- 730 LATs granted to 551 individuals
- 149 individuals held multiple LATs
- 39 individuals held three LATs each
- 7 was the most LATs held, by one individual

163 Generic Relief LATs<sup>11</sup> were granted for pre-service teachers, to assist schools and teacher employers with workforce shortages stemming from COVID 19.

**Table 1: LATs GRANTED PER EMPLOYER SECTOR<sup>12</sup>**

Employer sector	LATs
Government schools	610
Catholic schools	73
TasTAFE	29
Independent schools	18
<b>Total</b>	<b>730</b>

**Table 2: LATs GRANTED BY LEARNING AREA**

Learning Area / Relief Type	Number approved
English with zero or more other learning areas	21
Health and Physical Education with / without other learning areas	50
Humanities and Social Sciences	15
Languages	6
Mathematics with / without other learning areas	47
Science with / without other learning areas	6
Technologies	10
The Arts	52

<sup>11</sup> Generic Relief LATs allow graduate teachers to undertake relief teaching between graduation and the start of the next school year.

<sup>12</sup> Excludes Generic Relief LATs as the holder is available to all employer sectors.

Learning Area / Relief Type	Number approved
Work studies	15
Special Education	12
General Student Support and Wellbeing	5
General Relief across K-10-12	443
Teacher Intern Placement Program (TIPP)	25
Other	1
<b>Total</b>	<b>708</b>

- **Ensure Board policy positions have sufficient flexibility and agility to respond to the changing working environment, particularly regarding early childhood teachers and the required leadership of Tasmanian schools.**

A review of the Board's Specialist Vocational Education and Training Registration Policy is underway, in response to the impending changes to the scope of the Teachers Registration Act 2000.

**Progress towards this action in 2022 included:**

- ongoing contribution to the Children's Education and Care National Workforce Strategy Stakeholder Reference Group
- policy reviews as scheduled by the Audit and Risk Committee, including:
  - o Board Member Allowance Policy
  - o Limited Authority to Teach Policy
- new policies implemented include:
  - o Determining Category of Teacher Registration Policy
  - o Consideration of Criminal History Policy
  - o Consideration of Medical Conditions Policy
  - o Automatic Cancellation or Suspension of Registration (RWVP cancelled / suspended) Policy

- o Public Interest in a Matter Going to Inquiry Policy
- o Automatic expiry of registration (non-payment of annual registration fee)
- o Mutual Recognition Notification Policy
- o Surrender of Teacher Registration Policy

**Work closely with all employers regarding the registration status of teachers for Tasmanian schools and colleges.**

The Board Office works closely with teacher employers throughout the year to clarify and report on registration status and progress towards a grant of registration or a LAT.

All teacher employers have access to the Board's "Watched Registrations" tool in their school's delegate's 'TRB Online' account, allowing monitoring of their employed teaching staffs' registration status and RWVP status. Teacher employers also receive separate notifications from the TRB when a Watched Registration is expiring, suspended, or removed.

Teacher employers can also confirm an individual's registration status before offering employment through the public Register of Tasmanian Teachers.

**The process for progressing from provisional to full registration is further refined to ensure that the process is clear and straightforward to undertake.**

- **130 provisionally registered teachers applied for and were granted progression to full registration via the 'main pathway'.**
- **Alternative pathways to full registration accounted for a further 27 teacher progressions to full registration in 2022.**



**TABLE 3: MAIN PATHWAY PROGRESSING TO FULL REGISTRATION APPLICATIONS BY EMPLOYER SECTOR<sup>13</sup>**

Sector	Applicants
DECYP	103
Catholic Education Tasmania	13
Independent Schools Tasmania <sup>14</sup>	14
<b>Total</b>	<b>130</b>

- **74 pre-applications from teachers seeking to access the Experienced Teacher Pathway to progress to full registration were approved by officers of the Board**
- **24 experienced teachers subsequently applied and were granted full registration via this pathway.**

The experienced teachers still working towards progressing to full registration via this pathway are expected to submit their formal application in 2023.

This alternative process for experienced teachers<sup>15</sup> to progress to full registration was introduced in early 2021, following months of extensive feedback, planning, and collaboration with teachers, senior staff, and principals from all education sectors.

- **An audit of 15 applications for full registration was undertaken by the Office of the Board in the reporting period. Feedback captured from applicants and their schools was analysed and used for continuous process improvements and planning.**

Due to the COVID 19 pandemic, the Board Office switched to providing information sessions on the process of progressing to full registration via asynchronous online webinars, to ensure timely access to critical information on the process. Webinars focussed on the 'standard process for progressing to full registration.

Throughout 2022:

- 322 teachers accessed the webinar for applicants
- 150 teachers accessed the webinar for workplace assessment panellists, practice-focussed mentors, and principals.

Participants who engaged with an optional post-webinar survey indicated that:

- **The session met their learning needs to a high degree.**
- **The session supported them to develop strategies to use in their work to a high degree.**
- **The session helped them make connections between their work, the Teacher Standards, and evidence collection to a high degree.**

The quality assurance audit conducted in the reporting period yielded the following results:

- **100% of audited portfolios met the requirements and there was no need for the office to take any action for malfeasance or misfeasance.**

<sup>13</sup> Main pathway applications.

<sup>14</sup> Includes members of Christian Schools Tasmania.

<sup>15</sup> Minimum teaching service of eight years at 1 FTE (full-time equivalent) or equivalent. Further criteria apply.



## Initial Teacher Education Accreditation

The Teachers Registration Board is the accrediting authority for all initial teacher education (ITE) programs offered in Tasmania. Successful completion of an accredited ITE degree is required to teach in Australian schools.<sup>16</sup>

ITE programs are accredited using nationally agreed standards and procedures, to ensure students meet the Graduate career stage descriptors of the Teacher Standards.

Board-accredited ITE programs delivered by the University of Tasmania:

- Master of Teaching (Primary)
- Master of Teaching (Secondary)
- Bachelor of Education (Primary)
- Bachelor of Education (Health and Physical Education)
- Bachelor of Education (Science and Mathematics)<sup>17</sup>
- Bachelor of Education (Applied Learning)<sup>18</sup>
- Bachelor of Education (Early Childhood)<sup>19</sup>

### Progress Towards Key Strategic Plan Actions

***Support the University of Tasmania (UTAS) to develop and provide accreditation submissions that will meet national accreditation and reporting requirements.***

The Board office supported UTAS to undertake annual reporting on all accredited ITE programs, including additional annual reporting requirements required by the course accreditation panels.

In early 2022, the Board office supported the university to develop a written accreditation variation request for the Board. This action was designed to support the provider to engage in a process of continuous development

within the five-year accreditation period by following processes outlined in the national ITE accreditation requirements. This written variation request, focused on Program Standard 5, formalised and strengthened existing supports for the university to enrich accredited ITE programs, and respond to an everchanging ITE landscape.

***Work with the Board's key stakeholders to ensure timely approval of all ITE courses within the planning period.***

As part of the Board's support of UTAS during the global COVID 19 pandemic, the accreditation expiry dates for four ITE programs were extended to allow the provider to focus on supporting ITE students. Only one Initial Teacher Education program was due for accreditation at Stage 2 in the reporting period.

However, the Stage 2 (or modified Stage 2) accreditation for three programs that had commenced in 2021, were finalised and the expiry dates for those are listed below.

#### Bachelor of Education (Primary)

Stage 2 accreditation for this program was undertaken in late 2021. The provider responded to the panel's interim report and provided evidence to meet all program standards. The program was accredited at Stage 2 for five years, until May 2027.

#### Bachelor of Education (Early Childhood)

This program is currently in 'teach out.' The modified Stage 2 accreditation process for this program enabled a decision to give limited accreditation ('teach out') for the program until June 2027 by which time the program is due to close, as all pre-service teachers currently undertaking this program will graduate or transfer to other suitable programs.

<sup>16</sup> Or an equivalent qualification (previously accredited), or comparable qualifications from overseas, as assessed by the Board.

<sup>17</sup> The Bachelor of Education (Science and Mathematics) has been accredited by the Board but is not open to new enrolments.

<sup>18</sup> During the reporting period, accreditation as an ITE program ceased. Students currently enrolled are either being re-directed to other programs or exiting with a non-ITE qualification. UTAS intends to develop an alternative approach and we look forward to supporting them.

<sup>19</sup> The Bachelor of Education (Early Childhood Education) has been accredited by the Board but is not open to new enrolments.

## **Bachelor of Education (Science and Mathematics)**

This program is currently in 'teach out'. The modified Stage 2 accreditation process for this program also enabled a decision to grant limited accreditation 'teach out' for the program until December 2024 by which time the program is due to close as pre-service teachers either graduate or transfer to other suitable programs.

## **Bachelor of Education (Applied Learning)**

This program was to have been accredited at Stage 2 but during the preceding five-year period had been significantly changed such that it could not be accredited as the same program. The provider elected not to submit a new Stage 1 accreditation report and hence the program accreditation expired at the end of November 2022. Students who had entered the program before its accreditation expiry were able to either:

- graduate by the end of the 2022 reporting period or transfer into another ITE program
- graduate from the Bachelor of Applied Learning (a non-ITE program) or transfer into another non-ITE program.

The university indicated that it would work towards a new innovative approach to Applied Learning Initial Teacher Education, and we look forward to working with them to undertake Stage 1 accreditation of their new program when it is ready.

### ***Engage in the national ITE accreditation landscape.***

The Board Office engaged in the national ITE accreditation activities throughout 2022 by:

- ensuring that training and provision of accredited panel members for our own and other jurisdictions were managed in a timely manner
- engaging in the Australasian Teacher Regulatory Authorities (ATRA) ITE Reference Group and Executive Officers (ITE Accreditation) working group, including in joint AITSL/ATRA Group meetings
- contributing to a national response to the Quality ITE Review discussion paper

- contributing to a response to the National Teacher Workforce Action Plan on behalf of Australasian Teacher Regulatory Authorities (ATRA)
- working consistently with national teacher regulatory authorities (TRAs) on a range of policy and operational matters related to the accreditation of ITE programs
- gathering and acting on feedback received from accreditation panellists and providers as well as workshop participants

### ***Engage with the University of Tasmania School of Education.***

Throughout 2022, the Registrar and other appropriate Officers of the Board maintained constructive engagement with the School of Education.

Relevant Board Officers continued to contribute to the University's Course Advisory Committee.

Board Officers also supported the university to understand any implications for their ITE accreditation arising from any innovations or process changes under consideration.

Advice regarding potential approaches to formal partnership agreements developed and used by providers and schools/sites/systems to facilitate the delivery of programs, particularly professional experience for pre-service teachers were provided. Practical risk-based and proportionate solutions were discussed at length, especially considering the expiry of MoU (Memorandum of Understanding) documents used in accreditation processes and the pressure on schools and the University regarding pre-service teachers who are also LAT holders.



## Building the Profession

The Board's vision is to ensure that:

*"Tasmanian students are taught by high quality teachers."*

This area of strategic operation contributes to this vision by engaging with teachers throughout their career.

### Progress Towards Key Strategic Plan Actions

***Undertake a pilot process for teacher progression to Highly Accomplished and Lead Teacher stages of the Teacher Standards.***

Highly Accomplished and Lead Teacher (HALT) certification has gradually rolled out across Australia, with a Tasmanian pilot launched in 2021. Delivery is guided by a cross-sectoral steering committee made up of representatives from the Teachers Registration Board, DECYP, University of Tasmania, Independent Schools Tasmania, Catholic Education Tasmania, and Christian Schools Tasmania.

Highly Accomplished and Lead career stage are the highest standards of practice in teaching.

The process sees classroom teachers reflect deeply on their practice and present evidence of their impact on students and colleagues. Submissions are made in three stages, against the seven Teachers Standards. Their submissions are assessed in three stages by independent, nationally accredited assessors, culminating in a day of on-site observation. The process is designed to recognise quality teaching and provide professional growth and leadership pathways that allow teachers to continue to excel in the classroom, where they have the greatest impact on student outcomes.

The average completion time for certification is one to three years, with peak activity for the pilot occurring in 2022.

The pilot cohort is comprised of experienced teachers from across Tasmania and all education sectors.

Tasmania's HALT pilot trials a unique, three-strand program designed to support the certification process.

It includes:

- a modular approach to certification<sup>20</sup>
- enrolment in a Graduate Certificate of Education with the University of Tasmania
- professional learning aligned to each certification module.

Undertaking a pilot allows the model and materials to be assessed and refined to suit Tasmania's education sector. In return for their contribution to the development of this process in Tasmania, no applicant had to make a financial commitment to the cost of their involvement. All certification fees were met by a grant made by Government to the certifying authority. The costs usually incurred to gain the Graduate Certificate of Education were covered by the University of Tasmania and a number of the collaborators in the pilot (including the TRB) made in-kind contributions to defray the costs involved.

As 2022 concluded:

- **7 teachers were recognised as nationally certified Highly Accomplished or Lead Teachers.**
- **27 teachers and education professionals completed the national Assessor Training Program or refresher training.**
- **17 teachers were enrolled as HALT certification applicants, with:**
  - o **7 working to evidence their practice at the Highly Accomplished career stage**
  - o **10 working to evidence their practice against the Lead career stage**
  - o **21 individual module submissions were assessed, each by two independent assessors**
  - o **3 teachers completed the Graduate Certificate of Education early**
  - o **15 teachers continued to be enrolled in the Graduate Certificate, with results expected in early 2023.**

<sup>20</sup> Certification is undertaken in two stages in many other jurisdictions around Australia. The modular model is a developmental approach that spreads the investment of time and effort (and costs, post-pilot) into smaller increments, reducing the impact for applicants, particularly if they exit the process early.

The Board Office continued to develop and provide feedback mechanisms on the pilot model and materials for applicants, assessors, and stakeholders, including web conferences, phone interviews, observations, and ad-hoc discussions.

***Support teachers to build their knowledge and understanding of the Teacher Standards, the Code of Professional Ethics, and Professional Boundaries Guidelines.***

**Australian Professional Standards for Teachers (the Teacher Standards)**

The Teacher Standards are a public statement of what constitutes teacher quality - they provide a nationally consistent framework that makes clear the knowledge, practice, and professional engagement required across teachers' careers. The Teacher Standards can support teachers to recognise their current and developing capabilities and guide the development of learning goals.

> **Graduate career stage**

- > Pre-Registration - Student Good Character Determinations

A Student Good Character Determination (SGCD) is an assessment conducted by the Board on all students enrolled in ITE programs at the University of Tasmania. This assessment is made according to provisions in the Teachers Registration Act 2000. It is required for student teachers to undertake the professional experience component of their degree and as such is considered a form of pre-registration.

Students who are granted a SGCD have been deemed to be of good character and fit to be a teacher. The Board has an agreement with the university to ensure that pre-service teachers meet SGCD criteria for the duration of their studies.

In 2022:

- **325 SGCD applications were approved.**
- **7 applicants had matters of concern that came to the Board's attention:**
  - o **7 went on to be granted a SGCD.**
  - o **no individuals withdrew their application.**
  - o **no individuals were refused a SGCD.**
  - o **no individuals had their SGCD cancelled.**

The Student Good Character Determination evaluates any potential matters of concern identified by the Board which may prevent them from being eligible for registration on graduation, at the earliest possible time in their studies.

As such, SGCD also establishes a relationship between the pre-service teacher and their profession's regulatory authority, thus reinforcing the roles and responsibilities of student teachers throughout their studies.

> **Early registration**

The Board provides a pathway for ITE program students to apply for registration before their formal graduation occurs. Early registration enables eligible ITE students to register to teach in the final six weeks of the Tasmanian school year.

Student teachers can apply for early registration when:

- a) formal graduation occurs three months or more after successfully completing all course requirements (formal confirmation is required from the course provider):

- o **12 individuals were granted registration under this pathway**

Or

- University of Tasmania students have met all requirements of their teaching degree and expect to graduate in December of the current year (when confirmation is received of their eligibility to graduate):

- o **103 individuals were granted registration under this pathway.**

> **Proficient career stage**

Progressing from the graduate to proficient career stage of the Teacher Standards is a significant milestone in a teacher's professional growth. It is assessed by a workplace panel of the teacher's peers and senior staff and formally recognised when the teacher is granted Full Registration.

To support teachers in undertaking this process, the Board Office continued to provide professional learning via online webinars focussed on the detailed information within the Teacher Standards and evidencing teaching practice at the proficient career stage.

- **154 teachers applied for and were granted full registration via the main and experienced teacher pathways.**

> **Highly Accomplished and Lead Teacher career stages**

Highly Accomplished teachers are recognised as highly effective, skilled classroom practitioners who routinely work independently and collaboratively to improve their own practice and the practice of colleagues. They always behave ethically, communicate effectively and respectfully with all community members, and align their learning needs to the learning needs of students.

Lead teachers are recognised and respected by colleagues, parents/carers, and the community as exemplary teachers. Inside and outside their school they initiate and lead activities that focus on improving educational opportunities, welfare, and safety for all students. They seek to improve their own practice and to share their experience with colleagues.

The HALT Pilot project reported on elsewhere in this report is evidence of the work that has been undertaken to ensure that Tasmanian teachers can be recognised at the two highest career stages of the Australian Professional Standards for Teachers and we hope that what has been learned from the pilot will enable a sustainable and scalable approach to this recognition to continue in Tasmania for teachers who wish to continue to lead from the classroom.

> **National Assessor Training**

Critical to the HALT certification process are those who undertake assessment of applicants' evidence submissions. Certified assessors have completed the national Assessor Training Program, which requires approximately 50 hours of professional learning. The program trains educators to make rigorous, consistent, evidence-based judgements on a teachers' professional practice.

Assessors must maintain currency of their training by undertaking HALT assessments or refresher training every 12 months. As experts in the Teacher Standards, assessors are also an incredibly valuable capacity-building resource for their schools/clusters, and may be engaged in a range of other activities, including:

- as a principal's delegate supporting colleagues progressing from provisional to full registration
- supporting ITE placements
- supporting colleagues who are undertaking the HALT certification process
- formal and informal mentoring.

> **Code of Professional Ethics (the Code), and Professional Boundaries Guidelines (the Guidelines)**

The Board takes an educative approach to regulation. For example, by ensuring that resources such as the Code and the Guidelines are provided to all teachers, including LAT holders, early presentation occurs of the conduct and behavioural expectations required of the profession in Tasmania.

All applicants for registration, including for Student Good Character Determination, early registration, prospective LAT holders, and those under Mutual Recognition must declare they have read and commit to abiding by the Code and the Guidelines when submitting their application/renewal. A copy of these resources is also sent to the individual with the notification that their registration/LAT is granted.

- **3661 individuals received a copy of the Code and the Guidelines in connection with a Board grant/ approval in 2022.**



## Communication and Feedback

*The Board's strategies and the work of the Office of the Board requires timely, professional, and strategic communication and engagement with its stakeholders. The Board has also set a priority in its Strategic Plan to improve feedback mechanisms.*

Key stakeholders that the Board works with include:

- the Minister for Education, Children and Young People
- registered teachers
- pre-service teachers
- teacher employers in Tasmania
- parents/carers of Tasmanian school students
- the University of Tasmania (as Tasmania's sole provider of Initial Teacher Education programs)
- the Graduate Teacher Performance Assessment consortium through the Institute for Learning Sciences and Teacher Education of the Australian Catholic University
- Teacher Regulatory Authorities across Australia, New Zealand and Internationally via IFTRA
- the Australian Institute for Teaching and School Leadership Ltd
- unions for Tasmanian teachers
- the broader Tasmanian community.

### Progress towards Key Strategic Plan Actions

#### ***Communicate regularly and professionally with the teaching community.***

The Board communicates advice and insights into relevant matters that may impact on teachers' work as professionals, targeted to select audiences on an as needed basis, including:

- registration renewal/expiry matters

- regulatory matters that may impact teachers' work
- professional ethics and boundaries
- student safety and wellbeing, including regulatory information sharing to reduce risk to children and young people
- progressing to full registration
- national information sharing protocols and student safety matters
- Automatic Mutual Recognition matters
- Limited Authority to Teach matters
- pre-service teacher and ITE accreditation matters
- developments to Board policy
- professional development opportunities
- special measures to assist schools/teacher employers and the University with the acute workforce shortages associated with COVID 19
- celebration of teachers work through World Teacher Day
- professional conduct trends and critical issues.

#### ***Use data and feedback to improve Board operations.***

- The Board undertook a large-scale survey of the teaching workforce in mid-2022, to measure stakeholder perceptions and experience of its functions and resources.
- Data and feedback will inform improvement of Board operations, and development of an organisational communications strategy in 2023.

The survey received a great response rate, with 27 percent of all teachers and LAT holders (3273 individuals) invited to participate responding.

An independent specialist consultancy was engaged to advise on the survey design, provide an implementation strategy, and undertake data analysis, and reporting. Engaging a specialist consultancy ensured the survey was designed to establish effective baseline data aligned with the Board's objectives, while balancing engagement with the exercise in the current, medium, and longer



term. Using a neutral third party to deliver the survey and conduct response data analysis encouraged candid feedback from respondents by assuring anonymity.

Initial key learnings include:

- effort is required to promote awareness and understanding of the Board's purpose and functions
- projects underway to improve Board resources and processes are aligned with identified areas of improvement (such as redevelopment of the TRB website).

This project was initiated in 2020 but was then postponed due to the Board's allowing prioritisation of the Board's focus on responses to the effects of the global COVID-19 pandemic on the University, schools, and related priorities arising for stakeholders in that period.

#### ***Redevelop the TRB website and portal.***

- The Board office worked with specialist consultants to completely redevelop its website (<https://www.trb.tas.gov.au>) and develop a contemporary new organisational brand, which launched in late 2022.
- The new site delivers significant improvements in functionality, navigation, accessibility, and user-friendly language.

This work included analysis of the user experience, current industry standards, and a review of teacher regulatory authority websites from across Australia, New Zealand, and overseas, to inform the website design. All areas of the Office of the Board were involved in the review and development of website content.

Launch of the new website and branding were timed to follow completion of the large-scale survey of the teaching workforce. The Board chose this strategy to capture baseline data on the user experience of its website before redevelopment, for comparison with future years.

The process of developing and redeveloping website content continues to be a priority into 2023.

The portal refresh with new functionality and user interface is also being scheduled to occur at the same time as the Customer Relationship Management (CRM) system is replaced.



## Governance and Accountability

The Teachers Registration Board is an independent body established as an Education Regulator by the *Teachers Registration Act 2000* (the Act).

The Board exists to provide responsive, independent, and risk-proportionate oversight of the registration and good character and fitness to teach of individuals across all Tasmanian education sectors to afford students, and the community, confidence in Tasmanian education.

Under the Act, Board membership is drawn from nominating bodies. Members are appointed by the serving Minister for Education, Children and Young People.

The Board may delegate its legislative functions and powers. It appoints a legislated Executive Officer (the Registrar) and Officers of the Board to enact its policies and procedures thereby achieving its functions.

The Board also establishes Committees of the Board under Section 9 of the Act, consisting of Board members and other appropriately qualified persons to assist the Board to perform its functions.

Amendments to the Act relating to recommendations from the Review of Education Regulation will come into effect from 1 July 2023. The Board, Registrar and other Officers of the Board engaged further in 2022 to assist with draft transition plans and other items as they arose. The Board and its office are committed to working positively to implement the changes.

### Progress towards Key Strategic Plan Actions

#### ***Meet all legislative requirements.***

All legislative requirements were met in 2022, although staffing absence and availability caused delays to dealing in full with one assessed disclosure. The Office of the Board has developed its capacity for assessed disclosures with new staffing and delivery of professional development to key personnel.

#### ***Ensure sound financial administration of the operations of the Tasmanian Teachers Registration Board.***

- > **The TRB's financial reports for Financial Year ending 30 June 2022, are audited annually by the Tasmanian Audit Office and are presented in this Annual Report**

The Registrar attended the Tasmanian Audit Office's feedback session, and made additional information gained available to the Audit and Risk Committee of the Board to effect accounting changes in future financial years, should this become necessary.

The most recent financial year budgets have allocated funding for the critical need to upgrade essential information systems and processes and increase staffing provisions. Some allocated funds could not be expended due to an extended tender process and continue to contribute to the Board's digital transformation project.

#### ***Maintain highly effective strategic relationships with co-regulators and stakeholders.***

The Board continued to maintain highly effective strategic relationships through a range of activities in 2022, including through:

- > AITSL<sup>21</sup> /ATRA<sup>22</sup> Teaching Effectiveness Project steering group membership (2021-22)
- > Occupational Mobility (Automatic Mutual Recognition) national information-sharing project
- > Three 'Business Research and Innovation Initiative (BRII) projects for information sharing, sponsored by the Australian Government. Tasmania and the ACT represent ATRA in this work, which included completion of a "comply flow" survey and interview, and regular meetings with each of the Challenge 1 participant groups.<sup>23</sup>
- > Contributing to the ATRA working groups on Mutual Recognition, which has seen the development of a draft Memorandum of Understanding for Teacher Regulatory Authorities.
- > Continued support and contribution to the Australian Teacher Workforce Data (ATWD) Initiative, through distribution of the 2022 ATWD survey.
- > Board representatives and the Registrar attended annual meetings with the Tasmanian heads of sector.<sup>24</sup>

The Office of the Board also reports on conduct trends, key gaps identified, and general registration data. In 2022, a resource for principals and school leaders was released to improve awareness of identifying issues and risks in practise relating to registration, fitness to teach and good character matters, and offer practical mitigations while these issues persist or are resolved.

- > Membership of the national Certifying Authorities Network and Working Group, meetings of which are attended by the Registrar on behalf of the Board and the Office of the Board.
- > The Registrar and the Manager Professional Standards and ITE Accreditation are members of the University of Tasmania's Course Advisory Committee. They also attend regular meetings with the Dean of the School of Education and its personnel.
- > The Registrar is a member of the Education Workforce Roundtable. Membership included collaboration with other staff, sectors and stakeholders to progress the Tasmanian pilot for national certification of Highly Accomplished and Lead Teachers.
- > Contribution to the Children's Education and Care National Workforce Strategy Stakeholder Reference Group.
- > Positive participation in the ATRA English Language Proficiency Working Group
- > Continued contribution to national consistency among TRAs, with positive input to the development of a national Memorandum of Understanding concerning inter-jurisdictional information sharing
- > Continued participation in the Australian Teacher Workforce Data (ATWD) project by providing registration data and facilitating the distribution of a voluntary survey to Tasmanian registered teachers. The ATWD is being implemented by AITSL together with the Australian Institute of Health and Welfare and is jointly funded by all Australian state and territory governments.

***Ensure continuous improvement throughout the organisation.***

- > The Board Charter and Terms of Reference documents are reviewed annually as part of the Board's annual work plan. The 2022 review showed that amendments were not required at this time, but will need further consideration following the commencement of the new Board from 1 July 2023. The Board induction agenda, professional learning and resources have been refreshed and augmented, including by the addition of a section on administrative legal decision-making, key Board documents such as refreshed delegations, Terms of Reference, and Board Charter.
- > The Board completed its annual review process and Board-only (without Office staff present) time to consider its own processes, and to plan improvements where identified.

***Ensure secure, fit for purpose ICT systems.***

- > Funding was allocated towards the Board's digital transformation project, to provide a modern fit-for-purpose customer relationship management (CRM) system and teacher employer / teacher portal. Modernisation of the CRM and processes will allow the Board to provide more customer-oriented, secure, efficient and responsive services to the Board's broad key stakeholders, and improve its capabilities for contemporary information sharing and management requirements.
- > A tender process for works and software in the Board's digital transformation occurred, during which it was identified that insufficient funding was available. A high-priority budget request has been submitted, with funding to be advised for the following and out-year Tasmanian Government budgets.
- > The Board has employed a Digital Transformation Project Manager to oversee this critical project, work on the digital record and information management protocols, mapping of critical work processes, and improvement of current processes and systems. Works have progressed positively.

21 Australian Institute of Teaching and Learning

22 Australasian Teacher Regulatory Authorities

23 Sezoo, Comply Flow, and Spectar

24 DECYP, Catholic Education Tasmania, and Independent Schools Tasmania

### **Assess risk and adopt appropriate mitigation responses.**

- > The Board's Audit and Risk Committee (ARC) meets regularly and has identified several aspects of the Risk Management Plan that require further consideration of risk monitoring and treatments. The ARC augmented its approach by creating a headline list of critical risks in 2022. Risk areas and mitigation strategies have been added throughout 2022. These were reviewed in August 2022 to consider further identification measures, and effectiveness of current risk ratings and risk treatments to-date.

### **Review and revise all key policy documents.**

- > A policy review and development project was initiated in 2022 delivering many valuable improvements which are discussed elsewhere in this report.
- > Board policies are reviewed by the Office for correctness, appropriateness, integrity and against more recent Board decisions and advice on an annual basis. This assists the Board to respond to events and support teachers and employers such as during the COVID 19 pandemic.
- > All Board policies are listed on a three-year cycle for review by the ARC and are actively monitored as part of the ARC workplan.
- > A new Board policy template was approved in 2022 together with clarified definitions and treatments of terminology such as Policy, Process, Procedure, etc to improve document clarity and decision-making. Board policies are published in the new format as they are either newly developed, significantly revised, or at their renewal date.

### **Influence state and national teacher and education agendas.**

- > The Teachers Registration Board is represented at all relevant national forums as discussed elsewhere in this document. Its contributions are evidenced in public papers, in documented attributions from the lead consultants/project leads, and other minutes.

### **Streamline administrative processes.**

- > In 2022 the Office of the Board commenced scoping a project to move all documents to a formal document management system, in conjunction with DECYP and the State Archives Office. This project is expected to progress in 2023 in connection with the Board's Digital Transformation Project, which will achieve multiple goals of the Board's strategic plan, including streamlining of administrative processes.

### **Respond to issues and challenges arising from legislative short-comings and contradictions.**

- > Considerations of the needs of school staffing and other emergent issues that fall between a policy position (with no documented Board decisions on equivalent facts) and relevant legislation are taken to the Board or to the Registration Oversight Committee (ROC) on a case-by-case basis. These are documented as Board precedent when appropriate with a view to further updates in policy as relevant.
- > Delegations by the Board to the Office and Committees were reviewed in 2022, as were the Terms of Reference for Committees of the Board.
- > The Board has continued to advocate for legislative change for the improved functioning of the Board office and effectiveness with limited resources. There has been an indication that our listed legislative concerns (and potentially others more recently identified) will have an increased focus and will be likely to be addressed in the 2023 budget year, following the creation of a new Deputy Director in Strategic Policy and Projects within DECYP. We keenly await the recommendations of the Commission of Inquiry as they will potentially impact any legislative change.



## Professional Conduct

The Board's mission is to regulate for the wellbeing and best interests of Tasmanian students thereby enhancing community confidence in our teaching profession.

The Teachers Registration Act 2000 (the Act) gives the Board authority to investigate complaints and notifications about the conduct or competence of someone who is (or was) a registered teacher or the holder of a Limited Authority to Teach (LAT).

### Progress Towards Key Strategic Plan Actions

#### **Review and refine professional conduct processes.**

A Policy Project Officer was employed in 2022 to review and complete the above actions. These were due to be completed and implemented in 2023.

The project primarily focussed on professional conduct policy and operational processes and will incorporate some broader key operational policy objectives.

Project deliverables include:

- creation of key milestones
- a gap analysis to inform:
  - o initial drafting of policies, processes, and procedures
  - o trial and refinement of decision-making frameworks
- fit-for-purpose triage and risk management documents

The policy project provided significant review and reform of professional conduct processes, to ensure greater transparency, efficiency, and alignment with the Act. The following relevant policies were created and endorsed by the Board and have been published on its website, including:

- *Automatic Cancellation or Suspension for Cancelled/ Suspended Registration to Work with Vulnerable People (RWVP) Policy*

- *Automatic Expiry of Registration for Non-payment Policy*
- *Public Interest in Matters Going to Inquiry Policy*
- *Consideration of Medical Conditions Policy*
- *Consideration of Criminal History Policy*
- *Surrender of Teacher Registration Policy*

Complementary to these policies, was the development of a suite of tools, template correspondence, and reports, reflecting alignment with policies and current Board branding and format.

Further, an evaluation of processes, procedures, and protocols for addressing conduct matters was undertaken which reviewed efficiency and ensured conduct processes are less dependent on individual personnel, to advance effective decision making and accountability.

#### **Manage professional conduct matters and community complaints effectively.**

##### > **Historic and Commission of Inquiry**

Information was scrutinised by key conduct personnel, to enhance reporting and analysis capabilities, and inform requirements for change in the Digital Transformation Project.

##### > **Matters referred to inquiry**

Matters before the Board may be escalated to an inquiry. In 2022:

- **six individuals were referred to or were the subject of an active matter of inquiry with the Board.**

##### > **Emergency suspensions**

The Board may immediately suspend an individuals' teacher registration or Limited Authority to Teach (LAT) if it has reasonable grounds to believe that the individual may pose risk of harm to a student, under section 24B of the Teachers Registration Act 200 (the Act). In 2022:

- **two individuals had their registration/LAT suspended by the Board in this manner (s24B).**

The decrease in emergency suspensions since 2021 is a natural consequence of a new provision in the Act introduced in 2021 (section 17BA), which enables emergency suspension of registration by the Board without inquiry if the individual does not currently hold Registration to Work with Vulnerable People (RWVP), or if the individual's RWVP has been suspended.

- **7 individuals had their registration cancelled or suspended under this provision (s17BA).**
- > **Applications to the Court for review/appeal of suspension:**
  - **No applications were made to the Administrative Appeals Division of the Magistrates Court for a review of a Board decision to suspend an individual's registration.**
  - **Consequently, no appeals were heard by the Court in 2022.**

### ***Matters before the Board***

Registered teachers and LAT holders are expected to uphold a standard of behaviour that satisfies the standards generally expected of a teacher and shows the person is fit to hold teacher registration or a LAT.

- **In the reporting year, 221 matters of concern regarding the good character and/or fitness to teach of 205 individuals required review (1.85% of registered teachers and LAT holders).**

Factors considered in determining good character and fitness to teach include:

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

### **Complicating factors**

Individuals with matters of concern that affect multiple areas of their life inevitably have a range of complicating factors. These individuals often require workplace, medical and/or psychological assessment and follow-up.

Complicating factors in conduct matters include:

- mental health
- physical health
- substance use disorders
- lack of teaching experience or lack of recent teaching experience (10 or more years break from teaching).

The presence of one or more of these factors adds to the complexity of a conduct matter. The Board engages with employers and health care professionals to ensure, wherever possible, positive outcomes for both teachers and their students.

There are more matters than individuals as several individuals have undergone/are undergoing more than one conduct-related process.

Of the 221 matters considered by the Board, 212 arose following notifications from:

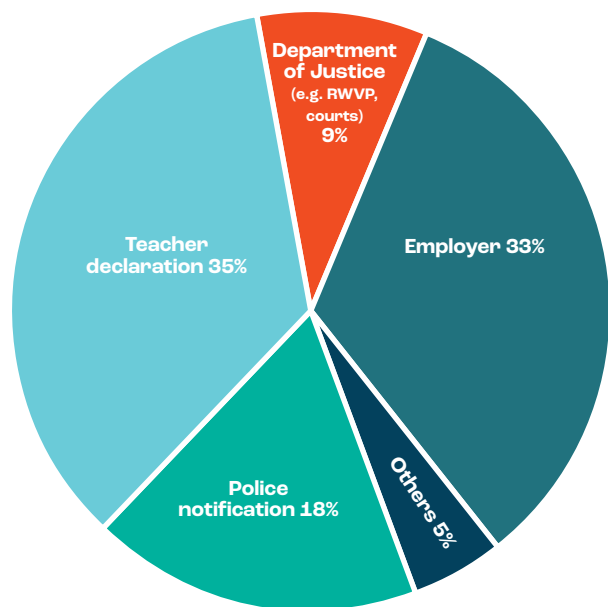
- the Department of Justice (including RWVP and courts)
- Tasmania Police and those of other Jurisdictions
- employers
- teacher declarations
- other TRAs.

### ***Ensure sector heads are informed regarding teacher conduct trends.***

The Teachers Registration Board regularly reviews trends in teacher professional conduct matters and identifies critical gaps.

- > **Sector Heads were regularly informed of teacher conduct matter trends in the 2022 reporting period**
- > **The Office of the Board also provided a communique to all principals and school leaders to ensure they were informed of issues identified on the ground and to offer practical mitigations to employ while the issues persist.**

**FIGURE 3: SOURCE OF PROFESSIONAL CONDUCT NOTIFICATIONS BY PERCENTAGE**



## Complaints

*The Teachers Registration Act 2000* (the Act) enables a person to make a complaint about the 'professional conduct' of a registered teacher. This includes conduct that occurs outside of regular school hours, including at school camps, excursions, extra-curricular activities, staff activities, school sport, and any activity with a nexus with employment as a teacher.

The Act does not allow the Board to accept anonymous complaints and requires that a complainant's name is provided to the teacher along with details of the complaint. The Board must undertake a preliminary investigation of the complaint, which includes an opportunity for the teacher to respond to the complaint, and to subsequently consider whether it is in the public interest to undertake an inquiry or to dismiss the complaint.

If the Board determines that an inquiry is not in the public interest, information provided in the preliminary assessment may indicate that further professional development, mentoring, monitoring, or other conditions are required to address the conduct. In this instance the Board may subject a person's registration to such reasonable conditions to address matters associated with good character and/or fitness to teach.

Further information on how to initiate a complaint, the Board's policy on handling such complaints, and public interest considerations, are available on the Board's website.

- **13 complaints were received by the Board in 2022, however not all met the required formalities to be accepted.**

## Registration subject to conditions

When exercising its functions and powers, the Board's paramount consideration is the welfare and best interests of students. Conditions are regularly used by the Board as a proportionate response to address conduct matters.

*The Teachers Registration Act* provides the Board with the authority to subject a teacher's registration to reasonable conditions as it considers appropriate.

Conditions may be used to address a fitness to teach matter that does not currently impact on the individual's ability to practise as a teacher.

In practice, this may require a teacher to:

- engage in ongoing therapeutic support with medical practitioners
- undertake an assessment of their fitness to teach and to recommend any additional support that may be required
- complete professional learning activities to improve awareness of conduct matters.

Conditions may also be appropriate to address deficits in a teacher's professional practise by requiring the person to undertake professional development and/or seek additional support from their employer. This often includes workplace mentoring and reporting to the Board to confirm that the identified deficits have been adequately addressed.

The Board has increasingly been advised of conduct matters regarding use of social media by some teachers which demonstrates a lack of professional communication boundaries with students. In these instances, conditions have regularly been imposed to ensure compliance with Board and employer policies.

Conditions may be applied at any time, including when determining an application for registration, or while a teacher is registered with the Board.

The Board provides further information and insight for teachers in the resource *Professional Boundaries: Guidelines for Tasmanian Teachers*, available on its website.

## Right to Information

The *Right to Information Act 2009* requires the Teachers Registration Board to make information available by 'proactive disclosure' to assist the public understand what we do and how we do it. Throughout 2022, the Board's website was re-designed to make this information more accessible. It contains relevant news and media releases, the Board's annual reports, the strategic direction of the Board, its policies, facts sheets, and guides.

Further to the required and routine release of information, the Office of the Board also facilitates the release of information via 'active disclosure', in response to individual requests. The Office of the Board regularly provides information in response to requests for information without the need for a formal application for assessed disclosure.

However, some information is not released in this way because it is either not of general public interest or because it is information the Board would need to assess against exclusions to the Act before disclosure.

### - **The Board received three applications for assessed disclosure throughout 2022 and responded as follows:**

- Request 1 - Application assessed, relevant information provided, and the remainder of the request transferred as the subject matter or part of the subject matter of the information requested was more closely connected with the functions of another public authority.
- Request 2 - Assessed and relevant information provided to the applicant.
- Request 3 – Assessed and information provided in tranches to the applicant.

## Commission of Inquiry

The Commission of Inquiry into the Tasmanian Government's responses to Child Sexual Abuse in Institutional Settings established on 15 March 2021, with its final report due by 31 August 2023.

The primary focus of the Commission has been:

- The role and responsibilities of the Tasmanian Government and its agencies and officials in protecting children from child sexual abuse and responding adequately and appropriately to reports and information about such abuse.
- Child sexual abuse that has happened in Tasmanian government institutions.
- Current responses to allegations and incidents of child sexual abuse that has occurred since 2000 or was reported after 2000.
- Systemic issues and options for reform, rather than on investigation of individual cases.

In 2022 the Board provided information regarding conduct matters involving sexual abuse as requested by the Commission. This included information regarding specific conduct matters, and the Board's processes for investigating and addressing conduct involving child sexual abuse.

Several detailed statements were provided to the Commission by the Registrar outlining among other things, the functions and powers of the Board, regulatory intervention by the Board to address conduct matters, the conduct of investigations, information sharing between the Board and other agencies, considerations for registration as a teacher, Board memoranda of understanding with other agencies, Board resourcing, and the Board's response to complaints. The Registrar also attended in person as a witness, gave evidence to the commission, and made a heartfelt apology to an abuse survivor on behalf of the Board.

Early expected recommendations of the Commission of Inquiry include greater communication and information exchange between the Board and other agencies such as Tasmania Police, employers, and the Department of Justice (responsible for Registration to Work with Vulnerable People). National teacher regulatory authorities have also endorsed a framework for information sharing via a Memorandum of Understanding.

The commission will deliver its final report by 31 August 2023, by which time the newly constituted Board will be in place to consider the Commissioners recommendations.



## Case study: An educative approach to professional boundaries using conditions

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

James\* teaches in a secondary school in a small regional town, and so regularly encountered students from the local community outside of school. One student, a female Grade 9 student who James taught, also attends the same local gymnasium. The student emailed James via his school email address seeking transport to the gym. James declined, stating, “Teachers aren’t allowed to transport students in their private cars.”

However, James continued responding to emails from the student over the next two weeks. As the conversations became more personal in nature, he also communicated with the student by SMS using his personal phone number. James was aware that the student was experiencing some difficulties at home and provided counselling and support to her.

The student confided in another teacher at the school that she had been communicating with James and that she was concerned about their ongoing communication and the attention she was receiving from him. The matter was reported to the school principal by James’ colleague, and then to the Human Resources division of his employer. The employer took statements from James and the student and made further inquiries regarding the communication they had exchanged. It was determined that James would be issued with a formal warning and a lawful direction. This required him to observe relevant employer policies permitting employers to only communicate with students for a valid educational reason and using employer sanctioned means.

The Teachers Registration Act 2000 requires an employer that considers any behaviour to be unacceptable behaviour (defined in the Act), and consequently takes disciplinary action, to provide to the Board details of the relevant conduct matter(s) and the disciplinary action within 28 days. James’ employer notified the office of the Board with information detailing his conduct and provided the associated statements. Michelle, a member of the professional conduct team, initially contacted James by phone to inform him of the allegations and advise that he would be provided an opportunity to respond. James was also reminded of the good character and fitness to teach requirements for teacher registration. Michelle then wrote to James

on behalf of the Board to provide him with all the relevant details of the allegations and invite him to provide a response to the Board in writing.

The Office of the Board’s investigation established that James’ conduct was motivated by his pastoral care for the student. On reflection, James outlined that he should have adhered to employer communication policies which ensure that appropriate professional boundaries are maintained with students. Furthermore, James understood that his role as a teacher did not include the counselling he had provided to the student which was the domain of other professionals. The matter was referred to the Board’s Professional Conduct Committee, which is comprised of practising teachers and Board members. The Committee considered all the information from the investigation and determined to manage the matter by subjecting James’ registration to two conditions.

The first condition required that he undertake coaching on identifying and managing professional boundaries with students. This included discussing the specific conduct matters which were the subject of notification to the Board. The office of the Board recommended an appropriately qualified and experienced educator to facilitate this professional learning. The facilitator reported that James outlined appropriate insight regarding the need to maintain professional boundaries with students. James’ written reflection included strategies to avoid a similar occurrence and demonstrated a greater awareness of professional boundaries and employer policies.

The second condition required James to provide two reports to the Board based on the relevant Australian Professional Standards for Teachers and outline strategies for him to establish and maintain appropriate boundaries with students. To achieve this, the office of the Board engaged with the school to identify a mentor and provided a suitable reporting template to assist with the administrative requirements of reporting to the Board.

The Board subsequently met and considered the written reflection from James, demonstrating his understanding of the need to maintain professional boundaries, and the reports from his mentor. It was determined he had satisfied the conditions that his registration was subject to, and the conditions were subsequently removed.

## Case study: Fitness to teach

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

Sally\* is a primary teacher in an urban school and works collaboratively as part of a professional learning community with her grade team. Her colleague teacher noticed that Sally is late to work recently and that she is not as prepared for classes as usual. One morning, Sally's colleague notices that she seems disoriented and is having difficulty with her balance. After following her to the staffroom, she noticed a smell of alcohol when conversing with Sally and that her speech was slurred. The matter was reported to the principal who had a discussion with Sally during which she disclosed she had been drinking with friends the previous night. The principal advised Sally that she was unfit for work and unable to discharge her duty of care obligations to students. Sally was taken home by her colleague and disclosed during the trip that she has been under immense stress due to family illness and the breakdown of her marriage.

These concerns were provided to the office of the Board with a statement from Sally's colleague teacher and principal. Sally was contacted by Mark, a member of the professional conduct team, to outline the information that had been provided to the office of the Board and that she would have an opportunity to provide a response. Mark discussed the fitness to teach requirements for registered teachers and Sally disclosed that her behaviour was out of character and a result of considerable personal stress. She also stated that she had proactively been attending her General Practitioner and psychologist to address the stressors she was experiencing.

Sally provided a response to the Board detailing the circumstances leading to her conduct. She provided referee reports from her principal and colleagues detailing that the behaviour was out of character and a consequence of the personal stress she had been experiencing. Sally also outlined that she had taken leave from her employment, made an appointment to meet with her GP, and would be seeking a referral to a psychologist.

The Board's Professional Conduct Committee met to consider the conduct and the information Sally had provided. In making any decision it is guided by the welfare and best interests of students as its paramount concern. In addressing the conduct matter in a proportionate manner, the Board determined to subject Sally's registration to the condition that she undertake a medical assessment from her GP to determine that she is fit to teach and provide a statement from her psychologist in relation to her strategies to recognise and address stress.

After a brief work absence, Sally provided documentation from her GP stating she was fit to teach. She also provided a report from her psychologist detailing that the stress she had been experiencing had ameliorated and Sally had suitable strategies to address stress in an appropriate manner. The condition was subsequently removed from Sally's registration.





# Financial Statements

For the year ended 30 June 2022

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<b>Notes to and forming part of the Financial Statements for the year ended 30 June 2022</b>	<b>Page 51</b>
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## Statement of Certification



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### Statement of Certification

The accompanying Financial Statements of the Teachers Registration Board of Tasmania are in agreement with the relevant accounts and records and have been prepared in compliance with the requirements of the *Teachers Registration Act 2000* and the *Audit Act 2008* to present fairly the financial transactions for the year ended 30 June 2022 and the financial position as at 30 June 2022.

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.

Stephen Mannering  
CHAIRPERSON

A handwritten signature in blue ink, appearing to read "S Mannering", written over a faint horizontal line.

Date: 12 August 2022

## Statement of Comprehensive Income for the year ended 30 June 2022

	Notes	2022 \$	2021 \$
<b>Continuing operations</b>			
<b>Revenue and other income from transactions</b>			
Teacher registration fees	1.1	1,509,500	1,466,991
Revenue from government	1.2	612,000	749,526
Grants	1.3	....	3,811
<b>Total revenue and other income from transactions</b>		<b>2,121,500</b>	<b>2,220,328</b>
<b>Expenses from transactions</b>			
Employee benefits	2.1	1,420,439	1,375,957
Depreciation and amortisation	2.2	17,466	7,618
Supplies and consumables	2.3	576,993	446,462
Other expenses	2.4	12,740	12,490
<b>Total expenses from transactions</b>		<b>2,027,638</b>	<b>1,842,527</b>
<b>Net result from transactions (net operating balance)</b>		<b>93,862</b>	<b>377,801</b>
<b>Comprehensive result</b>		<b>93,862</b>	<b>377,801</b>

*\*This Statement of Comprehensive Income should be read in conjunction with the accompanying Notes.*

## Statement of Financial Position as at 30 June 2022

	Notes	2022 \$	2021 \$
<b>Assets</b>			
<b>Financial assets</b>			
Cash and deposits	6.1	3,213,373	2,992,841
Receivables	3.1	3,805	6,806
Other assets	3.2	1,385	1,560
<b>Non-financial assets</b>			
Plant and equipment	3.3	55,994	65,131
<b>Total assets</b>		<b>3,274,557</b>	<b>3,066,339</b>
<b>Liabilities</b>			
Payables	4.1	6,982	13,231
Employee benefits	4.2	391,637	347,835
Contract liabilities	4.3	844,984	768,181
<b>Total liabilities</b>		<b>1,243,603</b>	<b>1,129,247</b>
<b>Net assets</b>		<b>2,030,954</b>	<b>1,937,092</b>
<b>Equity</b>			
Accumulated funds		2,030,954	1,937,092
<b>Total equity</b>		<b>2,030,954</b>	<b>1,937,092</b>

*\*This Statement of Financial Position should be read in conjunction with the accompanying Notes.*



## Statement of Cash Flows for the year ended 30 June 2022

	Notes	2022 \$	2021 \$
<b>Cash flows from operating activities</b>			
<b>Cash inflows</b>			
Teacher registration fees		1,586,303	1,807,497
Revenue from government		612,000	749,526
Grants		....	3,811
<b>Total cash inflows</b>		<b>2,198,303</b>	<b>2,560,834</b>
<b>Cash outflows</b>			
Employee benefits		(1,389,376)	(1,366,199)
Other cash payments		(580,066)	(458,264)
<b>Total cash outflows</b>		<b>(1,969,442)</b>	<b>(1,824,463)</b>
<b>Net cash from/(used by) operating activities</b>	6.2	<b>228,861</b>	<b>736,371</b>
<b>Cash flows from investing activities</b>			
<b>Cash outflows</b>			
Payments for acquisition of non-financial assets		(8,329)	(22,078)
<b>Total cash outflows</b>		<b>(8,329)</b>	<b>(22,078)</b>
<b>Net cash from/(used by) investing activities</b>		<b>(8,329)</b>	<b>(22,078)</b>
<b>Net increase/(decrease) in cash held</b>		<b>220,532</b>	<b>714,293</b>
<b>Cash and deposits at the beginning of the reporting period</b>		<b>2,992,841</b>	<b>2,278,548</b>
<b>Cash and deposits at the end of the reporting period</b>	6.1	<b>3,213,373</b>	<b>2,992,841</b>

*\*This Statement of Cash Flows should be read in conjunction with the accompanying Notes.*

## Statement of Changes in Equity for the year ended 30 June 2022

	Accumulated funds \$	Total equity \$
<b>Balance as at 1 July 2021</b>	<b>1,937,091</b>	<b>1,937,091</b>
Total comprehensive result	93,862	93,862
<b>Balance as at 30 June 2022</b>	<b>2,030,953</b>	<b>2,030,953</b>

	Accumulated funds \$	Total equity \$
<b>Balance as at 1 July 2020</b>	<b>1,559,290</b>	<b>1,559,290</b>
Total comprehensive result	377,801	377,801
<b>Balance as at 30 June 2021</b>	<b>1,937,091</b>	<b>1,937,091</b>

*\*This Statement of Changes in Equity should be read in conjunction with the accompanying Notes.*

## Notes to and forming part of the Financial Statements for the year ended 30 June 2022

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## Note 1: Income from transactions

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

### 1.1 Teacher registration fees

Revenue from 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.

	2022	2021
	\$	\$
Teacher registration fees	1,509,500	1,466,991
<b>Total</b>	<b>1,509,500</b>	<b>1,466,991</b>

### 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.

	2022	2021
	\$	\$
Funding arrangement <sup>*1</sup>	612,000	600,000
Highly Accomplished and Lead Teacher Funding <sup>*2</sup>	....	149,526
<b>Total</b>	<b>612,000</b>	<b>749,526</b>

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

\*2 Funding for Highly Accomplished and Lead Teacher has been provided as part of Education Workforce Roundtable Action Plan.

## 1.3 Grants

Where there is a sufficiently specific performance obligation attached, grants revenue is recognised when the Board satisfies the performance obligation and transfers the promised goods or services.

	2022	2021
	\$	\$
Australian Institute for Teaching and School Leadership Grant <sup>*1</sup>	....	3,811
<b>Total</b>	<b>....</b>	<b>3,811</b>

\*1 Commonwealth government grant 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 benefits related to a decrease in asset or an increase of a liability has arisen that can be measured reliably.

### 2.1 Employee benefits

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

#### (a) Employee expenses

	2022	2021
	\$	\$
Wages and salaries (including fringe benefits and non-monetary compensation)	1,064,197	980,096
Annual leave	85,215	95,774
Sick leave	78,452	111,479
Long service leave	25,811	31,041
Superannuation – defined contribution scheme	134,499	126,157
Superannuation – defined benefit scheme	32,264	31,409
<b>Total</b>	<b>1,420,439</b>	<b>1,375,957</b>

Superannuation expenses relating to defined benefits schemes relate to payments into the Public Account. 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 13.45 per cent (2021: 12.95 per cent) of salary.

Superannuation expenses relating to contribution schemes are paid directly to superannuation funds at a rate of 10.00 per cent (2021: 9.5 per cent) of salary. In addition, Departments are also required to pay into the Public Account a “gap” payment equivalent to 3.45 per cent (2020: 3.45 per cent) of salary in respect of employees who are members of contribution schemes.

## (b) Key management personnel

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

Remuneration during 2021-22 for key personnel is set by the *State Service Act 2000*. Remuneration and other terms of employment are specified in employment contracts. Remuneration includes salary, motor vehicle and other non-monetary benefits. Long-term employee expenses include long service leave and superannuation obligations.

### 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.

2022	SHORT-TERM BENEFITS		LONG-TERM BENEFITS			Total
	Salary	Other benefits	Superannuation	Other benefits and long service leave	Termination benefits	
	\$	\$	\$	\$	\$	\$

### Key management personnel

Ann Moxham Executive Officer	173,802	1,413	15,800	2,061	...	193,076
<b>Total remuneration for key management personnel</b>	<b>173,802</b>	<b>1,413</b>	<b>15,800</b>	<b>2,061</b>		<b>193,076</b>

2021	SHORT-TERM BENEFITS		LONG-TERM BENEFITS			Total
	Salary	Other benefits	Superannuation	Other benefits and long service leave	Termination benefits	
	\$	\$	\$	\$	\$	\$

### Key management personnel

Lee Rayner, Executive Officer, separation date 24 November 2020*	68,028	942	8,941	...	26,090	104,001
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Ann Moxham, Executive Officer, commencement date 14 September 2020	144,915	7,008	13,767	5,430	....	171,120
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<b>Total remuneration for key management personnel</b>	<b>212,943</b>	<b>7,950</b>	<b>22,708</b>	<b>5,430</b>	<b>26,090</b>	<b>275,121</b>
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\* The Termination Benefits included for Lee Rayner refers to severance payment upon separation.

### (b) 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

Depreciation	2022	2021
	\$	\$
Plant and equipment	17,466	7,618
<b>Total</b>	<b>17,466</b>	<b>7,618</b>

## 2.3 Supplies and consumables

	2022	2021
	\$	\$
Audit fees	6,890	3,280
Catering	642	3,049
Communications	10,652	10,514
Conferences, seminars and meetings	223	....
Consultants	53,991	12,957
Criminal history checks <sup>1</sup>	120,106	138,249
Equipment lease	3,115	3,689
Highly Accomplished Lead Teachers (HALT) pilot project <sup>2</sup>	149,791	74,955

Information technology <sup>*3</sup>	47,439	19,942
Maintenance	8,514	11,907
Materials and supplies	6,191	661
Medical practitioners/specialists	15,900	7,500
Other supplies and consumables	27,033	29,629
Photocopying	425	420
Postage, courier and freight	2,667	3,063
Printing and document reproduction	7,404	6,177
Property maintenance costs	25,420	25,080
Relief reimbursement	7,098	9,585
Service Level Agreement – salary component <sup>*4</sup>	23,077	22,624
Service Level Agreement – non-salary component <sup>*4</sup>	32,866	32,222
Sitting fees	25,431	26,883
Travel and transport	2,118	4,076
<b>Total</b>	<b>576,993</b>	<b>446,462</b>

\*1 The decrease in criminal history checks reflects the decrease in teacher registration renewals and re-applications.

\*2 Predominantly represents contractor payments.

\*3 Increase in information technology expenditure relates to TRB website development project.

\*4 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.

	2022	2021
	\$	\$
Workers' compensation premiums	12,740	12,490
<b>Total</b>	<b>12,740</b>	<b>12,490</b>

## Note 3: Assets

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

### 3.1 Receivables

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



	2022	2021
	\$	\$
Goods and services tax receivable	3,805	6,806
<b>Total</b>	<b>3,805</b>	<b>6,806</b>
<b>Settled within 12 months</b>	<b>3,805</b>	<b>6,806</b>

### 3.2 Other assets

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

	2022	2021
	\$	\$
Prepayments	1,385	1,560
<b>Total</b>	<b>1,385</b>	<b>1,560</b>
<b>Settled within 12 months</b>	<b>1,385</b>	<b>1,560</b>

### 3.3 Plant and equipment

#### (i) Valuation basis

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

#### (ii) Asset recognition threshold

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

#### (a) Carrying amount

	2022	2021
	\$	\$
<b>Plant and equipment</b>		
At cost	158,269	149,940
Less: Accumulated depreciation	(102,275)	(84,809)
<b>Total property, plant, equipment assets</b>	<b>55,994</b>	<b>65,131</b>

## (b) Reconciliation of movements

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

### Plant and equipment

	2022	2021
	\$	\$
Carrying amount at start of year	65,131	50,671
Additions	8,329	22,078
Depreciation expense	(17,466)	(7,618)
<b>Total</b>	<b>55,994</b>	<b>65,131</b>

## Note 4: Liabilities

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

### 4.1 Payables

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

	2022	2021
	\$	\$
Creditors	6,982	13,231
Goods and services tax payable	....	....
<b>Total</b>	<b>6,982</b>	<b>13,231</b>
<b>Settled within 12 months</b>	<b>6,982</b>	<b>13,231</b>

### 4.2 Employee benefits

#### *Key estimate and judgement*

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

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

	<b>2022</b>	<b>2021</b>
	<b>\$</b>	<b>\$</b>
Accrued salaries	29,960	23,849
Annual leave	123,965	101,252
Long service leave	237,712	222,734
<b>Total</b>	<b>391,637</b>	<b>347,835</b>
Settled within 12 months	191,901	164,735
Settled in more than 12 months	199,736	183,100
<b>Total</b>	<b>391,637</b>	<b>347,835</b>

## **(a) Superannuation**

### **(i) Defined contribution plans**

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

### **(ii) Defined benefit plans**

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

#### *Key estimate and judgement*

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

## **4.3 Contract liabilities**

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.

	<b>2022</b>	<b>2021</b>
	<b>\$</b>	<b>\$</b>
Teacher registration fees received for future years	844,984	768,181
<b>Total</b>	<b>844,984</b>	<b>768,181</b>

Settled within 12 months	382,050	392,666
Settled in more than 12 months	462,934	375,515
<b>Total</b>	<b>844,984</b>	<b>768,181</b>

## 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 2022, 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 2022, 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:

	<b>2022</b>	<b>2021</b>
	<b>\$</b>	<b>\$</b>
Cash held	3,213,373	2,992,841
<b>Total cash and deposits</b>	<b>3,213,373</b>	<b>2,992,841</b>

### 6.2 Reconciliation of net result to net cash from operating activities

	<b>2022</b>	<b>2021</b>
	<b>\$</b>	<b>\$</b>
Net result	93,862	377,801
Depreciation and amortisation	17,466	7,618

Decrease (increase) in receivables	3,001	(6,806)
Decrease (increase) in other assets	176	(560)
Increase (decrease) in payables	(6,249)	8,054
Increase (decrease) in employee entitlements	43,802	9,758
Increase (decrease) in revenue received in advance	76,803	340,506
<b>Net cash from (used by) operating activities</b>	<b>228,861</b>	<b>736,370</b>

## Note 7: Financial instruments

### 7.1 Risk exposures

#### (a) Risk management policies

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

- credit risk
- liquidity risk
- 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 2022 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.

	2022	2021
	\$	\$
<b>Financial assets</b>		
Cash & cash equivalents	3,213,373	2,992,841
Other assets	5,190	8,366
<b>Total</b>	<b>3,218,562</b>	<b>3,001,207</b>
<b>Financial liabilities</b>		
Payables	6,982	13,231
<b>Total</b>	<b>6,982</b>	<b>13,231</b>

## 7.3 Reclassifications of financial assets

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

## Note 8: Other significant accounting policies and judgements

### 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
- The *Teachers Registration Act 2000*.

The Financial Statements were signed by the chairperson of the Board on the 12<sup>th</sup> of August 2022.

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.

## **8.2 Reporting entity**

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

## **8.3 Functional and presentation currency**

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

## **8.4 Changes in accounting policies**

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

In the current year there are no new or revised Standards and Interpretations issued by the Australian Accounting Standards Board that are relevant to the Board's operations and effective for the current annual reporting period.

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

The Board has reviewed the pending Standards and Interpretations issued by the Australian Accounting Standards Board and conclude they will not have a material impact on the Board's operations

## **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 2020-21 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 (GST), 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



Tasmanian  
Audit Office

**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 2022, 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) present fairly, in all material respects, the financial position of the Board as at 30 June 2022 and its financial performance and its cash flows for the year then ended
- (b) is in accordance with the *Teachers Registration Act 2000* and Australian Accounting Standards.

## Basis for Opinion

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

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

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

The Members of the Board (the Members) are responsible for the preparation and fair presentation of the financial report in accordance with Australian Accounting Standards and the financial reporting requirements of the *Teachers Registration Act 2000* and for such internal control as determined 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 the financial report.

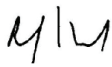
As part of an audit in accordance with the Australian Auditing Standards, I exercise professional judgement and maintain professional scepticism throughout the audit. I also:

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

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

- Evaluate the overall presentation, structure and content of the financial report, including the disclosures, and whether the financial report represent 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.



Rod Whitehead  
**Auditor-General**

Tasmanian Audit Office

20 September 2022  
Hobart

