

# Annual Report 2021



# Letter to the Minister



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**Minister for Education, Children and Youth**  
Level 10, 15 Murray Street  
Hobart, Tasmania, 7000

August 2022

Dear Minister,

I am pleased to submit the 2021 Annual Report of the Teachers Registration Board of Tasmania in accordance with Section 33 of the *Teachers Registration Act 2000*.

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

In submitting this report, I would particularly acknowledge the outstanding work of our office staff and Tasmanian teachers during 2021 as we worked to get back to some sense of normalcy following the challenges of the peak COVID 19 pandemic

Yours sincerely,

A handwritten signature in dark ink, appearing to read "S Mannering", written in a cursive style.

**Stephen Mannering**  
Chairperson

TEACHERS REGISTRATION BOARD OF TASMANIA

# Contents

Letter to the Minister	1
Purpose and Functions of the Board	3
Chair's Foreword	4
Registrar's Report	6
Meet the Board	8
Committees of the Board	10
Office of the Board Organisational Chart	14
Strategic Direction 2020-2023	16
Strategic Priorities	17
Register of Tasmanian Teachers – 2021 Snapshot	18
Strategic Areas of Operation	20
Teacher Registration	20
Initial Teacher Education Accreditation	26
Building the Profession	28
Communication and Feedback	32
Governance and Accountability	34
Professional Conduct	36
Financial Statements	44

# 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 the imposing of conditions, 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

During 2021, the Teachers Registration Board of Tasmania has continued to build on the priorities established in our current strategic plan. Foremost in all our work is our unwavering commitment that the best interests of students are paramount in all decisions.

Also central to our work has been the Board's strong commitment to seek and respond to feedback and to do all we can to ensure the organisation meets both our statutory responsibilities under the *Teachers Registration Act 2000* and that, wherever possible, we work collaboratively with our key stakeholders. The Board also commenced a significant effort to revisit governance and accountability measures in the Office of the Board's operations.

In early 2021, members of the Office of the Board and the Chair met with officers from the Department of Justice as they commenced an inquiry into historical issues of child safety in government institutions. This work followed the Royal Commission into Institutional Responses to Child Sexual Abuse final report, handed down in 2017. Office staff and Board members continued to work closely with the state government and the Department of Education throughout 2021 to progress this process.

In recognition of the Teachers Registration Board's crucial role in these matters, in November 2021 Education Minister Sarah Courtney MP committed to increase the Board's Professional Conduct Team by three additional staff as soon as practicable. These additional staff will be of great assistance as we work through the historical matters that have now been referred to our office.

In 2021, the Board made an essential decision to commence procurement for development of a new 'Customer Relationship Management' system, as our current system is fast approaching 'end of life' due to technical advances and the cessation of future system updates. The new system will enable considerable efficiencies, by automating many manual processes, and by making paper-based processes directly available to teachers online. The considerable cost of this project will be spread over at least two financial years.



In 2020, the Board developed its first stakeholder survey to seek direct feedback from the teachers we register and regularly interact with. We planned to conduct the survey in 2021; however, due to the impact of COVID-19 on our schools, the Board agreed it was appropriate to undertake the survey in 2022 instead. The survey will provide baseline data on satisfaction with our interactions, processes, and resources, and guide improvements. The Board has also undertaken a substantial redevelopment of our website, which is set to launch in 2022. Both initiatives are designed to strengthen relationships with all stakeholders.

The Regulation of Education steering committee continued to work with the Board in 2021. Throughout this period, the Board maintained its focus on progressing to a 'skills-based' Board. During 2021, we contributed to the development of a prospective skills matrix to guide the makeup of a new Board and to maintain our strong focus on ensuring our current organisational structures and processes enable a smooth transition to this new regulatory model.

A major project of the Board in 2021 was the implementation of a pilot to introduce national certification of Highly Accomplished and Lead Teachers (HALT certification) – the advanced career stages of the Australian Professional Standards for Teachers (the Teacher Standards), led by the Australian Institute for Teaching and School Leadership (AITSL). A select cohort of teachers are working towards certification whilst concurrently undertaking a tailored Graduate Certificate of Education with the University of Tasmania and aligned professional learning. This unique three-

strand program is designed to support teachers in achieving certification. A critical element of the process is the select group of senior teachers and education professionals who completed the national Assessor Training Program. The efforts, dedication, and support from all involved is commendable. Delivery of the pilot is guided by a cross-sectoral steering committee comprised of representatives from the Board, University of Tasmania, Department of Education, Catholic Education, Independent Schools, and Christian Schools. This project represents our strong commitment and capacity as an organisation to work in partnership with our key stakeholders on a task of major significance for our state. We thank all our partners in this project for their contribution.

As is inevitable, 2021 saw changes to the membership of the Board. I wish to acknowledge the contributions of Alison Jales and Allan Clark, who concluded their period of appointment. The Board welcomed Sean Gill as nominee of Catholic Education Tasmania, replacing Allan Clark, in July 2021.

Alison Jales concluded her service in December 2021. As a nominee of the Australian Education Union and full-time classroom teacher, Alison always ensured that Board decisions were understood in terms of their potential impact on schools and, particularly, the work of individual teachers. She was conscious of the need for effective communication and drew upon her classroom experience to make a strong contribution to the work of the TRB.

Allan Clark was appointed to the Board in March 2015. Allan brought a wealth of experience in varied educational settings through his extensive experience as a principal and educational leader in Queensland and Tasmania and took a highly active role in all aspects of the Board's work. During his seven years as a Board member, he participated in many professional conduct matters, chaired the important Audit and Risk Committee on the Board's behalf, and was appointed Deputy Chair. Alan provided great guidance in developing effective policies and brought great awareness to the Board Office regarding the importance of understanding

appropriate cybersecurity measures in our digital communications and online access points. His contributions to debate and decision-making were always relevant and strongly informed by his extensive career in teaching and education. As Chair, I thank Alan for his outstanding service and support.

Finally, I wish to sincerely thank all members of the Board, Officers of the Board, and Board committee members for their outstanding contributions throughout 2021.



**Stephen Mannering**

*Chair*



# Registrar's Report

The Annual Report increases public awareness of the Teachers Registration Board and its officers' contribution to the regulation and quality improvement of the Tasmanian teaching profession. The Board is responsible for making important decisions to ensure that teachers registered in Tasmania meet the requirements to be formally recognised as a member of this noble profession. In this and other ways outlined in this report the Board, and its officers work to improve teacher quality, enhance community confidence in our teaching profession, and ensure that the welfare and best interests of students is paramount.

In this report, I acknowledge the work of the 11,779 teachers registered in Tasmania in 2021, and the profound impact they have on the lives of Tasmanian students. It is widely acknowledged that teachers are among the most important contributors to the academic, social, and emotional development of children and young people. Thank you to all who are making a positive difference!

The *Teachers Registration Act 2000* (the Act) provides the framework to verify that all teachers are suitably qualified, current in their practice, of good character, and fit to teach. The Act also provides us the response mechanisms for teacher conduct issues, by supporting those who require professional guidance to develop their practice (by applying conditions to their registration), or to suspend or deregister those who fall short of the standards expected of teachers, or who are deemed not of good character or fit to have the care of students. Our disciplinary work ensures that teachers charged with certain offences, or found guilty of certain offences, or dismissed by employers for certain reasons, are prevented from teaching. Our Annual Census again indicated we successfully ensured that only registered teachers or limited authority to teach holders were employed to teach in Tasmanian schools.

The Board also works to achieve its objectives through representation and contribution to the national agenda. As the Registrar, I continued to maintain the Board's positive role in the work of the Australasian Teacher Regulatory Authorities,



including through strong engagement and collaboration with AITSL. Several projects of national significance regarding the registration of teachers, child safety, teacher professional standards, early childhood education, and the accreditation of initial teacher education programs are ongoing.

In August 2020, the federal Treasurer announced that Australian and state and territory governments had agreed to introduce a uniform scheme for Automatic Mutual Recognition (AMR) of occupational registrations, including teaching. Teachers who hold teacher registration elsewhere in Australia or in New Zealand may apply for registration with the Board through mutual recognition. An Intergovernmental Agreement on AMR was signed in late 2020 and relevant amendments to the *Mutual Recognition Act 1992* (Cth) passed in June 2021. Our state government is responsible for implementing AMR arrangements in Tasmania. The Board made submissions to both the Australian and Tasmanian governments regarding AMR, and identified high-level issues, including risks to child safety, impact on quality teaching, and lack of adequate time to prepare for implementation.

A significant development in 2021 was the launch of the Tasmanian Highly Accomplished and Lead Teacher (HALT) certification Pilot. National certification has been implemented throughout Australia and commenced in Tasmania for the first time. Certification recognises and rewards exemplary teachers whose career preference is to stay in the classroom. It is a rigorous, voluntary process requiring applicants to demonstrate the positive impact of their practice on students and colleagues. In June 2021, I attended the national HALT summit

in Queensland (online, given the ongoing COVID-19 pandemic), and witnessed incredible knowledge-sharing by Australia's top classroom teachers and education professionals. HALT certification is reliant on the service of senior educators who assess applicants, who have been trained as nationally accredited Standards experts. I here extend my thanks and that of the applicants, the Board, and the Steering Committee to assessors and their schools for supporting this important teacher quality initiative. We anticipate that schools are already seeing the benefits of having these Standards experts in their communities.

The Board again participated in the Australian Teacher Workforce Data initiative by providing registration data and distributing a voluntary survey to Tasmanian registered teachers. The initiative is jointly funded by all state and territory governments and implemented by AITSL, together with the Australian Institute of Health and Welfare. Before contributing registration data, we obtained an amendment to our Act that enables its release. The Board and the Tasmanian Government identified that the disclosure of de-identified data is in the public interest.

The Board and its officers worked to improve our cost-effectiveness and efficiency by identifying and monitoring areas for improvement, so we can direct resources accordingly. Key focus areas include planning critical systems upgrades, improving our website, employing enough capable staff, ensuring that staff have appropriate skills through selection processes and professional development, and maintaining appropriate relationships and arrangements with stakeholder groups and relevant agencies.

We embarked upon a busy agenda in 2021, and there were some resultant staffing changes in the Board office. We farewelled Ben Dwyer as our IT Systems Project Consultant (particularly to scope redevelopment of our website) when he was snapped up by the Department of Police, Fire and Emergency Management for a permanent role; our loss was certainly their gain. We also farewelled Frances Hutchinson, who so ably supported the implementation of the HALT Pilot as Project and

Communications Advisor, when she found her dream role in marketing. We subsequently welcomed Tabitha Fletcher to the role in November. We keenly welcomed Teeka Walker's return from maternity leave to her role in the registration team and were pleased to be able to offer Meg Monks a fixed-term position in the same team. We were excited for Marguarita Miller as she took maternity leave for the birth of her first child and welcomed Harriet Duffin in her absence. A new administration role was also created to support the work of all teams and was won by the capable Angela Verbiest. Also joining us in November was Joe Pearson. It was very pleasing to finally fill the role I held as Manager of Professional Standards and Initial Teacher Education (ITE) Accreditation and to strengthen certification resources behind the HALT Pilot. It was certainly a challenging year in terms of periods where roles were vacant, and where key staff required significant breaks in service due to circumstances beyond their control. It would be remiss of me not to mention Dr Deborah Beswick who generously agreed to support the work of the Board in the accreditation of ITE programs for the University of Tasmania while the Manager role was vacant. I thank her and all the Board staff for their commitment to improving the educational outcomes of Tasmanian students. The strongly held commitment of all our staff at the Office of the Board that what we do makes a positive difference saw us through these challenges. Finally, I wish to acknowledge and thank our Board members for their service in 2021 and welcome those new members who will carry on that exemplary work.



**Ann Moxham**

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

*Registrar*



# Meet the Board



**Stephen Mannering**

**Chair**

Appointed by the  
Minister for Education



**Allan Clark**

**Deputy Chair**

Nominee, Catholic  
Registered Schools



**Dr Adam Forsyth**

**Deputy Chair**

Nominee, Non-Catholic  
Registered Schools



**Kirsten Adams**

Nominee, Parent Group  
Tasmanian School  
Independent Schools  
Sector



**Dr Helen Chick**

Nominee, University  
of Tasmania  
*Faculty teacher*



**Sean Gill**

Nominee, Catholic  
Registered Schools



**Alison Jales**

Nominee, Australian  
Education Union  
*Practising teacher*



**Kerry Meredith-Sotiris**

Nominee, TasTAFE



**Kim Merhulik**

Nominee, Independent  
School Teachers  
Association  
*Practising teacher*



**Sally Rowlands**

Nominee, Department  
of Education  
*Practising teacher*



**John Waldock**

Nominee, Independent  
Education Union  
(Victoria and Tasmania)  
*Practising teacher*



**Jodee Wilson**

Nominee, Department  
of Education

## 2021 Board Meeting Dates and Attendance

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# Committees of the Board

The Board establishes Committees of the Board, consisting of Board members and other appropriately qualified persons such as practising, registered teachers, to assist the Board to perform its functions.

## These committees 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, organisational 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 some 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.

### 2021 members

Board members: Allan Clark (Chair until March 2021), Dr Helen Chick (Acting Chair, May – November 2021), John Waldock, Sean Gill (joined November 2021).

Ex-officio members: Carolyn Harris, Stephen Mannering (Board Chair), Ann Moxham (Registrar), Barbara Mundy (Executive Support Officer).

### ARC report

The committee met six times in 2021, with five formally scheduled meetings, and one specially convened session. It considered a range of issues important to the effective running and good governance of the Board, and was particularly active in these areas:

- Regular review of financial statements and support in the development of the annual budget
- An annual review of the Risk Register, including the addition of newly identified risks and a full review of the consequences, likelihood, and risk ratings for existing risk categories
- Continued work on the cyclical program to review all Board policies, and to develop new policies for registration and professional conduct (key areas of operation)
- Reviewing and updating official delegations and reporting structures for the Board
- Evaluating the implications of national plans for automatic mutual recognition of teacher registration
- Refinement of the *Professional Boundaries: Guidelines for Tasmanian Teachers*
- Providing feedback on updated procedures such as professional conduct matter triage processes

I extend my thanks to Allan Clark for his dedicated and insightful work as the previous chair of the Audit and Risk Committee, and welcome Sean Gill as a new member of the committee.

I wish to offer my sincere thanks to the committee's serving Board members, ex-officio members, and key personnel from the Department of Education's finance section for their contributions to the work of the committee in 2021.

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 (theTeacher Standards), successfully completed the LANTITE test and the Teacher Performance Assessment.

### 2021 Board members

Dr Adam Forsyth

Dr Helen Chick



## Professional Conduct Committee

### Purpose and membership

The Professional Conduct Committee is established by the Board pursuant to Section 9 of the Act. The committee operates in accordance with a set of Terms of Reference and the relevant Instrument of Delegation as well as any directions or instructions given to it by the Board, through the Chair. As a delegate for the Board, and under the requirements of the Act, the Professional Conduct Committee is responsible for the assessment of matters concerning good character and fitness to teach and may formally appoint a Committee of Inquiry when needed.

The committee is comprised of two Board members and two registered practising teachers, all of whom are formally appointed by the Board under an instrument of appointment.

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

### 2021 members

Board members: Stephen Mannering (Board Chair), Allan Clark, Dr Adam Forsyth, Kirsten Adams, Dr Helen Chick, Sally Rowlands, John Waldock.

Practising teachers: Michael Hayen, Sharyn Lawrence.

## Committees of Inquiry

### Purpose and membership

The *Teachers Registration Act 2000* (the Act) creates a specific statutory mechanism for the creation of Committees of Inquiry. They operate under a set of Terms of Reference and in line with the Act.

These committees convene as required and conduct inquiries and hearings on matters of teacher conduct of a more serious nature. Matters are referred to an inquiry by the Board's Professional Conduct Committee or the Board's Registration Oversight Committee.

Each Committee of Inquiry comprises one Board member and two practising teachers, appointed by the Chair of the Board. Each committee is supported by the Registrar and members of the Professional Conduct Team and reports its findings and recommendations to the Registration Oversight Committee for its consideration and decision-making.

## Registration Oversight Committee

### Purpose and membership

The Registration Oversight Committee is established by the Board pursuant to Section 9 of the Act. The committee operates in accordance with a set of Terms of Reference and the relevant Instrument of Delegation as well as any directions or instructions given to it by the Board, through the Chair. As a delegate for the Board, and under the requirements of the Act, the Registration Oversight Committee:

- makes final decisions in matters where it appears likely that the Board may not be satisfied that an applicant is of good character or is fit to be a teacher
- reviews recommendations from Committees of Inquiry to make subsequent decisions
- decides on whether to enact an emergency suspension on an individual's registration (or Limited Authority to Teach).

The committee is comprised of a minimum of three Board members, including the Chair of the Board, all of whom are formally appointed to the committee. This committee meets as required and is supported by the Registrar and members of the Professional Conduct Team.

### 2021 members

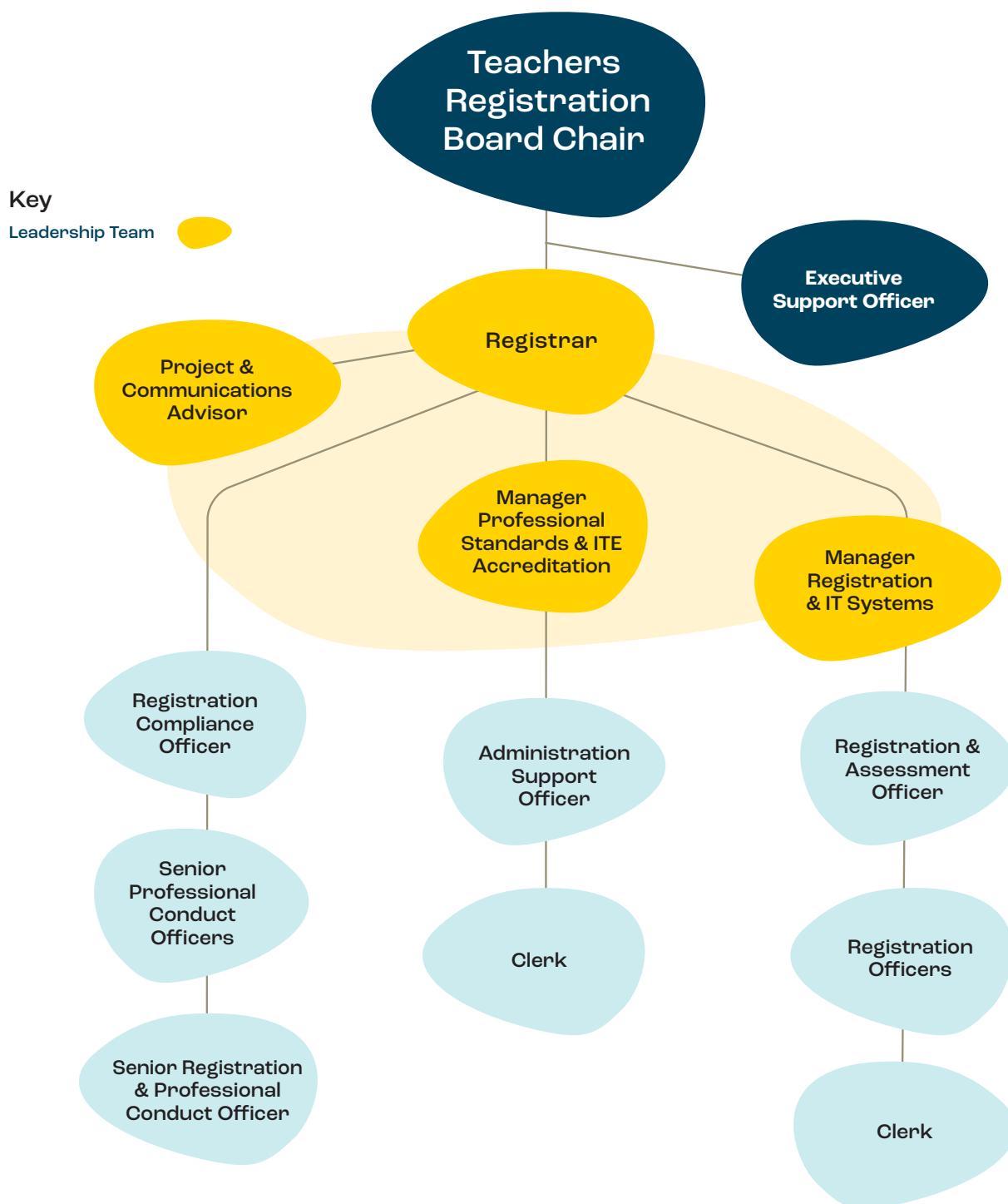
In 2021, these Board members participated in one or more meetings of the Registration Oversight Committee:

Stephen Mannering (Board Chair), Kim Merhulik, Dr Adam Forsyth, John Waldock, Kirsten Adams.





# Office of the Board Organisational Chart





# 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.

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



# Register of Tasmanian Teachers – 2021 Snapshot

**11,779**  
registered  
teachers

as of 11 November 2021

**11,037**  
schoolteachers

**671**  
VET teachers

**71**  
dual registrants

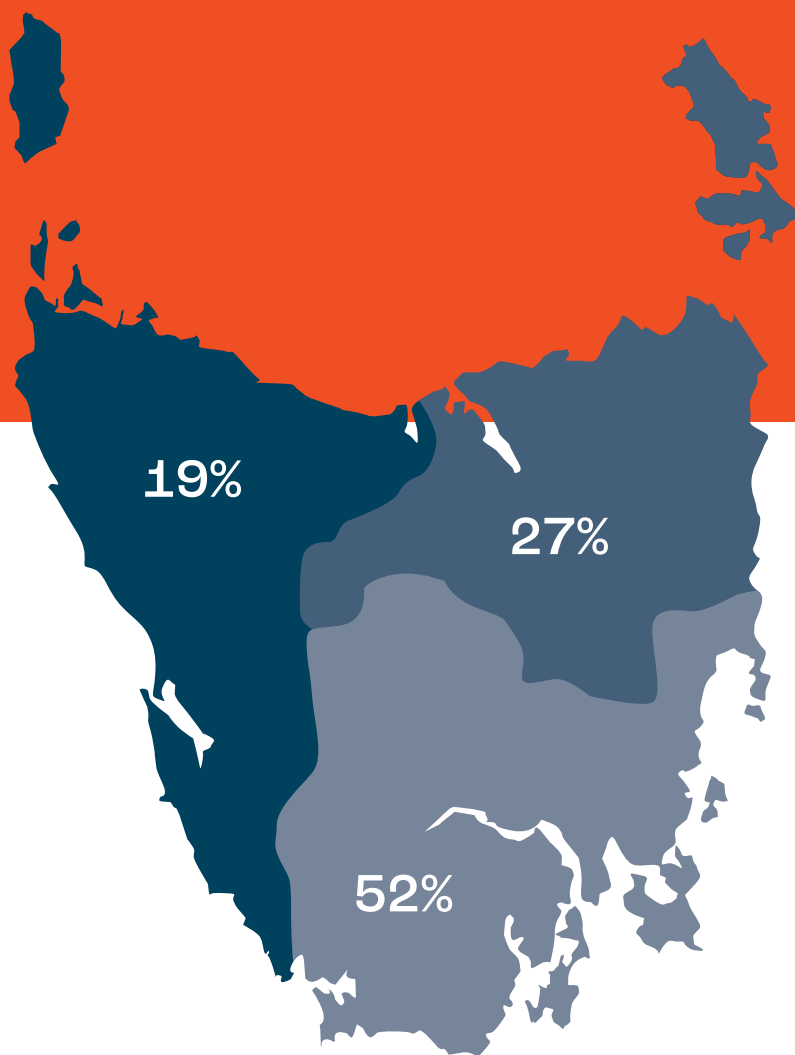
**654**  
newly  
registered  
in Tasmania

**249**  
University of  
Tasmania  
graduates

**224**  
from interstate

**138**  
progressed to full  
registration

**98%**  
live in  
Tasmania<sup>1</sup>



## Workforce demographics

**47 years**

average age of  
schoolteachers

**71% female**

**29% male**

**52 years**

average age of  
VET teachers

<sup>1</sup> The remaining 2% listed their residential address as elsewhere in Australia or overseas.



# Strategic Areas of Operation

## 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 practising 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.***

The Office of the Board conducts monthly audits on granted registration applications and renewals against the criteria and evidence requirements.

In 2021, 100% of audited grants of registration applications/renewals met Board requirements.

The type of registration granted is determined by the Board based on an applicant's qualifications, and other aspects of their application, including:

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

### Qualifications for the school sector

Provisional Registration or Full Registration is required to teach in the school sector in Tasmania. To meet the qualification requirements, applicants must hold an accredited initial teacher education (ITE) degree, an equivalent qualification (previously accredited), or comparable qualifications from overseas.

TABLE 1: HIGHEST ITE QUALIFICATION HELD BY TEACHERS WITH REGISTRATION FOR THE SCHOOL SECTOR <sup>2</sup>

Australian Qualification Framework level held	Teachers
Certificate <sup>3</sup>	33
Diploma	1292
Advanced Diploma	7
Bachelor	6820
Graduate Certificate	56
Graduate Diploma	573
Master	1045
Other <sup>4</sup>	73
<b>Total</b>	<b>9899</b>

### Qualifications for the Vocational Education and Training (VET) sector

Specialist VET Registration is required to teach VET courses in Tasmanian schools and TasTAFE. To meet the qualification requirements, applicants must meet the minimum qualification benchmark for trainers and assessors in the VET sector, set by the Australian Skills Quality Authority.

TABLE 2: QUALIFICATIONS HELD BY REGISTERED VET TEACHERS

Australian Qualification Framework level	VET Teachers
Certificate	12
Certificate IV	974
Diploma	72
Advanced Diploma	1
Bachelor	57
Graduate Certificate	1
Graduate Diploma	5
Master	2
Other	5
<b>Total</b>	<b>1129</b>

<sup>2</sup> Excludes Mutual Recognition registrations as new documentary evidence of qualifications is not required

<sup>3</sup> Prior to introduction of the Australian Qualifications Framework.

<sup>4</sup> International qualifications



## Dual Registration

The Board grants dual registration in recognition of teachers with broad qualifications suitable for both the school sector and VET sector. These teachers hold either Full or Provisional Registration alongside their Specialist VET Registration.

Seventy-one Tasmanian teachers held Dual Registration in 2021.

## Good Character and Fitness to Teach<sup>5</sup>

The Board Office conducts a thorough assessment of each applicant for registration, to determine whether they are of good character and fit to teach. A range of factors are considered, including:

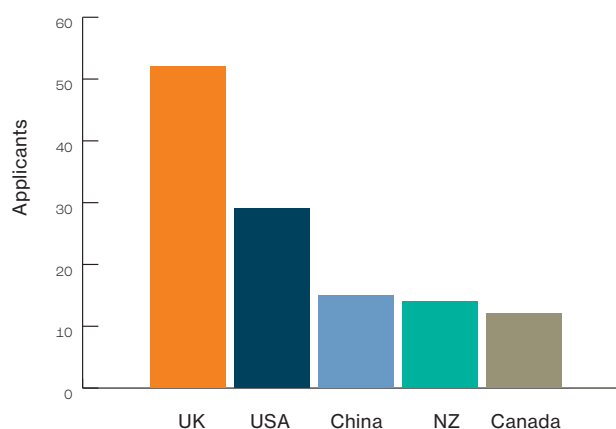
- employment and registration history
- previous and/or current disciplinary proceedings
- a National Police History Check and, if applicable, an International Police History Check (IPHC)<sup>6</sup>
  - 4409 National Police History Checks were conducted by the Office of the Board as part of an application process in 2021.
  - 248 International Police History Checks were received from 199 individuals in 2021.
- medical, psychiatric, or psychological conditions
- declarations made by the applicant concerning these matters
- any other relevant information.

A small percentage of applicants (1.3%) had matters of concern regarding their good character and/or fitness to teach that required review.

Of the 1.3% of individuals with matters of concern:

- 46.9% were granted registration
- 2.1% were granted registration with conditions
- 4.3% were granted registration for a period of one year
- 17% had applications in progress at 31 December 2021
- 21.2% did not complete the process and their applications were made dormant.

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



## 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.

## All applicants who were granted registration in 2021 held current RWVP.

In 2021, a new provision was introduced to the Teachers Registration Act 2000 which provides for immediate cancellation or suspension of teacher registration by the Board without inquiry if the individual does not hold RWVP or if the individual's RWVP has been suspended.

<sup>5</sup> The information within this section includes all types of applications e.g. new applications, reapplications, renewals, Limited Authority to Teach applications, and applications for mutual recognition.

<sup>6</sup> Applicants who have lived outside of Australia as an adult for a cumulative period of 12 months or more within the last 10 years must provide an IPHC for each country of residence.



## English language proficiency

Applicants must be sufficiently proficient in the English language to communicate at a professional level with students, parents, colleagues, and other education professionals.

This requirement is automatically met when applicants have completed four or more years of tertiary education in any of these locations:

- Australia
- New Zealand
- Republic of Ireland
- Canada (if tertiary studies were completed in English)
- United Kingdom (England, Northern Ireland, Scotland, Wales)
- United States of America.

Applicants who do not automatically meet this requirement can demonstrate their English language proficiency with documentary evidence of results achieved on specific international standard assessments.

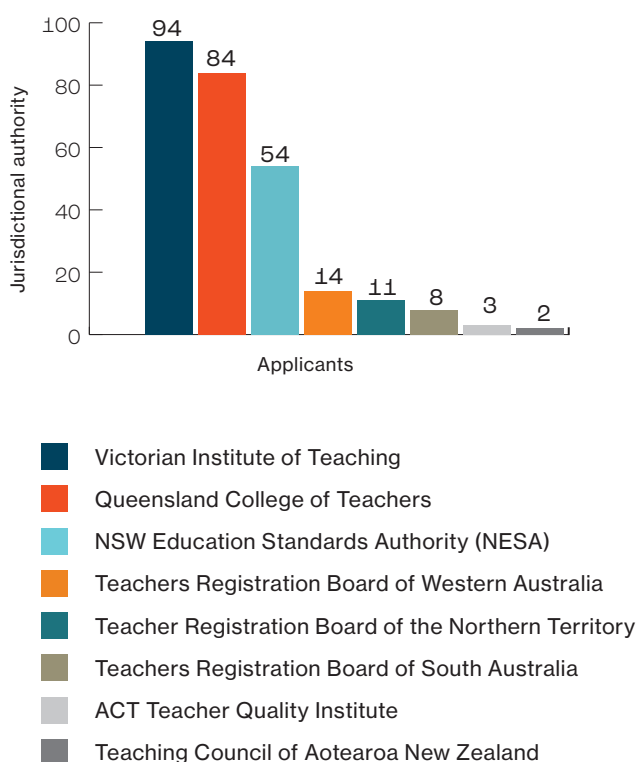
## Registration under Mutual Recognition

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. Or, if equivalence can be achieved by granting registration with conditions applied.

In 2021, 270 individuals were granted registration under Mutual Recognition provisions.

FIGURE 2: MUTUAL RECOGNITION APPLICATIONS BY JURISDICTION



***Ensure that Limited Authorities to Teach<sup>7</sup> (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.***

The Board Office conducts monthly audits of all granted LAT applications against the criteria and evidence requirements.

In 2021, 100% of audits conducted on LATs granted met Board requirements.

In 2021, the Board Office granted 466 LATs to 364 individuals, including 167 Generic Relief LATs for pre-service teachers, to assist schools/teacher employers with COVID-19 related workforce shortages.

<sup>7</sup> 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 who does not qualify for teacher registration for a set duration and a specific purpose only.

## LATs issued for teaching in 2021<sup>8</sup>

- 466 total LATs granted
- 364 total individuals granted a LAT
- 74 individuals held multiple LATs
- 12 individuals held three LATs each
- The highest number of LATs held was five, by two individuals
- 167 Generic Relief LATs<sup>9</sup> granted to final year education students:
  - 67 for northern Tasmanian schools
  - 100 for southern Tasmanian schools
- 10 applications refused<sup>10</sup>

TABLE 3: GRANTED LATs BY EMPLOYER SECTOR<sup>11</sup>

Employer sector	LATs
Department of Education	233
Catholic Education Tasmania	29
TasTAFE	25
Independent Schools Tasmania	12
<b>Total</b>	<b>299</b>

TABLE 4: GRANTED LATs BY LEARNING AREA

Learning area	LATs
Relief teaching	179
Creative Arts	54
Vocational Education and Training	40
Teacher Intern Program	38
Mathematics and Science	37
Primary Teaching	31
Health and Physical Education	26
Languages	24
Material, Design and Technology	9
Early Childhood	7
Humanities	6
Special Education	5
Student Engagement	5
Computer Science	2
Religious Studies	1
English	1
Teach for Australia	1
<b>Total</b>	<b>466</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 2021 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:
  - *Board Member Allowance Policy*
  - *Limited Authority to Teach Policy*
- development of a *Determining Category of Teacher Registration Policy*.

<sup>8</sup> Includes LATs approved in December 2020 for teaching to commence in 2021.

<sup>9</sup> Generic Relief LATs allow graduate teachers to undertake relief teaching between graduation and the start of the next school year.

<sup>10</sup> Some applicants and schools may have withdrawn from the process before refusal.

<sup>11</sup> Excludes Generic Relief LATs as the holder is available to all employer sectors.

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

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 LAT.

All teacher employers have access to the Board's "Watched Registrations" tool in their school's 'TRB Online' account. This tool allows them to monitor the registration and Registration to Work with Vulnerable People status of their employed teaching staff. 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.***

An alternative process for experienced teachers<sup>12</sup> to progress to full registration was introduced in early 2021. Months of extensive feedback, planning, and collaboration with teachers, senior staff, and principals from all education sectors was undertaken to deliver the Experienced Teacher Pathway.

65 expressions of interest were subsequently received from teachers seeking to access the new Experienced Teacher Pathway to progress to full registration.

25 teachers were granted full registration via this pathway once their formal application was accepted and processed.

Those still working towards progressing to full registration via this pathway are expected to submit their formal application in 2022.

167 applications to progress to full registration were received in total.

138 applicants were granted full registration by the end of the calendar year.

**TABLE 5: APPLICATIONS FOR PROGRESSING TO FULL REGISTRATION BY EMPLOYER SECTOR**

Sector	Applicants
Department of Education	132
Catholic Education Tasmania	16
Independent Schools Tasmania	10
Christian Schools Tasmania members	8
TasTAFE	1
<b>Total</b>	<b>167</b>

An audit of 23 applications for full registration was undertaken by the Board Office during the year. Feedback captured from applicants and their schools was analysed and used for continuous process improvements and planning.

Due to the ongoing 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 focused on the standard process' for progressing to full registration.

During 2021:

- 248 teachers accessed the webinar for applicants
- 80 teachers accessed the webinar for workplace assessment panellists, practice-focused 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.



## Initial Teacher Education Accreditation

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

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

Successful completion of an accredited ITE degree is required to teach in Australian schools.<sup>13</sup>

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

- 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>14</sup>
- Bachelor of Education (Applied Learning)
- Bachelor of Education (Early Childhood)<sup>15</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.*

In 2021, the Board Office supported UTAS to undertake annual reporting on all accredited ITE programs, including additional annual reporting required by the Board's Course Accreditation Committee.

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

The Board extended accreditation expiry dates for four ITE programs to allow UTAS to focus on supporting ITE students during the COVID-19 global pandemic. The Stage 2 accreditation process for these four courses commenced within the reporting period.

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

In April 2021, the Australian Government commissioned the *Quality Initial Teacher Education Review*. The Board maintained active engagement in the national ITE landscape through the Australasian Teacher Regulatory Authorities (ATRA) ITE network and the Executive Officers Working Group and through engagement with the Australian Institute for Teaching and School Leadership (AITSL).

Amendments to the 2020 *Guidelines for Accreditation of ITE Programs in Australia* came into effect in 2021, with initial work undertaken to support ITE panellists and provider representatives to engage with the updated guidelines.

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

Throughout 2021, the Registrar and other relevant Board Officers maintained constructive engagement with the School of Education.

<sup>13</sup> Or an equivalent qualification (previously accredited), or comparable qualifications from overseas, as assessed by the Board.

<sup>14</sup> The Bachelor of Education (Science and Mathematics) has been accredited by the Board but is not open to new enrolments.

<sup>15</sup> The Bachelor of Education (Early Childhood Education) has been accredited by the Board but is not open to new enrolments.

The Board continued to contribute as a member of the university's Course Advisory Committee and updated the university on amended program standards in the Guidelines for Accreditation of ITE Programs.

Board Officers also supported UTAS to understand any implications for their ITE accreditation, regarding changes underway as part of their Course Transformation project.

**TABLE 6: TASMANIAN ITE STUDENTS BY PROGRAM 2021**

ITE program	Students
Bachelor of Education (Applied Learning)	3
Bachelor of Education (Early Childhood)	21
Bachelor of Education (Health and Physical Education)	45
Bachelor of Education (Primary)	135
Bachelor of Education (Science and Mathematics)	3
Master of Teaching (Primary)	63
Master of Teaching (Secondary)	112
<b>Total</b>	<b>382</b>







## 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 the fulfilment of 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.***

As the Tasmanian certifying authority for Highly Accomplished and Lead Teachers (HALT), the Board successfully launched a Tasmanian HALT pilot in 2021. Delivery is guided by a cross-sectoral steering committee made up of representatives from the Teachers Registration Board, Department of Education, University of Tasmania, Independent Schools Tasmania, Catholic Education Tasmania, and Christian Schools Tasmania.

The Board's strong relationships with other Australian and New Zealand certifying authorities have been instrumental in the pilot implementation, particularly the ACT's Teacher Quality Institute, as the certifying authority which has been involved with certification since its inception in 2012. The support of the Teacher Quality Institute was significant to delivering the national Assessor Training Program, by providing their representative Anna McKenzie to run the face-to-face and online parts of the training program (and refresher training) in conjunction with the Registrar. This training was also supported by Project Officer and Communications Advisor Frances Hutchinson and Clerk Sarah Thompson.

Tasmania's HALT pilot is a unique, three-strand program designed to support teachers to achieve national certification. It includes:

- a modular approach to certification<sup>16</sup>
- enrolment in a Graduate Certificate of Education with the University of Tasmania
- professional learning aligned to each certification module.

Running HALT as a pilot allows the model and materials to be assessed and refined to suit Tasmania's education sector. Applicants, assessors, and their school leaders contribute to shaping the process in many ways. In return, all fees are fully subsidised, including for the Graduate Certificate of Education.

The first certification assessment cycle was undertaken in late 2021.

As of the end of 2021:

- 27 senior teachers and education professionals completed the national Assessor Training Program, or refresher training.
- 25 teachers were working towards HALT certification
  - 10 applicants working to evidence their practice at the Highly Accomplished career stage.
  - 15 applicants working to evidence their practice against the Lead career stage.
- 13 applicants submitted a portfolio for Module 1 assessment.
- 23 applicants successfully completed the first unit of the Graduate Certificate of Education.

The Board worked to provide a range of 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.***

## The Teacher Standards

### Graduate stage

The Board delivered asynchronous professional learning to support teachers in guiding ITE students (pre-service teachers) to unpack the graduate career stage descriptors of the Teacher Standards, and to support them to critically reflect on their practice.

Eighty teachers accessed this professional learning in 2021.

<sup>16</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.



## 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.

Students who are granted an 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 2021:

- 382 SGCD applications were approved
- 11 applicants had matters of concern that came to the Board's attention:
  - 3 withdrew their application
  - 7 were granted an SGCD
  - 1 individual was refused an SGCD.

SGCDs allow the Board to notify a student at the earliest possible time in their studies if matters of concern are identified which may prevent them from being eligible for registration on graduation. It also establishes a relationship between the pre-service teacher and their regulatory authority, thereby reinforcing the roles and responsibilities of student teachers throughout their studies. The Board is the only teacher regulatory authority in Australia to conduct such an assessment of pre-service teachers.

## Early registration

Under its Full and Provisional Registration Policy, the Board provides a pathway for ITE program students to apply for registration before their formal graduation. Early registration enables eligible ITE program students to register to teach in the final six weeks of the Tasmanian school year.

Student teachers can apply for early registration in either of these circumstances:

- When formal graduation occurs three months or more after successful completion of all course requirements. Formal confirmation is required from the relevant institution.
  - 12 individuals were granted registration under this pathway.

- University of Tasmania students who have met all requirements of their teaching degree and are expecting to graduate in December of the current year, when confirmation is received of their eligibility to graduate.

- 103 individuals were granted registration under this pathway.

## Proficient stage

Progressing from the graduate to proficient career stage is a significant milestone in a teacher's professional growth, as they move from provisional to full registration.

The Board delivered asynchronous professional learning focused on unpacking the Teacher Standards and evidencing their practice at the proficient career stage, for the process of progressing to full registration.

In 2021:

- 248 teachers accessed this professional learning
- 138 teachers progressed to full registration.

## Highly Accomplished and Lead stages

In June 2021, the HALT Pilot Steering Committee hosted a full-day, face-to-face introductory workshop focussed on unpacking the Teacher Standards at the Highly Accomplished and Lead career stages. It was also a valuable opportunity for pilot applicants to meet for the first time and connect in person as a cohort.

The day was attended by 35 certification applicants from around Tasmania, and stakeholder representatives from across the state's education sector. The workshop was opened by Dr John Hattie, internationally acclaimed Emeritus Laureate Professor of Education and Chair of the Australian Institute for Teaching and School Leadership (AITSL) Board.

## 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 comprises approximately 50 hours of professional learning. The program equips educators to make rigorous, consistent, evidence-based judgements on a teacher's professional practice.

In 2021, 27 senior teachers and education professionals completed the national Assessor Training Program, or refresher training, as part of the HALT pilot.

Assessors must maintain currency of their training by undertaking HALT assessments, or refresher training, in 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 for Tasmanian Teachers (the Guidelines)

The Board takes an educative approach to regulation and as such, ensures that resources such as these are available to all teachers, including pre-service teachers and LAT holders, to provide clarity on the conduct and behavioural expectations required of the profession in Tasmania.

All applicants for registration, prospective LAT holders, and those applying for teacher registration under mutual recognition must declare they have read and commit to abiding by the Code and the Guidelines on submitting their application/renewal. A copy of these resources is also sent to the individual with the notification that their registration/LAT is granted.

A total of 3650 individuals received a copy of the Code and the Guidelines in 2021 when their registration/LAT was granted.





## Communication and Feedback

The Board's strategies and the work of the Office of the Board require 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
- 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
- other Teacher Regulatory Authorities
- the Australian Institute for Teaching and School Leadership
- 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
- progressing to full registration
- automatic mutual recognition
- developments to Board policy

- professional development opportunities (particularly the Tasmanian pilot of Highly Accomplished and Lead Teacher certification during this reporting period)
- special measures to assist schools/teacher employers and the university with the acute workforce shortages associated with COVID-19
- professional conduct trends and critical issues.
- The Board also seeks to communicate the success and innovation of teachers. In 2021, the Office of the Board published a series of teacher stories on its website as part of World Teachers Day celebrations and encouraged engagement of teachers with AITSL's celebrations.

Completion of a large-scale survey of the teaching workforce is scheduled in 2022, which will be significant to informing Board operations, resources, and processes, and the Board's overall communications strategy.

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

In 2021, Officers of the Board worked with external consultants to redevelop the public-facing website (the TRB website), to provide a more contemporary, accessible, and user-friendly experience. This project also involved development of new and contemporary branding.

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.

The new website is set to undergo user testing for quality assurance in 2022. Following user testing, the website will launch once the large-scale survey of the teaching workforce is completed. The Board decided upon this sequence to ensure the survey will measure the quality of teachers' experience with its public facing website before and after this implementation.



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

The Board began developing a large-scale survey of the teaching workforce in 2020, to gauge perceptions and experiences of the work of the Board. This project was postponed with consideration for the effects of the COVID-19 pandemic on schools, and related priority matters arising for the Board. The project was re-initiated in late 2021.

An independent specialist consultancy will be engaged to advise on the survey design, provide an implementation strategy, and undertake data analysis and reporting. Engaging a specialist consultancy is necessary for a project of this scale to ensure the survey is designed to gather data that aligns with the Board's objectives for conducting the survey, to ensure that effective baseline data is established, and to ensure the survey design and implementation promotes engagement with the survey in the present, medium, and long term.



## Governance and Accountability

The Teachers Registration Board is a body corporate with perpetual succession. It is an Education Regulator established by the *Teachers Registration Act 2000* (the Act).

It exists to provide responsive, independent, and risk-proportionate oversight of all Tasmanian education sectors to afford students, and the community, confidence in Tasmanian education.

Under the Act, Board membership is drawn from nominating bodies, and members are appointed by the Minister for Education.

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

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

The Board, Registrar and other Officers of the Board engaged further this year with the Review of Education Regulation steering committee and its Policy Project Officer to provide feedback on the Recommendations and on the Draft Bill that aims to achieve “Better Practice Regulation and Modern Governance with a Focus on Outcomes” and “Provision of Independent Advice”. The Board and its office are committed to working positively to implement the changes that will come into effect once the Bill is passed in both houses of Parliament. It is anticipated that an implementation team will be stood up by the Department of Education in early 2022 with a view to transitional arrangements being finalised by early 2023.

## Progress towards Key Strategic Plan Actions

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

All legislative requirements were met in 2021.

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

The Board’s financial reports for each budget year are audited by the Tasmanian Audit Office. The audit of the Board’s financial report for the 2021 budget year revealed no unactioned findings.

Financial statements for the year ending 30 June and the Auditor’s Report are published each year in the Board’s Annual Report.

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

The Board Charter and Terms of Reference documents were drafted and have been adopted as working documents. The documents have remained in draft form as they may need to be reconsidered during the Review of Education Regulation implementation process in 2022/23. An induction plan and resources have been refreshed and augmented, including by the addition of key Board documents such as refreshed Board delegations, the draft Terms of Reference and Charter.

The Board implemented a review process and Board-only time to consider their processes and plan improvements where identified. This review process was followed in 2021.

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

The Board undertook a substantial number of activities which contributed to this action in 2021, including:

- Membership of the Teaching Effectiveness Project – AITSL/ATRA Steering Group.
- Membership of the Certifying Authorities Network, attended by the Registrar on behalf of the Board and the Office of the Board.
- Contributing to the ATRA working groups on AMR, Mutual Recognition and Information Sharing.
- Deployment of the Australian Teacher

Workforce Data 2021 teacher survey and data upload.

- Board representatives and the Registrar attend annual meetings with education sector heads.
- The Board Office produces a biannual trends (or registration data) report for sector heads.
- The Registrar and the Manager Professional Standards and ITE Accreditation are members of the University of Tasmania Course Advisory Committee and attend regular meetings with the Dean of the School of Education and their staff.
- The Registrar is a member of the Education Workforce Roundtable and attends regular meetings. She has brought the staff assisting and/or the Manager Professional Standards to relevant meetings to update the roundtable regarding progress of the Tasmanian HALT pilot. In 2021, the Roundtable's work also necessitated involvement with a representative of the university as leaders of a working group, regarding ways to increase the number of suitably qualified teachers for the Tasmanian

teaching workforce pipeline.

- Contributions to the Tasmanian Government's Review of Education Regulation consultation processes, including for the drafting of the Tasmanian Government Bill: Review of Education Regulation.
- Contribution to review of the school-based Vocational Education and Training landscape, across Australian school jurisdictions and school sectors for the Australian Government Department of Education, Skills and Employment paper, Vocational Education and Training for Secondary Students.
- Membership of the Australian Institute for Teaching and School Leadership's Highly Accomplished and Lead Teacher Certification Authorities Network and Working Group.
- Contribution to the Children's Education and Care National Workforce Strategy Stakeholder Reference Group.





## 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 review conducted in 2021 indicated that a Policy Project Officer should be appointed to undertake scoping of this action as a project. The project will primarily focus on professional conduct operational processes but will incorporate some broader key operational policy objectives. The Project Officer will create key project milestones and undertake a gap analysis, intended to inform initial drafting of policies, procedures, processes, and decision-making frameworks which can be trialled and refined. Deliverables also include fit-for-purpose triage documents and clarity on metadata to include in the organisation's records management system, and the anticipated information management solution. This role is expected to be filled in early 2022.

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

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

The Board reports this information to sector heads and other key stakeholders periodically each year and continued to provide this in 2021.

The Board plans to further this action by issuing communiqués to school leaders about where these gaps exist and advocate practical countermeasures for safeguarding the welfare and best interests of Tasmanian students, until more permanent solutions are available.

## Matters before the Board

In 2021, a small percentage of registered teachers and LAT holders (1.8%) had matters of concern regarding their good character and/or fitness to teach that required review.

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.

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

- employment and registration history
- previous and/or current disciplinary proceedings
- 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 healthcare professionals to ensure positive outcomes for both teachers and their students.

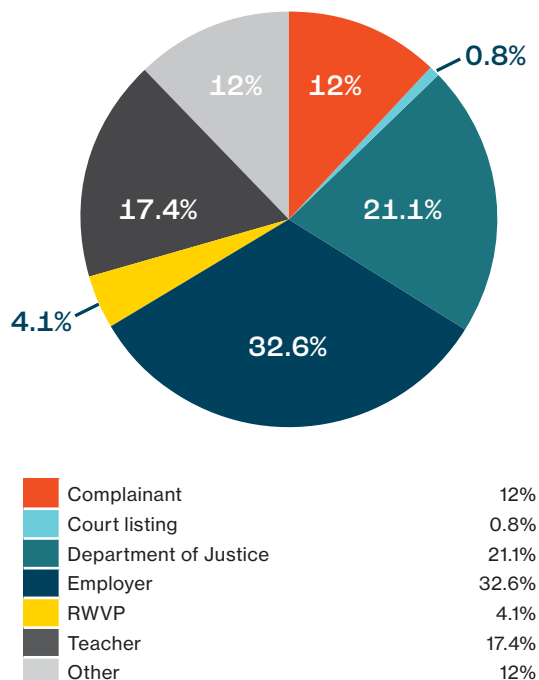
242 matters were reviewed regarding 211 individuals (1.8% of registered teachers and LAT holders) in 2021.

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

Of the 242 matters considered by the Board, 222 arose following:

- notifications from Tasmania Police
- complaints
- notifications from an employer
- information that came to the attention of the Board via other means that may affect the person being considered as being of good character and/or fit to teach
- situations where individuals taught without registration/LAT and employers engaged individuals to teach without registration/LAT.

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





## Flow-on effects of large-scale inquiries

During the latter part of 2021, many stakeholders have been engaged with the Commission of Inquiry into the Tasmanian Government's Responses to Child Sexual Abuse in Institutional Settings and the Independent Inquiry into the Department of Education's Response to Child Abuse. While the latter review focused on one Tasmanian education sector, the Board has seen flow-on effects from both processes across all education sectors and across multiple government agencies.

Tasmania Police have a key project on Information Sharing Arrangements across agencies. This should see a shift away from person-dependent information-sharing to a systemic approach that would aid the Office of the Board.

Employers across all sectors have a heightened awareness of the reporting obligations to various agencies, including the Teachers Registration Board. This has led to an increase in conduct notifications (and matters) from employers to the Board. Some employers are reviewing historical matters to assess if action/further action is warranted. This has also resulted in an increase in notifications (and matters) from employers. It is hoped that this trend will continue.

The Department of Justice (regarding RWVP) is likewise receiving a significant increase in notifications. This in turn has resulted in the Board receiving Requests for Reportable Behaviour from the Department of Justice. These requests are regarding both current and historical matters.

## Registration subject to conditions

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

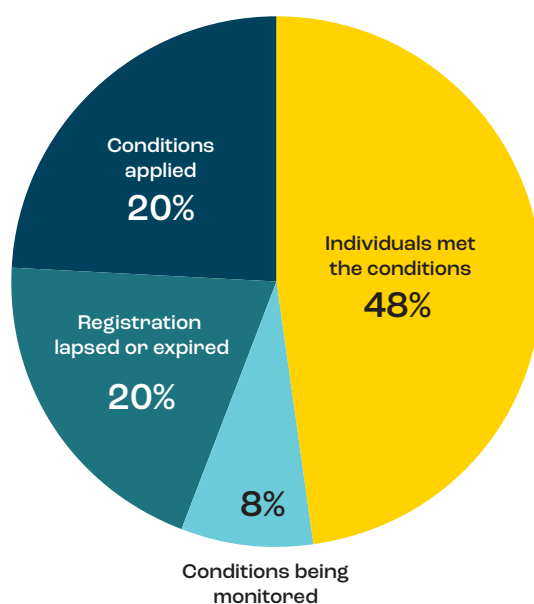
During the reporting period, 25 individuals had conduct conditions applied to their registration lapsed or expired.

Conditions may be appropriate where gaps in a teacher's professional practice have been identified and they need to undertake professional development and/or seek additional support from their employer. These types of conditions often include workplace mentoring and reporting to the

Board, to confirm the identified gaps have been addressed.

Conditions may also be appropriate when issues outside a teacher's professional role have been identified, such as through information from Tasmania Police or a medical practitioner. In these circumstances, the Board works with the teacher and other relevant bodies/ practitioners to ensure the teacher is supported and fit to teach.

**FIGURE 4: PROCESS/OUTCOMES FOR INDIVIDUALS WITH CONDUCT CONDITIONS ON REGISTRATION**





## Case study:

### An educative approach to professional boundaries using conditions

#### The employer connection

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

James\* was an early career teacher who lived and worked in a small rural town. Naturally, teachers in small communities often find themselves in social situations and at sports and community events outside of school where meeting parents and students is common. This can be challenging to navigate for new teachers. James had been teaching for just 12 months when this matter arose.

A concerned community member notified the Board that James had formed friendships with students from his school, met with some students outside school hours at community and sports events, and had also transported students in his own car. Seeking to maintain rapport, James also made an inappropriate comment to a senior female student at his school, who reported it to the principal.

The school's principal interviewed students about the allegations and met with James to discuss his conduct and seek his response. Subsequently, the principal issued James with a formal warning regarding his conduct. The school was also required to notify the Board. Under the *Teachers Registration Act 2000*, employers must notify the Board within 28 days if they find any of a teacher's behaviour to be unacceptable (defined in the Act) and respond with disciplinary action.

The Board sought further statements from those involved. Rob\*, an Officer of the Board from the Professional Conduct Team, then contacted James by phone to advise him that the Board were required to review the matter and to discuss the Board's processes. Rob then wrote to James on behalf of the Board to provide him with all the relevant details of the allegations, inviting James to respond in writing. Rob also provided written information on the Board processes he outlined for James on the phone.

The review of the matter established no ill intent in James' conduct; he was new to the teaching profession, and he and his family knew many of

the students through their involvement in the community. On reflection, James understood that his conduct did not distinguish him in his role as a teacher and therefore failed to establish and maintain professional boundaries with the students. The Board considered all the information and resolved to manage the matter by applying two conditions to James' registration.

The first condition required James to undertake professional learning on identifying and managing professional boundaries with students. The Board recommended a suitably qualified and experienced educator to facilitate this. Afterwards, the facilitator reported that James demonstrated appropriate insight into professional boundaries and the importance of maintaining them with students. This included a discussion of James' specific conduct matter.

The second condition required James to provide the Board with two reports based on the relevant Australian Professional Standards for Teachers, and strategies observed to establish and maintain appropriate boundaries with students. To achieve this, the Board engaged with James' school to select a mentor and provide them with a suitable reporting template.

The Board considered James' written reflection demonstrating his understanding of the need to maintain professional boundaries and his mentor's reports and determined that James had satisfied the conduct conditions applied to his registration. The conditions were subsequently removed by the Board.

## Case study:

### An educative approach to differentiated learning using conditions

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

Belinda\* was a teacher in a small independent school. The school had a broad curriculum and a wholistic approach to learning. Josh\* was a student in Belinda's Grade 5 class, who had been diagnosed with autism spectrum disorder. Josh required a differentiated curriculum to support his learning needs.

Josh's parents became concerned that his learning needs were not being adequately addressed and contacted the Board to discuss their concerns. They were encouraged to first try resolving their concerns with Belinda as his classroom teacher, and then the principal. Josh's parents attempted to resolve the matter with the school, but ultimately felt that approach had not worked. They initiated a complaint with the Board regarding Belinda's professional conduct in addressing their son's learning needs. The complaint included a large amount of anecdotal and written information, and Evelyn\*, an Officer of the Board from the Professional Conduct Team, helped Josh's parents to identify the "particulars" (specific conduct matters) of the complaint, so that Belinda could provide a meaningful response.

Evelyn contacted Belinda by phone to discuss the complaint and let her know that the Board was required to conduct a preliminary assessment. Evelyn provided Belinda with an outline of the Board's complaint process and the particulars of the complaint and associated documentation. This conversation also assured Belinda that nothing adverse was inferred by the Board about her conduct by receiving a complaint, and that she would be afforded procedural fairness. Evelyn advised Belinda that, in accordance with the *Teacher Registration Act 2000*, the Board may seek to undertake an inquiry if one was considered to be in the public interest, or the complaint would be dismissed.

The Board determined that an inquiry was not in the public interest and moved to dismiss the complaint. However, the particulars of the complaint and Belinda's response indicated that professional learning on differentiation and inclusive practice was needed. The Board applied a condition to Belinda's registration requiring her to complete professional learning on autism spectrum disorder and differentiated curriculum.

Belinda included this professional learning requirement in her annual professional development plan with the school and provided the Board with a summary of her learning on completion. Belinda went on to teach other students who required a differentiated curriculum and developed confidence in this aspect of her pedagogy. The condition on Belinda's registration was subsequently removed.

### **Matters referred to inquiry**

Matters before the Board may be escalated to an inquiry. During the reporting period, seven 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 individual's 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.

One individual had their registration/LAT immediately suspended by the Board in 2021.

This number has decreased from 2020 in part due to a new provision in the Act which provides for immediate cancellation or suspension of teacher registration by the Board without inquiry, if the individual does not hold Registration to Work with Vulnerable People (RWVP) or if the individual's RWVP has been suspended.

One further individual had their registration immediately suspended in this manner.

### **Applications to the Court for review/ appeal of suspension**

During the reporting period, no applications were made to the Administrative Appeals Division of the Magistrates Court for a review of the Board's decision to suspend an individual's registration. Consequently, no appeals were heard by the Court.





# Financial Statements

For the year ended 30 June 2021

Statement of Certification	45
Statement of Comprehensive Income for the year ended 30 June 2021	46
Statement of Financial Position as at 30 June 2021	47
Statement of Cash Flows for the year ended 30 June 2021	48
Statement of Changes in Equity for the year ended 30 June 2021	49
Notes to and forming part of the Financial Statements for the year ended 30 June 2021	50
Audit Report	66

## 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 2021 and the financial position as at 30 June 2021.

At the date of signing, I am not aware of any circumstances which would render the particulars included in the Financial Statements misleading or inaccurate.

A handwritten signature in black ink, appearing to read "S. Mannering", written in a cursive style.

Stephen Mannering  
CHAIRPERSON

Date: 13 August 2021

## Statement of Comprehensive Income for the year ended 30 June 2021

		2021	2020
Continuing operations	Notes*	\$	\$
Revenue and other income from transactions			
Teacher registration fees	1.1	1,466,991	1,321,130
Revenue from government	1.2	749,526	763,292
Grants	1.3	3,811	20,000
<b>Total revenue and other income from transactions</b>		<b>2,220,328</b>	<b>2,104,422</b>
Expenses from transactions			
Employee benefits	2.1	1,375,957	1,353,364
Depreciation and amortisation	2.2	7,618	7,396
Supplies and consumables	2.3	446,462	290,249
Other expenses	2.4	12,490	12,490
<b>Total expenses from transactions</b>		<b>1,842,527</b>	<b>1,663,499</b>
Net result from transactions (net operating balance)		377,801	440,923
<b>Comprehensive result</b>		<b>377,801</b>	<b>440,923</b>

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

## Statement of Financial Position as at 30 June 2021

		2021	2020
Assets	Notes*	\$	\$
Financial assets			
Cash and deposits	6.1	2,992,841	2,278,548
Receivables	3.1	6,806	.....
Other assets	3.2	1,560	1,000
Non-financial assets			
Plant and equipment	3.3	65,131	50,671
<b>Total assets</b>		<b>3,066,339</b>	<b>2,330,219</b>
Liabilities			
Payables	4.1	13,231	5,177
Employee benefits	4.2	347,835	338,077
Contract liabilities	4.3	768,181	427,675
<b>Total liabilities</b>		<b>1,129,247</b>	<b>770,929</b>
<b>Net assets</b>		<b>1,937,092</b>	<b>1,559,290</b>
Equity			
Accumulated funds		1,937,092	1,559,290
<b>Total equity</b>		<b>1,937,092</b>	<b>1,559,290</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 2021

		2021	2020
	Notes*	\$	\$
<b>Cash flows from operating activities</b>			
<b>Cash inflows</b>			
Teacher registration fees		1,807,497	1,136,385
Revenue from government		749,526	763,292
Grants		3,811	20,000
<b>Total cash inflows</b>		<b>2,560,834</b>	<b>1,919,677</b>
<b>Cash outflows</b>			
Employee benefits		(1,366,199)	(1,333,203)
Other cash payments		(458,264)	(310,970)
<b>Total cash outflows</b>		<b>(1,824,463)</b>	<b>(1,644,173)</b>
<b>Net cash from/(used by) operating activities</b>	6.2	<b>736,371</b>	<b>275,504</b>
<b>Cash flows from investing activities</b>			
<b>Cash outflows</b>			
Payments for acquisition of non-financial assets		(22,078)	(14,785)
<b>Total cash outflows</b>		<b>(22,078)</b>	<b>(14,785)</b>
<b>Net cash from/(used by) investing activities</b>		<b>(22,078)</b>	<b>(14,785)</b>
<b>Net increase/(decrease) in cash held</b>		<b>714,293</b>	<b>260,719</b>
Cash and deposits at the beginning of reporting period		2,278,548	2,017,829
<b>Cash and deposits held at the end of the reporting period</b>	6.1	<b>2,992,841</b>	<b>2,278,548</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 2021

	Accumulated funds	Total equity
	\$	\$
Balance as at 1 July 2020	1,559,290	1,559,290
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>

	Accumulated funds	Total equity
	\$	\$
Balance as at 1 July 2019	1,118,367	1,118,367
Total comprehensive result	440,923	440,923
<b>Balance as at 30 June 2020</b>	<b>1,559,290</b>	<b>1,559,290</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 2021

Note	Description	
<b>1</b>	<b>Income from transactions</b>	<b>51</b>
1.1	Teacher registration fees	51
1.2	Revenue from government	51
1.3	Grants	51
<b>2</b>	<b>Expenses from transactions</b>	<b>52</b>
2.1	Employee benefits	52
2.2	Depreciation and amortisation	54
2.3	Supplies and consumables	55
2.4	Other expenses	55
<b>3</b>	<b>Assets</b>	<b>56</b>
3.1	Receivables	56
3.2	Other assets	56
3.3	Property, plant, and equipment	57
<b>4</b>	<b>Liabilities</b>	<b>58</b>
4.1	Payables	58
4.2	Employee benefits	58
4.3	Contract liabilities	59
<b>5</b>	<b>Commitments and contingencies</b>	<b>60</b>
5.1	Commitments	60
5.2	Contingent assets and liabilities	60
<b>6</b>	<b>Cash flow reconciliation</b>	<b>60</b>
6.1	Cash and deposits	60
6.2	Reconciliation of net result to net cash from operating activities	60
<b>7</b>	<b>Financial instruments</b>	<b>61</b>
7.1	Risk exposures	62
7.2	Categories of financial assets and liabilities	62
7.3	Reclassification of financial assets	62
<b>8</b>	<b>Other significant accounting policies and judgements</b>	<b>63</b>
8.1	Objectives and funding	63
8.2	Basis of accounting	63
8.3	Reporting entity	63
8.4	Functional and presentation currency	63
8.5	Changes in accounting policies	63
8.6	Comparative figures	65
8.7	Rounding	65
8.8	Taxation	65
8.9	Goods and services tax	65

## 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 goods 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.

	2021	2020
	\$	\$
Teacher registration fees	1,466,991	1,321,130
<b>Total</b>	<b>1,466,991</b>	<b>1,321,130</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.

	2021	2020
	\$	\$
Funding arrangement <sup>17</sup>	600,000	600,000
Highly Accomplished and Lead Teacher Funding <sup>18</sup>	149,526	158,902
Other revenue from government <sup>19</sup>	....	4,390
<b>Total</b>	<b>749,526</b>	<b>763,292</b>

### 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.

	2021	2020
	\$	\$
Australian Institute for Teaching and School Leadership Grant <sup>20</sup>	3,811	20,000
<b>Total</b>	<b>3,811</b>	<b>20,000</b>

<sup>17</sup> 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.

<sup>18</sup> Funding for Highly Accomplished and Lead Teacher has been provided as part of Education Workforce Roundtable Action Plan.

<sup>19</sup> Other revenue from government represents funding to the Board for equipment acquisition.

<sup>20</sup> 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

	2021 \$	2020 \$
Wages and salaries (including fringe benefits and non-monetary compensation)	980,096	1,081,781
Annual leave	95,774	55,604
Sick leave	111,479	46,130
Long service leave	31,041	20,869
Superannuation – defined contribution scheme	126,157	118,163
Superannuation – defined benefit scheme	31,409	30,817
<b>Total</b>	<b>1,375,957</b>	<b>1,353,364</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 12.95 percent (2020: 12.95 percent) of salary.

Superannuation expenses relating to contribution schemes are paid directly to superannuation funds at a rate of 9.5 percent (2020: 9.5 percent) of salary. In addition, Departments are also required to pay into the Public Account a “gap” payment equivalent to 3.45 percent (2020: 3.45 percent) 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 2020-21 for key personnel is set by the *State Service Act 2000*. Remuneration and other terms of employment are specified in employment contracts. Remuneration includes salary, motor vehicle and other nonmonetary benefits. Long-term employee expenses include 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.



### SHORT-TERM BENEFITS

### LONG-TERM BENEFITS

	Salary	Other benefits	Superannuation	Other benefits and long service leave	Termination benefits	Total
2021	\$	\$	\$	\$	\$	\$
Key management personnel						
Lee Rayner, Executive Officer separation date 24 November 2020 <sup>21</sup>	68,028	942	8,941	....	26,090	104,001
Ann Moxham, Executive Officer commencement date 14 September 2020	144,915	7,008	13,767	5,430	....	171,120
<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>

### SHORT-TERM BENEFITS

### LONG-TERM BENEFITS

	Salary	Other benefits	Superannuation	Other benefits and long service leave	Termination benefits	Total
2020	\$	\$	\$	\$	\$	\$
Key management personnel						
Lee Rayner, Executive Officer	161,823	6,660	15,362	(18,322)	....	165,523
<b>Total remuneration for key management personnel</b>	<b>161,823</b>	<b>6,660</b>	<b>15,362</b>	<b>(18,322)</b>	<b>....</b>	<b>165,523</b>

## (c) Related party transactions

There are no significant related party transactions requiring disclosure.

<sup>21</sup> The termination benefits included for Lee Rayner refers to severance payment upon separation.

## 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	2021	2020
	\$	\$
Plant and equipment	7,618	7,396
Total	7,618	7,396

## 2.3 Supplies and consumables

	2021	2020
	\$	\$
Advertising and promotion	....	....
Audit fees	3,280	3,280
Catering	3,049	1,851
Communications	10,514	12,011
Conferences, seminars, and meetings	....	2,359
Consultants	12,957	19,810
Criminal history checks <sup>22</sup>	138,249	61,015
Equipment lease	3,689	1,334
Highly Accomplished Lead Teachers (HALT) pilot project <sup>23</sup>	74,955	....
Information technology <sup>24</sup>	19,942	9,714
Maintenance	11,907	6,230
Materials and supplies	661	7,289
Medical practitioners/specialists	7,500	20,879
Other supplies and consumables	29,629	23,530
Photocopying	420	508
Postage, courier, and freight	3,063	4,995
Printing and document reproduction	6,177	1,714
Property maintenance costs	25,080	21,712
Relief reimbursement	9,585	5,390
Service Level Agreement – salary component <sup>25</sup>	22,624	21,936
Service Level Agreement – non-salary component <sup>26</sup>	32,222	31,590
Sitting fees	26,883	27,855
Travel and transport	4,076	5,248
<b>Total</b>	<b>446,462</b>	<b>290,249</b>

## 2.4 Other expenses

Other expenses are recognised when the associated service or supply has been provided.

	2021	2020
	\$	\$
Workers' compensation premiums	12,490	12,490
<b>Total</b>	<b>12,490</b>	<b>12,490</b>

<sup>22</sup> The increase in Criminal History Checks reflects the increase in teacher registration renewals and re-applications.

<sup>23</sup> Predominantly represents contractor payments. Costs not separately classified in 2019-20.

<sup>24</sup> Increase in Information technology expenditure relates to TRB website development project.

<sup>25</sup> 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.

<sup>26</sup> See footnote 25.

## 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.

	2021	2020
	\$	\$
Goods and services tax receivable	6,806	....
<b>Total</b>	<b>6,806</b>	<b>....</b>
<b>Settled within 12 months</b>	<b>6,806</b>	<b>....</b>

### 3.2 Other assets

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

	2021	2020
	\$	\$
Prepayments	1,560	1,000
<b>Total</b>	<b>1,560</b>	<b>1,000</b>
<b>Settled within 12 months</b>	<b>1,560</b>	<b>1,000</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

	2021	2020
Plant and equipment	\$	\$
At cost	149,940	127,862
Less: Accumulated depreciation	(84,809)	(77,191)
<b>Total property, plant, equipment assets</b>	<b>65,131</b>	<b>50,671</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.

	2021	2020
Plant and equipment	\$	\$
Carrying amount at start of year	50,671	43,283
Additions	22,078	14,785
Depreciation expense	(7,618)	(7,396)
<b>Total</b>	<b>65,131</b>	<b>50,671</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.

	2021	2020
	\$	\$
Creditors	13,231	4,286
Goods and services tax payable	....	891
<b>Total</b>	<b>13,231</b>	<b>5,177</b>
<b>Settled within 12 months</b>	<b>13,231</b>	<b>5,177</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.

	2021	2020
	\$	\$
Accrued salaries	23,849	20,399
Annual leave	101,252	96,385
Long service leave	222,734	221,293
<b>Total</b>	<b>347,835</b>	<b>338,077</b>
Settled within 12 months	164,735	154,792
Settled in more than 12 months	183,100	183,285
<b>Total</b>	<b>347,835</b>	<b>338,077</b>

## (a) Superannuation

### (i) Defined contribution plans

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

### (ii) Defined benefit plans

A defined benefit plan is a postemployment benefit plan other than a defined contribution plan.

## Key estimate and judgement

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

## 4.3 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.

	2021 \$	2020 \$
Teachers registration fees received for future years	768,181	427,675
<b>Total</b>	<b>768,181</b>	<b>427,675</b>
Settled within 12 months	392,666	279,394
Settled in more than 12 months	375,515	148,281
<b>Total</b>	<b>768,181</b>	<b>427,675</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 2021, 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 2021, 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:

	2021	2020
	\$	\$
Cash held	2,992,841	2,278,548
<b>Total cash and deposits</b>	<b>2,992,841</b>	<b>2,278,548</b>

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

	2021	2020
	\$	\$
Net result	377,801	440,923
Depreciation and amortisation	7,618	7,396
Decrease (increase) in receivables	(6,806)	646
Decrease (increase) in other assets	(560)	(1,000)
Increase (decrease) in payables	8,054	(7,877)
Increase (decrease) in employee entitlements	9,758	20,161
Increase (decrease) in revenue received in advance	340,506	(184,745)
<b>Net cash from (used by) operating activities</b>	<b>736,370</b>	<b>275,504</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 2021 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.

	2021	2020
	\$	\$
Financial assets		
Cash & cash equivalents	2,992,841	2,278,548
Other Assets	8,366	1,000
<b>Total</b>	<b>3,001,207</b>	<b>2,279,548</b>
Financial liabilities		
Payables	13,231	5,177
<b>Total</b>	<b>13,231</b>	<b>5,177</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 13 August 2021.

Compliance with the Australian Accounting Standards (AASs) may not result in compliance with International Financial Reporting Standards (IFRS) as the AASs include requirements and options available to not-for-profit organisations that are inconsistent with IFRS. The Board is considered to be not-for-profit and has adopted some accounting policies under the AAS that do not comply with IFRS.

The Financial Statements have been prepared on an accrual basis and, except where stated, are in accordance with the historical cost convention. The accounting policies are generally consistent with the previous year.

### 8.3 Reporting entity

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

### 8.4 Functional and presentation currency

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

### 8.5 Changes in accounting policies

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

In the current year, the Board has adopted all of the new and revised Standards and Interpretations issued by the Australian Accounting Standards Board (AASB) that are relevant to its operations and effective for the current annual reporting period. These include:

- *AASB 15 Revenue from Contracts with Customers* – This Standard establishes principles that require an entity to apply to report useful information to users of financial statements about the nature, amount, timing, and uncertainty of revenue and cash flows arising from a contract with a customer. AASB 15 supersedes AASB 111 Construction Contracts, AASB 118 Revenue and related Interpretations and it applies, with limited exceptions, to all revenue arising from contracts with customers. AASB 15 establishes a five-step model to account for revenue arising from contracts with customers and requires that revenue be recognised at an amount that reflects the consideration to which an entity expects to be entitled in exchange for transferring goods or services to a customer.



The Standard requires the Board to exercise judgement, taking into consideration all of the relevant facts and circumstances when applying each step of the model to contracts with their customers. The Standard also specifies the accounting for the incremental costs of obtaining a contract and the costs directly related to fulfilling a contract. In addition, the Standard requires relevant disclosures.

The Board has adopted AASB 15 retrospectively with the cumulative effect of applying the Standard recognised from 1 July 2019 by adopting the transitional practical expedient permitted by the Standard. There are no financial impacts of this adoption within the current year.

- **AASB 16 Leases** – This Standard introduces a single lessee accounting model and requires a lessee to recognise assets and liabilities. The Standard results in most of the Board's operating leases being brought onto the Statement of Financial Position and additional note disclosures. The calculation of the lease liability takes into account appropriate discount rates, assumptions about the lease term, and required lease payments. A corresponding right-to-use asset is recognised, which is amortised over the term of the lease. Operating lease costs are no longer shown. In the Statement of Comprehensive Income, impact of leases is through amortisation and interest charges. In the Statement of Cash Flows, lease payments are shown as cash flows from financing activities instead of operating activities. The Board has no lease contracts having a value of over \$5,000 and as such is not impacted by this Standard change.

- **AASB 1058 Income of Not-for-Profit Entities**– This Standard establishes principles for not-for-profit entities that apply to transactions where the consideration to acquire an asset is significantly less than fair value, principally to enable a not-for-profit entity to further its objectives, and the receipt of volunteer services.

The timing of income recognition under AASB 1058 depends on whether a transaction gives rise to a liability or other performance obligation, or a contribution by owners, related to an asset (such as cash or another asset) received. If the transaction is a transfer of a financial asset to enable the Board to acquire or construct a recognisable non-financial asset to be controlled by the Board (i.e. an in-substance acquisition of a non-financial asset), the Board recognises a liability for the excess of the fair value of the transfer over any related amounts recognised. The Board will recognise income as it satisfies its obligations under the transfer, similarly to income recognition in relation to performance obligations under AASB 15 as discussed above.

Revenue recognition for the Board's appropriations, taxes, royalties and most grants and contributions will not change under AASB 1058, as compared to AASB 1004. Revenue will continue to be recognised when the Board gains control of the asset (e.g. cash or receivable) in most instances.

Under AASB 1058, the Board will continue to recognise volunteer services only when the services would have been purchased if they had not been donated, and the fair value of the services can be measured reliably. This treatment is the same as in prior years. The Board does not utilise the use of volunteer services meeting this criteria to a degree of any material impact.

The Board has adopted AASB 1058 retrospectively with the cumulative effect of applying the Standard recognised from 1 July 2019 by adopting the transitional practical expedient permitted by the Standard. The Board has also adopted the transitional practical expedient as permitted by the Standard, whereby existing assets acquired for consideration significantly less than fair value principally to enable the entity to further its objectives, remain recorded at cost and are not restated to their fair value.

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

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

- **AASB 1059 Service Concession Arrangements: Grantors** – The objective of this Standard is to prescribe the accounting for a service concession arrangement by a grantor that is a public sector entity. This Standard applies on or after 1 January 2020. The impact of this Standard is enhanced disclosure in relation to service concession arrangements for grantors that are public sector entities. It is not anticipated that there will be any material financial impact.

## **8.6 Comparative figures**

Comparative figures have been adjusted to reflect any changes in accounting policy or the adoption of new standards. There were no changes that needed to be made to the 2019-20 comparative figures.

Where amounts have been reclassified within the Financial Statements, the comparative statements have been restated.

## **8.7 Rounding**

All amounts in the Financial Statements have been rounded to the nearest dollar unless otherwise stated.

## **8.8 Taxation**

The Board is exempt from all forms of taxation except fringe benefits tax and goods and services tax.

## **8.9 Goods and services tax**

Revenue, expenses, and assets are recognised net of the amount of goods and services tax, except where the GST incurred is not recoverable from the Australian Taxation Office. The net amount recoverable, or payable, to the Australian Taxation Office is recognised as an asset or liability within the Statement of Financial Position.

In the Statement of Cash Flows, the GST component of cash flows arising from operating, investing, or financing activities which is recoverable from, or payable to, the Australian Taxation Office is, in accordance with the Australian Accounting Standards, classified as operating cash flows.

# Audit Report



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## **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 2021, statements of comprehensive income, changes in equity and cash flows for the year then ended, notes to the financial statements, including a summary of significant accounting policies and the statement of certification by the Chairperson.

In my opinion, the accompanying financial report:

- (a) presents fairly, in all material respects, the financial position of the Board as at 30 June 2021 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 Section 34 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 this financial report.

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

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

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

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

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



Stephen Morrison  
**Assistant Auditor-General - Audit**  
**Delegate of the Auditor-General**  
**Tasmanian Audit Office**

24 November 2021

Hobart

