

Hon. Roger Jaensch MP  
Minister for Education, Children and Youth

Date last verified:  
16/05/2022

## 2022 BUDGET ESTIMATES BRIEF

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**SUBJECT: DISCIPLINARY SANCTIONS (INCLUDING SUSPENSIONS AND EXPULSIONS)**

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### OVERVIEW STATEMENTS

- Disciplinary sanctions, including suspension, are part of a broader behaviour management approach including restorative practice.
- The suspension of a student should be used as a last resort.
- It is expected that all efforts are made by the school to resolve the unacceptable behaviour before suspension of the student occurs.
- The Department of Education's (the Department) *Respectful Schools Respectful Behaviour* guidelines allows the school community to continue to build positive and respectful relationships, to achieve behaviour that supports and promotes the *Learners First: Every Learner Every Day* values of aspiration, courage, respect and growth.
- Schools continue to support students to build, maintain and, where necessary, restore relationships with other students and staff.

- This is, and will continue to be, a focus for schools to ensure the best possible outcomes for all our students

#### ADDITIONAL TALKING POINTS:

- An internal working group has been established to gain a deeper understanding of the reasons behind the increase in suspensions and identify schools that may require additional support.
- The group will also explore best practice across schools and use that information across the system.
- Despite the increase in suspensions, data collected from the 2021 Student Wellbeing and Engagement Survey reported that 84 per cent of our students, in Years 4 to 12, feel safe at school.

#### Kindergarten suspensions

- The suspension of students in Kindergarten is totally unacceptable except in rare and severe cases such as in response to a physical assault, in order to ensure the safety of other students.
- Schools have a range of strategies and approaches for responding to unacceptable student behaviour with escalating responses that reflect the severity of the behaviour.
- There was one student in Kindergarten who received a suspension in 2021.
- This is down from four in the previous year.

### Key initiatives to engage students and reduce the need for suspension

- There is not one single solution to remove unacceptable behaviours from our schools.
- Ensuring that our students are safe, well and engaged in learning is a shared responsibility between the community, parents, schools, and students.
- The Department is working continuously to build on, and improve, our support for schools, families and students.
- Key work underway includes:
  - reviewing the *Respectful Student Behaviour Policy* to ensure minimum standards in preventing, responding to and reporting on bullying across all schools
  - growing and consolidating the suite of bullying, respectful behaviour, and Respectful Relationships Education resources for schools and the public into an easy-to-access web portal
  - supporting best practice approaches across schools to challenge exclusionary, disrespectful and aggressive behaviours
  - supporting schools to teach social and emotional skills to improve problem solving, conflict resolution, and resilience
  - improving flexible learning provision for students who require additional support to engage in education
  - delivering professional learning and building staff capacity in trauma-informed practices

- focussing on mental health supports for students impacted by bullying.
- These actions support a broader behaviour management approach so that restorative justice practices are exhausted before disciplinary sanctions, such as suspensions, are considered.
- The Department continues to form community partnerships to provide a range of programs to address bullying and cyber bullying in schools including *Working It Out*, *A Fairer World*, and the *Alannah and Madeline Foundation*.
- These programs offer eSafety, diversity, and inclusion education.

#### BACKGROUND, DATA AND FACTS:

- Note: The Department provided the 2021 suspension total and statistics on suspensions for bullying and violence in response to a Question Without Notice from the Hon Josh Willie MLC in March 2022 (MN45360).

- Disciplinary Sanctions may occur in accordance with Secretary's Instruction No. 4 and related Department policies and procedures.
- There are five disciplinary sanctions available to schools:
  - Suspension
  - Further Suspension
  - Exclusion
  - Expulsion
  - Prohibition.
- The school principal has broad discretionary powers in relation to decisions around suspension.

#### Proportion of students suspended

- This is the proportion of enrolled students with one or more suspensions.
- In 2021, the proportion of students suspended increased across all Year level groups.
- Rates for 2020 should be interpreted in light of students not attending their school for 10 weeks in Terms 1 and 2 due to COVID-19.

**Table 1: Proportion of students suspended 2017–2021**

Grouping	2017	2018	2019	2020	2021
Kinder–Year 6	2.4%	2.6%	2.7%	2.4%	2.5%
Years 7–10	12.8%	12.6%	13.0%	12.6%	15.2%
Years 11 and 12	2.1%	2.3%	1.7%	1.6%	2.1%

**Note:**

The proportion of students includes all students enrolled at Census 2 except for students enrolled in the Ashley School.

Source: DoE Internal.

**Other suspension measures**

- In 2021, the number of suspensions and suspended students were the highest recorded under the *Education Act 2016*.

**Table 2a: Proportion of students suspended by Term 2019–2022**

	2019				2020				2021				2022
Grouping	Term 1	Term 2	Term 3	Term 4	Term 1	Term 2	Term 3	Term 4	Term 1	Term 2	Term 3	Term 4	Term 1
Overall	2.0%	2.2%	2.2%	2.1%	1.6%	1.4%	2.6%	2.3%	2.2%	2.7%	2.5%	2.3%	2.2%
Kinder–Year 6	0.9%	1.0%	1.2%	1.2%	0.7%	0.7%	1.1%	1.2%	0.8%	1.0%	1.0%	1.2%	0.8%
Years 7–10	5.2%	5.6%	5.5%	5.1%	4.2%	3.6%	6.7%	5.7%	5.7%	7.3%	6.8%	5.7%	5.9%
Years 11 and 12	0.6%	0.7%	0.7%	0.1%	0.6%	0.4%	0.8%	0.2%	1.1%	0.7%	0.6%	0.2%	0.7%

**Note:**

For 2019 – 2021 the proportion of students includes all students enrolled at Census 2 with the exception of students enrolled in the Ashley School. For Term 1 2022 Census 1 is used.

Source: DoE Internal

**Table 2b: Number of students suspended by Term 2019–2022**

	2019				2020				2021				2022
Grouping	Term 1	Term 2	Term 3	Term 4	Term 1	Term 2	Term 3	Term 4	Term 1	Term 2	Term 3	Term 4	Term 1
Overall	1228	1333	1366	1274	1017	854	1574	1382	1310	1645	1535	1404	1323
Kinder–Year 6	352	387	447	456	275	246	429	441	284	382	361	437	277
Years 7–10	827	895	869	809	695	579	1087	928	945	1211	1134	954	994
Years 11 and 12	49	51	50	9	47	29	58	13	81	52	40	13	52

**Note:**

For 2019 – 2021 the number of students includes all students enrolled at Census 2 with the exception of students enrolled in the Ashley School. For Term 1 2022 Census 1 is used.

Source: DoE Internal

**Table 2c: Number of suspensions by Term 2019–2022**

	2019				2020				2021				2022
Grouping	Term 1	Term 2	Term 3	Term 4	Term 1	Term 2	Term 3	Term 4	Term 1	Term 2	Term 3	Term 4	Term 1
Overall	1806	1905	1958	1756	1375	1070	2357	2012	1861	2485	2209	1924	1882
Kinder–Year 6	557	563	643	647	396	326	651	702	427	576	548	614	404
Years 7–10	1191	1286	1245	1099	931	714	1633	1296	1336	1848	1611	1297	1416
Years 11 and 12	58	56	70	10	48	30	73	14	98	61	50	13	62

**Note:**

For 2019 – 2021 the number of students includes all students enrolled at Census 2 with the exception of students enrolled in the Ashley School. For Term 1 2022 Census 1 is used.

Source: DoE Internal

**Table 3: Overall suspension measures 2017–2021**

Measure	2017	2018	2019	2020	2021
Proportion of Students	5.0%	5.1%	5.2%	5.0%	5.9%
Number of students suspended	3,053	3,165	3,222	3,058	3,603
Number of suspension incidents	6,928	7,202	7,425	6,814	8,479
Average number of suspensions per suspended student	2.3	2.3	2.3	2.2	2.4
Average duration of suspension (days)	2.9	2.9	2.9	2.9	2.9

**Note:**

The proportion of students includes all students enrolled at Census 2 except for students enrolled in the Ashley School.

Source: DoE Internal

**Table 4: 2021 suspension measures by student characteristics**

Student characteristics	Proportion of students suspended	Number of students suspended	Number of suspensions	Average number of suspensions per suspended student	Average duration of suspension (days)
Overall	5.9%	3,603	8,479	2.4	2.9
Female	3.7%	1,091	2,394	2.2	3.2
Male	8.1%	2,510	6,076	2.4	2.8
Prefer not to say (Gender)		9	9	1.0	2.1
Aboriginal	11.4%	805	2,065	2.6	3.0
Non-Aboriginal	5.5%	2,798	6,414	2.3	2.9
Students in out of home care	18.4%	143	386	2.7	2.9
Kinder–Year 6	2.5%	922	2165	2.3	2.3
Years 7–10	15.2%	2528	6092	2.4	3.1
Years 11 and 12	2.1%	153	222	1.5	4.1

**Notes:**

- **Proportion of students suspended:** is the proportion of student enrolled at Census 2 (August 2021).
- **Number of students suspended:** a count of the students who received one or more suspensions.
- **Number of suspensions:** a count of suspension incidents.
  - **Average number of suspensions per suspended student:** calculated as the total number of suspensions divided by the number of students suspended.
  - **Average duration of a suspension:** calculated as the total number of days that students have been suspended in the year divided by the total number of suspensions.
  - Students in out of home care (OOHC) is limited to student who have been under a Guardianship and/or Custody Order (SUGCO) for 30 or more days and had an enrolment in a Department of Education (DoE) school in 2021.

Source: DoE Internal.

### Suspensions for students in Years 7-10

- The proportion and number of students with a suspension is higher in Years 7-10 than in other Year levels and is markedly higher than in the primary school years.
- This has been a consistent feature of the suspensions profile since centralised suspension data collection began in 2003.
- The proportion of Year 8 students with a suspension has always been one of the highest groups along with Year 9 students.

**Table 5a: Proportion of students in Years 7-10 suspended 2017–2021**

Grouping	2017	2018	2019	2020	2021
Year 6	4.9%	4.9%	6.5%	5.3%	6.3%
<b>Years 7–10</b>	<b>12.8%</b>	<b>12.6%</b>	<b>13.0%</b>	<b>12.6%</b>	<b>15.2%</b>
Year 7	11.8%	11.6%	12.7%	12.0%	13.9%
Year 8	13.8%	13.0%	13.7%	14.0%	16.7%
Year 9	14.2%	13.4%	12.9%	13.2%	16.8%
Year 10	11.4%	12.7%	12.8%	11.0%	13.3%

**Table 5b: Number of students in Years 7-10 suspended 2017–2021**

Grouping	2017	2018	2019	2020	2021
Year 6	219	227	309	258	291
<b>Years 7–10</b>	<b>1,974</b>	<b>1,989</b>	<b>2,064</b>	<b>2,049</b>	<b>2,528</b>
Year 7	439	476	532	507	593
Year 8	511	493	564	586	701
Year 9	575	501	489	543	694
Year 10	450	520	483	414	540

### Suspensions for students in Kindergarten

- From 2017-2021, the number of students with a suspension in Kindergarten is very small.

- Most suspensions result from behaviour that is detrimental to the health, safety or welfare of the staff or other students at the school.

**Table 6: Overall suspension measures for Kindergarten 2016–2020**

Measure	2017	2018	2019	2020	2021
Proportion of students suspended	0.1%	<0.1%	0.1%	0.1%	<0.1%
Number of students suspended	4	2	5	4	1
Number of suspensions	4	3	7	6	1
Average number of suspensions per suspended student	1	1.5	1.4	1.5	1.0
Average duration of suspension (days)	1.5	4.0	3.0	2.0	2.0

**Note:**

The proportion of students includes all students enrolled at Census 2 for the year reported.

Source: DoE Internal

**Proportion of suspensions by reason category**

- Similar patterns can be observed in the 2017-2020 data.

**Table 7: Suspensions by reason 2017–2021**

Category <sup>1</sup>	Number of Suspensions					Proportion of suspensions				
	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021
Behaviour that is detrimental to the health, safety or welfare of the staff or other students	1,874	2,332	2,385	2,199	2,739	27.0%	32.4%	32.1%	32.3%	32.3%
Disobedience of instructions which regulate the conduct of students	1,380	1,392	1,472	1,442	1,675	19.9%	19.3%	19.8%	21.2%	19.8%
Threatening behaviour	866	892	930	819	909	12.5%	12.4%	12.5%	12.0%	10.7%
Unsociable behaviour	731	668	577	503	840	10.6%	9.3%	7.8%	7.4%	9.9%
Contravening school rules and policies	317	464	551	447	605	4.6%	6.4%	7.4%	6.6%	7.1%
Illegal behaviour	376	287	301	266	344	5.4%	4.0%	4.1%	3.9%	4.1%
Any other behaviour that a Principal determines to be unacceptable behaviour	302	231	232	340	386	4.4%	3.2%	3.1%	5.0%	4.6%
Bullying or cyberbullying	392	261	119	111	119	5.7%	3.6%	1.6%	1.6%	1.4%
Behaviour that is likely to impede significantly the learning of the other students of that school	160	176	233	183	158	2.3%	2.4%	3.1%	2.7%	1.9%
Behaviour or actions that cause, or are likely to cause, injury to persons or damage to property	168	169	201	147	196	2.4%	2.3%	2.7%	2.2%	2.3%
Behaviour that is likely to bring that school into disrepute	173	105	111	97	119	2.5%	1.5%	1.5%	1.4%	1.4%

Category <sup>1</sup>	Number of Suspensions					Proportion of suspensions				
	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021
Sexualised behaviour	108	112	107	79	137	1.6%	1.6%	1.4%	1.2%	1.6%
Behaviour that is likely to put a person at risk of harm	58	70	107	90	134	0.8%	1.0%	1.4%	1.3%	1.6%
Harassment or stalking	NR	24	72	60	79	NR	0.3%	1.0%	0.9%	0.9%
Discrimination	23	19	27	31	39	0.3%	0.3%	0.4%	0.5%	0.5%
<b>Overall</b>	<b>6928</b>	<b>7202</b>	<b>7425</b>	<b>6814</b>	<b>8479</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

**Notes:**

- From Term 2 2018, the categories in the Student Support System (SSS) were updated to reflect those in the *Education Act 2016*.
- As most of the subcategories remained the same as in previous years it is possible to provide the above analysis of suspensions by the current categories under the Act.
- Rounding may influence data presented by 1 percentage point.
- Historical figures may differ very slightly due to improvements in data cleaning and reporting.

Source: DoE Internal

**Suspensions involving weapons**

- In 2021, there was one suspension resulting from the possession of a firearm.

**Table 8: Suspensions involving weapons and other dangerous objects 2016–2020**

Reason	Number of Students					Number of Suspensions				
	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021
Possession of a dangerous knife	16	24	39	25	30	16	27	42	30	31
Possession of other dangerous weapons or objects	27	27	22	22	28	28	28	24	24	28
Detonation of explosives, including fireworks	8	4	6	0	1	8	4	6	0	1
Possession of explosives, including fireworks	4	2	3	0	3	4	2	3	0	3
Possession of a firearm	0	0	0	0	1	0	0	0	0	1
<b>Overall</b>	<b>54</b>	<b>56</b>	<b>70</b>	<b>46</b>	<b>63</b>	<b>56</b>	<b>61</b>	<b>75</b>	<b>54</b>	<b>64</b>

**Note:**

'Numbers of Students' is a distinct count so the sum of the reasons may differ from the overall figure in cases where the same students had two different weapons-related suspensions for different reasons.

Source: DoE Internal

**Suspensions involving the physical abuse or harassment of a teacher.**

**Table 9: Suspensions involving the physical abuse or harassment of a teacher 2016–2020**

Reason	Number of Students					Number of Suspensions				
	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021
Physical abuse of a teacher or other staff member	136	170	165	146	178	189	233	240	219	238
Physical harassment of a teacher	61	69	46	44	66	71	76	52	49	75
Harassment or stalking of a teacher or other staff member	NR	7	24	14	30	NR	7	25	14	33
<b>Overall</b>	<b>181</b>	<b>232</b>	<b>219</b>	<b>193</b>	<b>259</b>	<b>260</b>	<b>316</b>	<b>317</b>	<b>282</b>	<b>346</b>

**Note:**

'Numbers of Students' is a distinct count so the sum of the reasons may differ from the overall figure in cases where the same students had two different abuse/harassment related suspensions for different reasons.

Source: DoE Internal

**Other Disciplinary Sanctions.**

- 'Further Suspension' was a new type of disciplinary sanction introduced under the *Education Act 2016* and involves the temporary full-time or part-time withdrawal of a student's right to attend school for a period of up to 20 days.
- 'Further Suspension' became available in the Student Support System from the beginning of Term 3, 2018.
- 'Exclusion' is a disciplinary sanction involving the temporary full-time or part-time withdrawal of a student's right to attend school for a period of greater than 20 days.
- Previous to 2018, Exclusions were the temporary full-time or part-time withdrawal of a student's right to attend school for a period of greater than 10 days.
- 'Expulsion' is a disciplinary sanction involving the full-time withdrawal of a student's right to attend a particular state school.
- 'Prohibition' is the permanent full-time withdrawal of a student's right to attend any state school.
- The last Prohibition was issued in 2011.

**Table 10: Other Disciplinary Sanctions 2017–2021**

Sanction Type	Number of Students					Number of Incidents				
	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021
<b>Further Suspension<sup>1</sup></b>	<b>NR</b>	<b>14</b>	<b>23</b>	<b>11</b>	<b>19</b>	<b>NR</b>	<b>16</b>	<b>23</b>	<b>11</b>	<b>20</b>
Female	NR	3	6	6	7	NR	3	6	6	8
Male	NR	11	17	5	12	NR	13	17	5	12

	Number of Students					Number of Incidents				
Sanction Type	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021
Kinder-Year 6	NR	2	5	1	0	NR	2	5	1	0
Years 7-10	NR	12	17	10	18	NR	14	17	10	18
Years 11 and 12	NR	0	1	0	1	NR	0	1	0	2
Exclusion <sup>2</sup>	62	59	47	31	50	71	62	48	32	52
Female	24	11	15	10	10	30	11	16	10	10
Male	38	48	32	21	40	41	51	32	22	42
Kinder-Year 6	4	11	2	1	3	4	11	2	1	3
Years 7-10	56	47	39	27	44	65	50	40	28	46
Years 11 and 12	2	1	6	3	3	2	1	6	3	3
Expulsion	5	1	1	0	0	15	3	9	0	0
Female	1	0	1	0	0	1	0	1	0	0
Male	4	1	2	0	0	4	1	2	0	0
Kinder-Year 6	0	0	0	0	0	0	0	0	0	0
Years 7-10	4	1	2	0	0	4	1	2	0	0
Years 11 and 12	1	0	1	0	0	1	0	1	0	0
Prohibition	0	0	0	0	0	0	0	0	0	0

**Notes:**

1: 'Further Suspension' were only available to schools in from Term 3 in 2018. Previously schools would have requested an Exclusion.

2: The introduction of 'Further Suspension' in Term 3 2018 resulted in a decrease of 'Exclusions being reported.

Source: DoE Internal

**POLITICAL LINES:**

- For Minister's Office to insert

Contact Officer:	Andrew Oakley	
Approved by:	Alex Tay Director Education Performance and Review	Date: 6/05/2022
Approved by:	Jenny Burgess Deputy Secretary Strategy and Performance (MSU to facilitate)	Date: 16/05/2022
Approved by:	Tim Bullard Secretary (MSU to facilitate)	Date: Click or tap to enter a date.

Hon. Roger Jaensch MP  
Minister for Education, Children and Youth

Date last verified:  
3/05/2022

## 2022 BUDGET ESTIMATES BRIEF

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**SUBJECT: SUSPENSIONS FOR STUDENTS WITH DISABILITY IN GOVERNMENT SCHOOLS**

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### OVERVIEW STATEMENTS

- Access, Participation and Engagement as well as Wellbeing for Learning are systemic goals for the Department of Education (The Department) and there is significant work occurring to improve outcomes of all students in these areas.
- Suspension of a student is a least preferred action, and all efforts are made by schools to resolve unacceptable behaviour before suspension of a student occurs. However, it is sometimes necessary to suspend students to support the safety of a student, other students, staff, and school community members.
- The Department's funding model for students with disability has provided additional funding for schools to make reasonable adjustments for students with disabilities, so they can participate on the same basis as their peers with the aim to support more successful engagement of students with disabilities.
- Tasmanian Government Schools utilise the expertise of school psychologists, speech and language pathologists and social

workers to develop Learning Plans for students with disability to provide further support for their successful engagement.

- In 2021 the Inclusive Practice Team was formed and all schools now have access to an Inclusive Practice Coach who support schools with the engagement of students with Disabilities.
- The Department continues to prioritise the implementation of School Support and Wellbeing teams to ensure localised, coordinated and effective approaches to inclusive practice and additional support for students who require this.

#### **ADDITIONAL TALKING POINTS:**

What else the Department is doing to address suspensions

- The Department has recently formed a Suspensions Working Party to analyse Suspension data in an effort to inform the work of the Student Engagement and Attendance team.
- The Department continues to invest heavily in supports, coaching and professional learning in the area of inclusive practice to build staff capacity to support students with disability to remain safe and engaged learners.
- As part of the 2021 Tasmanian Government Election commitment to roll-out professional learning in trauma informed practice for staff in all Tasmanian Government Schools. Through an open tender process, the contract has been awarded to the Australian Childhood Foundation in partnership with the University of Tasmania. Delivery of this program supports the universal component of the Department's Model for Supporting Students Impacted by Trauma. The program will be designed for

and available to all Tasmanian Government teachers, teacher assistants, school Support and Wellbeing Leads and Principals. Their delivery of the blended professional learning program is expected to commence from Term 3 onwards, with staged implementation over an 18-month period.

## BACKGROUND, DATA AND FACTS:

### The Suspension Process

- A suspension is the temporary withdrawal of a student's right to attend school for a period of two weeks or less (maximum 10 school days).
- Disciplinary sanctions, including suspension, are part of a broader behaviour management approach including restorative practice.
- Principals exercise judgement regarding managing student behaviour within a clear framework set by Secretary's Instructions and a school behaviour management policy.

### Reporting Period for Data

- For the 2021 school year, 937 or 12.8 per cent of students with disability that required an Educational Adjustment were suspended at least once in Tasmanian Government Schools.
- This was 1.5 percentage points higher than 2020 (11.3 per cent).
- A decrease of -0.2 percentage points in the proportion of students with a disability suspended can be observed from 2018 – 2021.
- The decrease observed for student with a disability is in contrast to "All DoE Students" which increased by 0.8 percentage points from 2018 – 2021.
- Across all Tasmanian Government Schools in the 2021 school year 5.9 per cent of all students enrolled were suspended at least once.

Table 1: All suspended students (K-12) in 2021 by NCCD and Disability Funding

Disability Funded	NCCD Disability Adjustment	Proportion of Students	Number of students suspended	Number of suspension incidents	Average number of suspensions per suspended student	Average duration of suspension (days)
Disability Funding	<b>Total</b>	<b>14.2%</b>	<b>783</b>	<b>2247</b>	<b>2.9</b>	<b>2.8</b>
	Supplementary Adjustments	11.4%	279	718	2.6	2.6
	Substantial Adjustments	18.4%	442	1352	3.1	2.8
	Extensive Adjustments	9.1%	62	177	2.9	3.9

No Disability Funding	<b>Total</b>	<b>5.1%</b>	<b>2820</b>	<b>6232</b>	<b>2.2</b>	<b>3.0</b>
	Support Provided Within QDTP	8.5%	154	319	2.1	2.6
	No NCCD Record	5.0%	2666	5913	2.2	3.0
<b>Total</b>		<b>5.9%</b>	<b>3603</b>	<b>8479</b>	<b>2.4</b>	<b>2.9</b>

Table 2: All suspended students (K-12) in 2021 with a disability (both funded and unfunded)

Disability Funded	NCCD Disability Adjustment	Proportion of Students	Number of students suspended	Number of suspension incidents	Average number of suspensions per suspended student	Average duration of suspension (days)
	<b>Total</b>	<b>14.2%</b>	<b>783</b>	<b>2247</b>	<b>2.9</b>	<b>2.8</b>
Disability Funding	Supplementary Adjustments	11.4%	279	718	2.6	2.6
	Substantial Adjustments	18.4%	442	1352	3.1	2.8
	Extensive Adjustments	9.1%	62	177	2.9	3.9
No Disability Funding	<b>Total</b>	<b>8.5%</b>	<b>154</b>	<b>319</b>	<b>2.1</b>	<b>2.6</b>
	Support Provided Within QDTP	8.5%	154	319	2.1	2.6
<b>Total</b>		<b>12.8%</b>	<b>937</b>	<b>2566</b>	<b>2.7</b>	<b>2.8</b>

Table 3: All suspended students (P-10) in 2021 by NCCD and Disability Funding and Year Level Group

Year Level Group		Prep–Year 6			Years 7–10		
Disability Funded	NCCD Disability Adjustment	Proportion of Students	Number of students suspended	Number of suspension incidents	Proportion of Students	Number of students suspended	Number of suspension incidents
Disability Funding	<b>Total</b>	<b>9.5%</b>	<b>293</b>	<b>792</b>	<b>26.6%</b>	<b>455</b>	<b>1407</b>
	Supplementary Adjustments	5.9%	80	200	23.3%	186	501
	Substantial Adjustments	13.0%	175	503	33.5%	247	820
	Extensive Adjustments	9.9%	38	89	12.5%	22	86
No Disability Funding	<b>Total</b>	<b>2.2%</b>	<b>628</b>	<b>1372</b>	<b>13.9%</b>	<b>2073</b>	<b>4685</b>
	Support Provided Within QDTP	5.8%	50	101	14.6%	97	202
	No NCCD Record	2.0%	578	1271	13.8%	1976	4483
<b>Total</b>		<b>2.9%</b>	<b>921</b>	<b>2164</b>	<b>15.2%</b>	<b>2528</b>	<b>6092</b>

Table 4: All suspended students (K-12) with a disability (both funded and unfunded) from 2017 -2021

Calendar Year		Proportion of Students					Number of students suspended				
Disability Funded	NCCD Disability Adjustment	2017	2018	2019	2020*	2021	2017	2018	2019	2020	2021
Disability Funding	<b>Total</b>	<b>13.9%</b>	<b>15.1%</b>	<b>14.5%</b>	<b>12.9%</b>	<b>14.2%</b>	<b>624</b>	<b>689</b>	<b>599</b>	<b>654</b>	<b>783</b>
	Supplementary Adjustments	13.4%	14.4%	13.0%	11.4%	11.4%	335	364	244	250	279
	Substantial Adjustments	16.1%	17.5%	18.1%	15.5%	18.4%	233	263	307	341	442
	Extensive Adjustments	10.4%	11.6%	8.8%	9.4%	9.1%	56	62	48	63	62
No Disability Funding	<b>Total</b>	<b>8.5%</b>	<b>8.6%</b>	<b>7.5%</b>	<b>6.6%</b>	<b>8.5%</b>	<b>166</b>	<b>182</b>	<b>132</b>	<b>118</b>	<b>154</b>
	Support Provided Within QDTP	8.5%	8.6%	7.5%	6.6%	8.5%	166	182	132	118	154
<b>Total</b>		<b>12.3%</b>	<b>13.0%</b>	<b>12.4%</b>	<b>11.3%</b>	<b>12.8%</b>	<b>790</b>	<b>871</b>	<b>731</b>	<b>772</b>	<b>937</b>

\*Note: In 2020 the proportion of students suspended decreased across all year level groups and was due to students not attending their school for 10 weeks in Terms 1 and 2 due to COVID-19.

Table 5: Comparison of the proportion of students suspended by disability and All DoE students by calendar year

Group	Proportion of Students				
	2017	2018	2019	2020	2021
Disability	12.3%	13.0%	12.4%	11.3%	12.8%
All DoE Students	5.0%	5.1%	5.2%	5.0%	5.9%

## Notes:

- Proportion of students is the number of students with suspension as a proportion of student enrolled at Census 2 (August 2020).
- Number of students: a count of the students who received one or more suspensions.
- Number of suspensions: a count of suspension incidents.
- Average number of incidents per student: calculated as the total number of suspensions divided by the number of students suspended.
- Average duration of incident: calculated as the total number of days those students have been suspended in the year divided by the total number of suspensions.
- QDTP - Support Provided Within Quality Differentiated Teaching Practice, these students do not receive disability funding
- 2020 suspension figures have been revised due to the resolution of a data quality issue identified in the reporting system.

Source DoE Internal as at 14/04/2022

**POLITICAL LINES:**

- *For Minister's Office to insert*

Contact Officer:	Craig Woodfall 0429058667	
Approved by:	Craig Woodfall Director Student Support	Date: 3/05/2022
Approved by:	<b>Trudy Pearce</b> <b>Deputy Secretary Learning</b> <b>(MSU to facilitate)</b>	Date: 17/05/2022
Approved by:	Tim Bullard <b>Secretary</b> <b>(MSU to facilitate)</b>	Date: Click or tap to enter a date.

Hon. Roger Jaensch MP  
Minister for Education, Children and Youth

Date last verified: 27/04/2022
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## 2022 BUDGET ESTIMATES BRIEF

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**SUBJECT: STUDENTS WITH DISABILITY – EDUCATIONAL ADJUSTMENTS FUNDING**

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### OVERVIEW STATEMENTS

- Since implementation in 2020, the Educational Adjustments Disability Funding Model has been providing additional supports for students with disability to their schools to enable them to access, participate and engage in quality educational programs.
- In this model, once we know a student meets the Disability Discrimination Act definition of disability, we don't focus on what students can't do - instead we focus on the actions that school staff take to support our students and remove barriers to their successful learning.
- In 2022, \$97.9 million of the Tasmanian Government investment is directly attributable to supports for students with disability across schools. This is an increase of \$24 million from 2019 funding of \$73.9 million. This funding is for targeted support with the majority provided through educational adjustments.
- Since 2020, there has been an additional 61.39FTE Support Teachers employed by schools, bringing the 2022 total to

211.9FTE across Tasmanian Government Schools to assist in supporting students with disability.

- Our model currently recognises 7 064 students with disability in our Tasmanian Government Schools, 5 377 of whom receive additional funding into their School Resource Package to contribute to the educational adjustments in place aligned to the Learning Plan.

#### **ADDITIONAL TALKING POINTS**

##### **In terms of implementation:**

- The Educational Adjustments Disability Funding model is continuing to make a significant difference for students with disability, moving away from previous models that based funding on disability type. This is a more responsive model that funds the educational adjustments a student receives to engage in teaching and learning programs.
- In 2022, the Educational Adjustment Disability Funding model is now funding 2663.47FTE more students across Tasmanian Government schools than the previous models of disability funding, which were used until the end of the 2019 school year.

##### **In terms of continued refinement of the model:**

- The moderation process for disability funding occurs annually, aligned to August census. The funding is then delivered through School Resource Packages (SRP) in the following calendar year.

- In 2020 and 2021 due to Covid considerations, most moderation conversations with school staff occurred via Teams meetings online.
- In response to workload concerns, and continued Covid impacts, in 2022 we have adapted the process further to enable more remote moderations using information schools store in the Student Support System (SSS) detailing the student's Learning Plan and educational adjustments in place.
- The model is in its third year of implementation and as with any broad-ranging systemic change time is required for schools and families to understand new ways of working and to adjust.
- A formal evaluation of the model will occur in 2023.

#### **In terms of resources and funding rates:**

- For students included at the supplementary to extensive levels of adjustment, the model delivers both a support teacher allocation and a cash allocation to the School Resource Package to support the school to implement educational adjustments required.
- The support teacher FTE per student is allocated at 0.041775 FTE.
- The 2022 funding rates at each level of adjustment are:

Level of Adjustment	Total resourcing per student FTE (including cash funding and Support Teacher FTE component)
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Extensive High	\$62, 906
Extensive Mid	\$40, 505
Extensive Low	\$30, 641
Substantial High	\$20, 411
Substantial Low	\$13, 681
Supplementary (Base funding)	\$6, 092

**BACKGROUND, DATA AND FACTS:**

Student FTE by funding model and NCCD level of adjustment:

	2019 student FTE	2020 student FTE	2021 student FTE	2022 student FTE
Severe Disability Register	1063.54	N/A	N/A	N/A
55-70 IQ Allocation	1562.22	N/A	N/A	N/A
Extensive	N/A	588.52	648.43	668.25
Substantial	N/A	1734.50	2089.75	2309.45
Supplementary	N/A	1821.85	2118.28	2311.53
Quality Differentiated Teaching Practice	N/A	1666.90	1620.05	1651.73
<b>TOTAL Students with disability related funding in schools</b>	<b>2625.76</b>	<b>4144.87</b>	<b>4856.46</b>	<b>5289.23</b>

\*\*Students supported through Quality Differentiated Teaching Practice do not require additional resources to support their learning needs beyond the normal school processes in place to support all students.

Support Teacher FTE by funding model:

	2019	2020	2021	2022
Severe Disability Register Support Teacher provision state-wide	150.51	N/A	N/A	N/A
Educational Adjustment Disability Funding model Support Teacher provision state-wide	N/A	177.1	199.7	211.9

**Background on the Development of our needs-based funding model:**

- The previous funding model was called the Severe Disability Register (SDR) and also 55-70 allocations based on full scale IQ scores for students. The Ministerial Taskforce made a recommendation for a need-based funding model to be developed and implemented.
- The Educational Adjustment Disability Funding model is more respectful of all students who meet the Disability Discrimination Act (DDA) definition of disability, including

significantly more students than the previous model (including students such as those with Specific Learning Disabilities, Attention Deficit Disorders, Developmental Language Disorder).

- The Educational Adjustment model is based on the level of educational adjustments within the Nationally Consistent Collection of Data (NCCD) on school students with disability. This is a mandatory collection of data for all schools in Australia.
- In addition to the NCCD process, one further step is undertaken whereby a Disability Educational Adjustment Moderator works with the team in each school annually to moderate the level of adjustment provided all students with disability.

Targeted Support Funding for students across schools					
	2019	2020	2021	2022	Movement from 2019 to 2022
<b>Funding attributable to Students with Disability (SwD)</b>					
Educational Adjustments & Ministers Taskforce <sup>1</sup>	62,362,059	71,876,845	80,297,519	85,737,684	23,375,625
Disability Support Services across Schools <sup>2</sup>	6,989,037	7,352,544	7,866,964	7,775,923	786,886
Autism Classrooms <sup>3</sup>	1,094,580	1,131,064	746,969	767,583	(326,997)
Early Childhood Intervention Services (ECIS)	3,426,349	3,471,302	3,575,606	3,652,538	226,189
<b>Subtotal Funding attributable to SwD</b>	<b>73,872,026</b>	<b>83,831,756</b>	<b>92,487,058</b>	<b>97,933,729</b>	<b>24,061,704</b>
<b>Targeted Support Services Funding</b>					
Professional Support Staff	17,096,215	18,807,547	19,224,137	20,728,323	3,632,108
Safe Homes, Safe Families & Strong Families, Safe Kids	1,892,828	1,928,781	1,891,869	1,847,985	(44,843)
Respectful Schools Support Team -4	1,700,799	2,162,673	2,320,527	3,377,278	1,676,479
Nurse Education	3,562,644	4,042,752	4,939,841	5,931,819	2,369,175
Supporting Students Impacted by Trauma - 6	-	1,873,320	3,274,072	4,356,882	4,356,882
Re-engagement Program Support - 7	2,418,050	2,589,428	3,215,558	3,034,885	616,835
<b>Subtotal other Support Funding</b>	<b>26,670,536</b>	<b>31,404,501</b>	<b>34,866,004</b>	<b>39,277,172</b>	<b>12,606,636</b>
<b>Grand Total Supporting Students</b>	<b>100,542,562</b>	<b>115,236,257</b>	<b>127,353,062</b>	<b>137,210,901</b>	<b>36,668,340</b>
Notes:					
1. This includes all funding for supports such as staffing and targeted funding provided to schools and students through the Educational adjustments funding model and the Minister's Disability Taskforce. The increase in funding for 2022 relates to an approximate additional 400 students receiving funding this year.					
2. This funding includes supports for a number of items such as transport, central hearing and vision staff working across schools, speech aide program and other targeted supports.					
3. The decrease in funding for Autism Classrooms relates to non salary funding being reallocated to Educational Adjustments funding.					
4. The increase in funding for the Respectful Schools Support Team (RSST) is as a result of the reclassification of Autism Support from Disability Support to RSST.					
5. The increase in funding for Nurse education is as a result of additional Election Commitment funding of \$1.2 million for additional nurses and nurse educators and indexation of staff salaries.					
6. This funding is aimed at supporting students Impacted by Trauma and these supports are provided directly to schools.					
7. This figure represents relevant program allocations for the TIER 4 Programs run as part of the Government's Student Engagement and Flexible Learning Initiative and Ashley school. This does not reflect the total re-engagement funding allocations. The decrease in funding for 2022 is in part due to a restructure of the overall program.					

## BUDGET INITIATIVES:

- Since 2020, budget and forward estimates provide increased funding for the Educational Adjustments funding model of \$56 million over four years.
- The government has also met increased need beyond this based on the students included in the model annually.

## POLITICAL LINES:

- For Minister's Office to insert

Contact Officer:	Megan Cavanagh: 6165 5464	
Approved by:	Lynne McDougall Director Inclusion and Diversity Services	Date: Click or tap to enter a date.
Approved by:	Jodee Wilson <b>Deputy Secretary Support and Development</b>  Kane Salter <b>Deputy Secretary Corporate and Business Services</b> <b>(MSU to facilitate)</b>	Date: 1/06/2022
Approved by:	Tim Bullard <b>Secretary</b> <b>(MSU to facilitate)</b>	Date: Click or tap to enter a date.

Hon. Roger Jaensch MP  
Minister for Education, Children and Youth

Date last verified:  
26/05/2022

## 2022 BUDGET ESTIMATES BRIEF

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**SUBJECT: REVIEW PROCESS OF THE EDUCATIONAL ADJUSTMENTS NEEDS-BASED FUNDING MODEL 2023**

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### OVERVIEW STATEMENTS

- Since implementation in 2020, the Educational Adjustments Disability Funding Model has been providing additional supports for students with disability to their schools to enable them to access, participate and engage in quality educational programs.
- The model was developed in 2019 and implemented in all schools in 2020.
- The model has been recognised as “Nation Leading” and has been shared with all other jurisdictions where work is being undertaken to move from medical/categorical based models to needs-based models of support.
- It has always been planned that a review of the structure and processes within the model would be externally undertaken by the end of 2023.

**ADDITIONAL TALKING POINTS:****Tasmanian Educational Adjustments Needs-Based funding model:**

- The model was developed in 2018-2019 through a process of extensive community and stakeholder consultation. The project was led by Senior Officers within Support and Development, with extensive knowledge of disability, in collaboration with officers from all other Department of Education Business Units.
- External consultants were engaged to support the development of the model from KPMG and Cathcart and Storey.
- Implementation of the model was impacted in 2020 and 2022, due to the COVID-19 pandemic. During these two years moderation levels were “rolled over” for the following year and only new students into the model and those with a changed level of educational adjustment were fully moderated. This was done in line with all other processes that were initiated to support staff in schools to keep schools open.
- The model was fully implemented and moderated in 2021 and it is envisaged can be fully implemented again in 2023.

**National Impacts:**

- There are work programs occurring nationally that will report key recommendations that will require consideration and be utilised to inform a review of the Educational Adjustments Needs-based funding model. These include:

- Disability Royal Commission into the Violence, Abuse and Neglect of People with Disability, (to be released September 2023)
- Review of the disability loading within the Nationally Consistent Collection of Data (NCCD) by the National School Resource Board.
- Outcomes of the report the Department of Education, Skills and Employment (DESE) has commissioned from KPMG on the intersect of trauma and the NCCD (Nationally Consistent Collection of Data on school students with disability).
- Ongoing implementation of the 13 recommendations of the Review of the Disability Standards for Education.

**Intended timeframes:**

- Term 2 2023: a request for quote would be issued.
- July 2023: successful consultant/reviewer appointed to commence.
- The Consultant will:
  - July 2023: work with moderators and schools through the completion of the 2023 moderation process.
  - August 2023: undertake community and stakeholder consultation forums.
  - August-September 2023:
    - work with Budget and Resource Services to review the funding allocation processes

- align the impact of recommendations from the Disability Royal Commission, released September 2023
- November 30, 2023: produce a report and recommendations.

### **Components of the model already reviewed:**

- There has been continual improvement of the model since development in 2019, through internal review and refinement. This includes:
  - Transition funding arrangements for the first two years of implementation
  - Review, update and restructure of the Education Adjustment Descriptor Tool used by moderators and school staff to agree the level of educational adjustment, and publication of the tool on the public website- during 2020 and implemented in 2021.
  - Application of the funding model to the Tasmanian eSchool and Tier 4 programs to allocate funding for students with disability enrolled in those programs.
  - Review and supplemented funding allocation to very small schools.
  - Review of the methodology to support students with diabetes within the model.
  - Review of the process for contingency funding, including for those students who require contingency based on medical issues.

- Application of the model for kinder support funding for students transitioning from the Early Childhood Intervention Service (ECIS) to Kindergarten.
- The Minister's Inclusion Advisory Panel has oversight of the model and its implementation since the development in 2019 and implementation in 2020, this is an ongoing agenda item.
- The Educational Adjustment Disability Funding website on the Department's public page has been continually refined since 2019 with updates for new information, content accuracy, accessibility and readability.

#### BACKGROUND, DATA AND FACTS:

[REDACTED]

- [REDACTED] from the Disability Education Reform Lobby has called for a review of the model since 2020.
- She has indicated publicly that the model is "nation leading" but is not equally well implemented in all schools.
- Previous models of disability related funding into schools in Tasmania were the Severe Disability Register and the 55-70 IQ allocations. These were based on the level of disability and provided the same amount of support for all who were eligible, with no scope for needs base support.

#### POLITICAL LINES:

- *For Minister's Office to insert*

Contact Officer:	Lynne McDougall phone: 61658041	
Approved by:	Lynne McDougall	Date: 26/05/2022

	Director Inclusion and Diversity Services	
Approved by:	Jodee Wilson <b>Deputy Secretary – Support and Development</b> <b>(MSU to facilitate)</b>	Date: 31/05/2021
Approved by:	Tim Bullard <b>Secretary</b> <b>(MSU to facilitate)</b>	Date: Click or tap to enter a date.

Hon. Roger Jaensch MP  
Minister for Education, Children and Youth

Date last verified:  
27/04/2022

## 2022 BUDGET ESTIMATES BRIEF

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**SUBJECT: SUPPORT SCHOOLS – INCLUDING ENROLMENTS AND FUTURE DIRECTION**

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### OVERVIEW STATEMENTS

- The Tasmanian Government is committed to providing high quality personalised learning programs, supports and resources for students with disability.
- As part of the continuum of supports for students with disability, the Department of Education (The Department) has three specialist Support Schools statewide; Northern Support School, Southern Support School and North West Support School (2 campuses).
- The three Support Schools provide an educational option, on separate specialist sites to support students with disability whose needs are complex and require extensive educational adjustments.

### ADDITIONAL TALKING POINTS:

#### **Focussing on the Department of Education Approach to Support Schools**

- As part of the Department's strong Inclusive Practice framework, students with disability are encouraged and supported to attend their local government school and make connections with Child and Family Learning Centres (CFLCs) and Launching into Learning (LiL) programs before they start school.
- Nationally, there is a growing focus on inclusive school practices and incorporating strategies to support students with disability within mainstream school improvement processes.
- This is something Tasmania has been doing for many years and the implementation of the new Educational Adjustments disability funding model, further strengthens our approach in providing needs-based supports for students to access, participate and engage in quality teaching and learning programs across all Tasmanian Government Schools.
- That said, there is an ongoing commitment to provide placement opportunities for enrolments at specialist Support Schools aligned to specific criteria.

### **Disproportionate number of places in Support Schools for students in South of State compared to North of State**

- Whilst we know that there are approximately 50 per cent of students in the North of the State and 50 per cent in the South of the State, the geography of the State has meant that there are two schools (three campuses) in the Northern region and only one in the Southern region in an effort to ensure there is reasonable access to Support Schools across the State.

- This means there are a disproportionate number of students attending Support Schools in the Northern region per total student enrolments in comparison to the Southern region.
- This anomaly is being explored in alignment with relevant national conversations in this space such as The Royal Commission into Violence, Abuse, Neglect and Exploitation of People with Disability, the Australian Special Education Principals' Association's (ASEPA) Muted Voices research paper and Department knowledge of the Tasmanian context. This work has been delayed due to COVID priorities within the Department.

### **Focussing on the Future (Support Schools)**

- The Australian Government has demonstrated a commitment to inclusive education through laws including the *Disability Discrimination Act 1992* (Cth), and the *Disability Standards for Education (DSE) 2005* (Cth).
- The role of special and specialist schools has been understood within the context of a collaborative approach to inclusive education in Tasmania over many years.
- During 2020, the Royal Commission into Violence, Abuse, Neglect and Exploitation of People with Disability is further exploring the role and purpose of special schools in Australia.
- To date, the Royal Commission has outlined evidence, which expressed concern that separate settings can lead to increased risk for students with disability due to:

- less oversight
- lack of resources and trained teaching staff
- greater use of restrictive practices in separate settings and instances where parents who may choose separate settings do not do so freely (following poor experiences in general education settings or through pressure from schools or other forms of gatekeeping).
- The Australian Special Education Principal's Association (ASEPA) has recently released a research report titled "Muted Voices- The Views of Families on Special Schools", which offers alternative views to those being presented by the Royal Commission.
- Further investigation into the role, purpose and function of specialist settings is needed to guide the future direction of Support Schools in our system.

#### BACKGROUND, DATA AND FACTS:

##### Overview of Support School Enrolments from 2010 to 2022:

Enrolments (FTE at Census #1)	Southern Support School	Northern Support School	North West Support School	Total Support School Enrolments <sup>1</sup>
<b>2022</b>	<b>83.2</b>	<b>93.0</b>	<b>133.2</b>	<b>309.4</b>
<b>2021</b>	82.1	96.2	127.6	306.0
<b>2020</b>	82.8	96.2	119.5	298.5
<b>2019</b>	87.2	94.6	107.7	289.5
<b>2018</b>	84.4	91.5	98.0	<b>274.0</b>
<b>2017</b>	85.6	87.8	84.4	257.8
<b>2016</b>	85.5	91.8	73.5	250.8
<b>2015</b>	76.3	96.1	59.2	231.6
<b>2014</b>	71.5	97.0	52.0	220.5

<sup>1</sup> Totals are determined using additional decimals places, then rounded.

<b>2013</b>	79.0	63.0	25.0	167.0
<b>2012</b>	52.5	59.6	24.2	136.3
<b>2011</b>	50.5	58.2	21.4	130.1
<b>2010</b>	42.4	49.9	18.8	111.1

### Enrolments in Support Schools as a percentage of total enrolment by region as at 2022

#### Census 1:

TOTAL Students (FTE) <sup>2</sup>	Northern Region Students (FTE)	% FTE enrolled in Support schools in Northern Region	Southern Region Students (FTE)	% FTE enrolled in Support Schools in Southern Region
59 087.8	30 351.7	0.75 per cent	28 736.0	0.29 per cent

<sup>2</sup> Totals are determined using additional decimals places, then rounded.

**POLITICAL LINES:**

- *For Minister's Office to insert*

Contact Officer:	Craig Woodfall	
Approved by:	Craig Woodfall Director Student Support	Date: 27/04/2022
Approved by:	Trudy Pearce <b>Deputy Secretary Learning</b> <b>(MSU to facilitate)</b>	Date: 17/05/2022
Approved by:	Tim Bullard <b>Secretary</b> <b>(MSU to facilitate)</b>	Date: Click or tap to enter a date.

Hon Roger Jaensch MP  
Minister for Education, Children and Youth

Date last verified:  
Click or tap to enter a date.

## 2022 BUDGET ESTIMATES BRIEF

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**SUBJECT: DISABILITY ROYAL COMMISSION - INTO VIOLENCE, ABUSE, NEGLECT AND EXPLOITATION OF PEOPLE WITH DISABILITY 2019**

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### OVERVIEW STATEMENTS

- The Disability Royal Commission (DRC) was established in April 2019, in response to community concern about widespread reports of violence, neglect, abuse and exploitation of, people with disability.
- Although the work has been impacted by COVID-19, the Royal Commission's Final Report is due by 29 September 2023.
- The Commission's work is to investigate and report on the experiences and conditions of people with disability in all settings and contexts, including schools and educational institutions.
- A public hearing was held by the Commission in Hobart from 28 March 2022 to 1 April 2022, with a specific focus on the experience of women and girls with disability experiencing family, domestic and sexual violence.

## **ADDITIONAL TALKING POINTS:**

### **In terms of Education:**

- To date the Department has received two Notices to Produce, for the Disability Royal Commission.
- The first Notice received in 2021, related to a specific student with complex disability who attended Tasmanian Government Schools since 2016.
- The second Notice received in January 2022, related to a range of systemic data sets relating to students with disability in Tasmanian Government Schools including data on attendance, behaviour sanctions, enrolment processes and information relating to the Nationally Consistent Collection of Data (NCCD). All state and territory education jurisdictions received the same Notice to produce on these matters.
- Senior officers from my Department are also contributing, through work facilitated by the Department of Premier and Cabinet (DPaC), to a Tasmanian whole of government submission to the Royal Commission.

### **Emerging areas of focus by the Royal Commission in relation to Education include:**

- The quality and consistency of reasonable educational adjustments made for students with disability
- Resourcing and needs-based funding for students with disability

- Bullying and abuse
- Enrolment and attendance, including gate-keeping practices
- The future of special or segregated schools in inclusive education systems
- The role of principals and school leaders in supporting students with disability and their families
- The use of restrictive practices and behaviour sanctions for students with disability

There is a Public hearing scheduled by the Commission for 6-10 June, 2022, relating to the experience of children and young people with disability of different education settings.

#### **BACKGROUND, DATA AND FACTS:**

The Disability Royal Commission will investigate:

- Preventing and better protecting people with disability from experiencing violence, abuse, neglect and exploitation
- Achieving best practice in reporting, investigating and responding to violence, abuse, neglect and exploitation of people with disability
- Promoting a more inclusive society that supports people with disability to be independent and live free from violence, abuse, neglect and exploitation.

#### **POLITICAL LINES:**

- *For Minister's Office to insert*

Contact Officer:	Lynne McDougall : 6165 8041	
Approved by:	Lynne McDougall	Date: Click or tap to enter a date.

Approved by:	Jodee Wilson <b>Relevant Deputy Secretary</b> <b>(MSU to facilitate)</b>	Date: 16/05/2022
Approved by:	Tim Bullard <b>Secretary</b> <b>(MSU to facilitate)</b>	Date: Click or tap to enter a date.

Hon. Roger Jaensch MP  
Minister for Education, Children and Youth

Date last verified:  
17/05/2022

## 2022 BUDGET ESTIMATES BRIEF

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**SUBJECT: REVIEW OF DISABILITY STANDARDS FOR EDUCATION**

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### OVERVIEW STATEMENTS

- The Australian Government Department of Education, Skills and Employment (DESE) undertook the Review of the *Disability Standards for Education 2005 (the Standards)* in 2020.
- The final report of the Review (the Report) was released in March 2021.
- The Report made 13 recommendations, which reflect 4 reform areas for education authorities:
  - Empowering and supporting students with disability and their families
  - Strengthening the knowledge and capability of educators and providers
  - Embedding accountability for the Standards throughout education systems
  - Building awareness and capability in the early childhood education and care sector

- A National Reference Group with representation from all jurisdictions and the Australian Government was established in 2021 and continues to work in 2022 to oversee the work plan to implement the recommendations of the Report.
- There will be consideration of alignment of the Report recommendations with any future recommendations coming from the Royal Commission into Violence, Abuse, Neglect and Exploitation of People with Disability due to be released September 2023.

#### **ADDITIONAL TALKING POINTS:**

- The Report identifies 13 recommendations which require collaborative processes and work between the Australian Government and States and Territories.
- Currently the Australian Government have contracted Education Services Australia and Children and Young People with Disability Australia (CYDA) to jointly develop a suite of resources to support families and education authorities to build knowledge of the Standards and their capability to meet the obligations of the Standards in both the education and care sector and schools.

#### **BACKGROUND, DATA AND FACTS:**

- It is a requirement of the legislation that the Standards is reviewed every five years.
- The Disability Standards for Education, 2005 is subordinate legislation to the Disability Discrimination Act, 1992 (DDA).
- The Standards does not create new obligations, but it is used to clarify education provider's responsibilities under the DDA and ensure that students with disability can access and participate in education on the same basis as students without disability.

**POLITICAL LINES:**

- *For Minister's Office to insert*

Contact Officer:	Lynne McDougall phone: 61658041	
Approved by:	Lynne McDougall Director Inclusion and Diversity	Date: Click or tap to enter a date.
Approved by:	Jodee Wilson <b>Deputy Secretary Support and Development</b> <b>(MSU to facilitate)</b>	Date: 17/05/2022
Approved by:	Tim Bullard <b>Secretary</b> <b>(MSU to facilitate)</b>	Date: Click or tap to enter a date.

Hon. Roger Jaensch MP  
Minister for Education, Children and Youth

Date last verified: 10/05/2022
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## 2022 BUDGET ESTIMATES BRIEF

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**SUBJECT: STUDENT ATTENDANCE AND ABSENCES**

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### OVERVIEW STATEMENTS

- Student attendance and engagement is a priority for the Department of Education (the Department) and there is significant work occurring to support and engage all learners to succeed.
- We know consistent attendance at school is critical to achieving positive educational outcomes and keeping students engaged in their learning.
- Whilst the vast majority of students continued to attend school as normal, attendance rates in Tasmanian Government Schools has been impacted by COVID-19.
- In the lead up to Term 2, the Department has had a focus on school attendance. Messages communicated through media, including television advertisements highlight that when a child is well enough to attend school, that the school environment is the best place for them to learn and connect with their peers.

## ADDITIONAL TALKING POINTS:

**Focus on lifting Attendance**

- A range of initiatives support schools to increase attendance:
  - **Learner wellbeing** is a key focus. We know that a strong sense of connection and belonging enables children to successfully engage in education. The Department has a strong focus on supporting all schools in the area of inclusive practice, with all schools now having access to an inclusive practice coach.
  - Since implementation in 2020, the **Educational Adjustments Disability Funding Model** has been providing additional supports for students with disability to their schools to enable them to access, participate and engage in quality educational programs.
  - The Department is continuing to implement the new **Model for Supporting Students Impacted by Trauma**. The Tasmanian Government has increased the funding investment to support this funding model at each annual budget from 2019-20 onwards.
    - This included an additional \$8 million commitment at the 2021 State Election which was funded in the 2021-22 Budget.
    - The increased funding allocation has resulted in an overall commitment of \$24 million over the 2022-23 Budget and Forward Estimates.

- The **Department's Student Attendance and Engagement Team** has continued to support schools in building sustainable and flexible Tiers 3 and 4 education provision and support schools in building capacity to maximise student engagement.
  - This team is also prioritising monitoring system level attendance data according to educational risk categories to identify schools that require targeted support.
- The Department engages with parents and students through programs such as **Learning in Families Together (LIFT)**, which engages families of children from Kindergarten to Year 2, empowering them to be active partners in their child's literacy and numeracy learning.
- **Launching into Learning (LiL)** provides resources to schools to develop and lead initiatives with families and their community to support children's early learning prior to Kindergarten. Schools focus on the needs of their community and make connections with other groups, services and agencies in the area.
- **Years 9 to 12 Curriculum development** to support school leaders and teachers to use effective, evidence-based practices that ensure all students are engaged and making progress in their learning.

**Focus on Support for students who were unable to learn onsite in Term 1 2022.**

- When students were unable to learn at school, students were supported to participate and engage in learning from home.
- In Term 1 2022, the Department established the Virtual Learning Centre (VLC), which provided access to learning modules in core areas such as reading, writing and numeracy, with online support from a registered teacher.
- Students in Years 11 and 12 had access to online learning in core subjects through Virtual Learning Tasmania.

### **Focus on School Attendance Media (leading up to Term 2)**

- In the lead up to Term 2, the Department has had a focus on school attendance. The state-wide information on school attendance commenced on free-to-air television, as well as digital and radio advertisements, on 27 April 2022, and concluded on 12 May 2022.
- While there may be some reluctance from parents and carers to have their child attend school, and the data shows us there is, this media highlights we're taking every COVID-safe measure so that every student can learn safely within a classroom setting.
- This approach supports consistent attendance at school which is critical to achieving positive educational outcomes and ensuring students are engaged in their learning.

### **Focus on 2019 Auditor General Report**

- A 2019 report by the Tasmanian Auditor General found that Tasmanian Government Schools have effective, reliable practices

and processes that record student attendance and absence data accurately, and in a way which meets national reporting obligations.

- The Department of Education continues to prioritise work on the report's 23 recommendations for improving management of student attendance and engagement by:
  - Developing a system-wide approach to improving student and family engagement.
  - Supporting schools to measure, monitor and improve student engagement.
  - Improving reporting systems for reviewing student attendance.

#### BACKGROUND, DATA AND FACTS:

#### Focus on Attendance Data

##### Attendance Rates

- The school attendance rate in 2021 for students in Prep to Year 10 was 87.4 per cent.
- This is an increase of one percentage point over 2020 (86.3 per cent). While the attendance rate is higher in 2021 than in 2020, it is still yet to return to pre-COVID levels.
- The 2020 figure was impacted by student absences due to COVID-19 notably:
  - The average attendance rate dropped to 9.1 per cent for Week 9 Term 1 2020.
  - Attendance rates in Term 2 (with Learning at Home included) increased to 92.1 per cent in 2020.

**Table 1: 2017–2021 Comparison of Attendance Rates by Year Level Grouping**

Year Level Grouping	2017	2018	2019	2020	2021
Kindergarten	91.3%	91.1%	90.9%	88.1%	88.8%
Prep to Year 6	91.8%	91.8%	91.3%	88.2%	90.0%
Years 7 to 10	85.4%	85.2%	85.0%	82.5%	82.3%
<b>Prep to Year 10</b>	89.8%	89.7%	89.3%	86.3%	87.4%
Years 11 and 12	78.7%	78.8%	78.2%	74.9%	73.6%

Data source: DoE Internal Kindergarten to Year 10 attendance figures include half day absences.

- Years 11 and 12 attendance figures are calculated from the session minutes recorded by schools and colleges in EduPoint.
- In 2020 attendance rates were significantly affected by the COVID-19 lockdown for 10 weeks from Term 1 Week 7 to Term 2 Week 6.

## Attendance Rates by Year Level 2017-2021

- Attendance rates are stable across the primary years (Prep – Year 6) but begin to decline once students enter their high school years.
- This decline across the year levels is also observed in the national data.

**Table 2: 2017–2021 Average Daily Attendance Rates by Student Year Level**

Year	PP	01	02	03	04	05	06	07	08	09	10
2017	91.3%	91.9%	92.1%	92.0%	92.0%	91.7%	91.3%	88.8%	86.5%	84.0%	82.8%
2018	91.6%	92.2%	92.2%	92.1%	91.9%	91.6%	91.3%	88.6%	86.5%	84.0%	81.4%
2019	90.7%	91.7%	91.8%	91.8%	91.5%	91.0%	90.7%	88.0%	85.5%	84.1%	82.0%
2020	88.1%	88.3%	88.7%	88.7%	88.5%	87.9%	87.2%	84.9%	83.2%	81.1%	80.4%
2021	89.3%	89.9%	90.3%	90.7%	90.6%	90.0%	89.1%	85.5%	82.9%	81.3%	79.3%

Data source: DoE Internal Prep to Year 10 attendance figures include half day absences.

## Attendance rates for Years 11 and 12 in Government Schools 2017-2021

- Attendance rates for all Years 11 and 12 students was 73.6 per cent, a decline of several percentage points on 2019 and 2020 levels.

**Table 3: 2017–2021 Average Daily Attendance Rates for Students in Years 11 and 12**

Year Levels	2017	2018	2019	2020	2021
<b>All Schools and Colleges<sup>1</sup></b>					
<b>Years 11 and 12</b>	<b>78.7%</b>	<b>78.8%</b>	<b>78.2%</b>	<b>74.9%</b>	<b>73.6%</b>
Year 11	78.8%	79.3%	77.8%	75.3%	73.5%
Year 12	78.5%	78.1%	78.7%	74.5%	73.7%
<b>Colleges Only</b>					
<b>Years 11 and 12</b>	<b>79.3%</b>	<b>79.6%</b>	<b>79.5%</b>	<b>76.3%</b>	<b>75.4%</b>
Year 11	79.5%	80.3%	79.1%	76.8%	75.3%
Year 12	79.2%	78.8%	79.9%	75.8%	75.4%
<b>Extension Schools Only</b>					
<b>Years 11 and 12</b>	<b>70.9%</b>	<b>70.2%</b>	<b>67.8%</b>	<b>65.1%</b>	<b>61.6%</b>
Year 11	72.6%	70.6%	68.4%	65.0%	62.5%
Year 12	66.7%	69.5%	66.8%	65.2%	60.2%
Count of extension schools	27	34	39	45	54
FTE of Senior secondary students in extension schools <sup>A</sup>	568.2	689.8	853.1	912.5	993.9

Data source: DoE Internal.

- Years 11 and 12 attendance figures are calculated from the session minutes recorded by schools and colleges in EduPoint.
  - These rates include students in colleges and any student enrolled in Years 11, 12 or 13 in other Tasmanian Government Schools.
- <sup>A</sup>FTE enrolment is from Census 1 for the year reported.

## Attendance by Aboriginality and Gender

- Rates for Aboriginal students are, on average, lower than for non-Aboriginal students.
- Rates of Aboriginal student attendance by gender are not significantly different.

**Table 4 Attendance Rates (Prep to Year 10) by Subgroup**

Group	2017	2018	2019	2020	2021
<b>Overall</b>	<b>89.8%</b>	<b>89.7%</b>	<b>89.3%</b>	<b>86.3%</b>	<b>87.4%</b>
Aboriginal	86.2%	86.0%	85.2%	81.9%	82.4%
Non-Aboriginal	90.2%	90.1%	89.8%	86.9%	88.1%
Female	90.0%	89.9%	89.5%	86.5%	87.5%
Male	89.6%	89.5%	89.2%	86.2%	87.4%
Non-binary					89.2%

Data source: DoE Internal.

**Table 5: 2021 Average Daily Attendance Rates by Year Level Grouping and Subgroup**

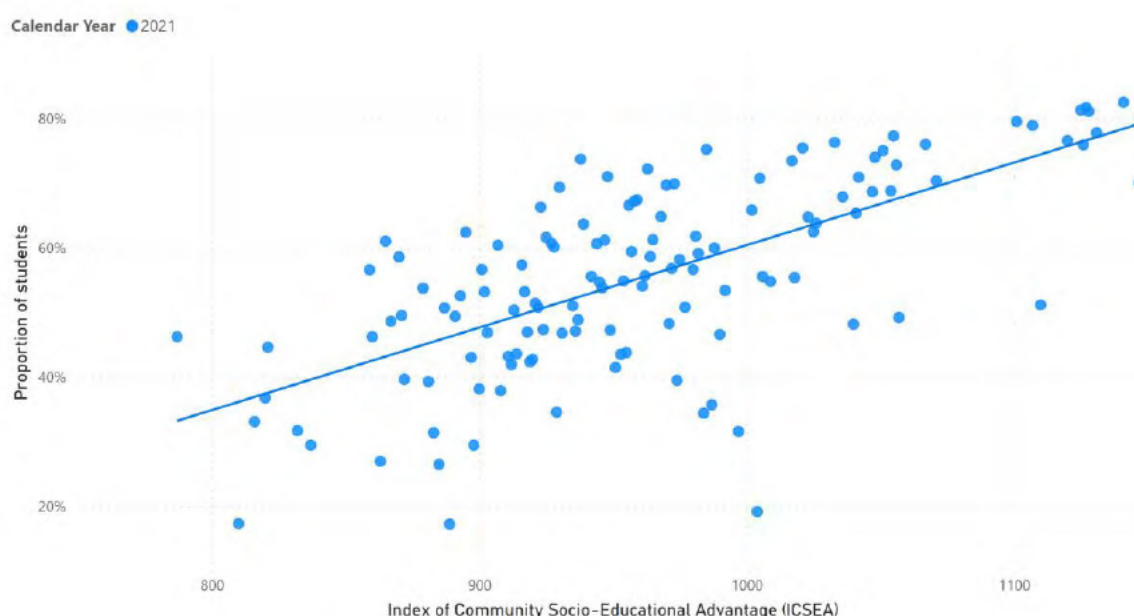
Year level group	Overall	Aboriginal	Non-Aboriginal	Female	Male	Non-binary
Kindergarten	88.8%	86.1%	89.2%	89.2%	88.5%	-
Prep–Year 6	90.0%	86.3%	90.5%	90.2%	89.8%	-
Years 7–10	82.3%	75.6%	83.3%	81.9%	82.7%	89.2%
Prep to Year 10	87.4%	82.4%	88.1%	87.5%	87.4%	89.2%
Years 11 and 12	73.6%	62.5%	74.8%	73.5%	73.7%	-

Data source: *DoE Internal*. Kindergarten to Year 10 attendance figures include half day absences.

- Years 11 and 12 attendance figures are calculated from the session minutes recorded by schools and colleges in EduPoint.

## Attendance Level by Socio-economic Disadvantage

- Attendance levels (proportion of students with attendance at 90 percent or better) are correlated with socio-economic disadvantage.
- The Index of Community Socio-educational Advantage (ICSEA) is a scale of socio-educational advantage that is computed for each school.
- Tasmanian schools with a low ICSEA, in general, also have lower attendance levels (as indicated in Chart 1 below).

**Chart 1: Proportion of Students with 90% or Better Attendance by ICSEA by School**

## Impact of COVID on Attendance in Term 1 2022

- The average daily attendance rate for Term 1 2022 for Kindergarten to Year 12 students was 84.2 per cent. This compares to 88.3 per cent last year (a difference of 4.1 percentage points).
- The majority of the 4.1 percentage point attendance decline on last year is attributable to sickness from COVID-19 or close contact isolation requirements (totalling 2.6 percentage points). The additional 1.5 percentage points of absenteeism

is explained by small increases in explained absences (e.g., medical or legal appointments) and unauthorised absences.

- In Term 1 of 2022, a total of 28 908 students were required to isolate due to COVID-19. Sixty-five per cent of these students were recorded as participating in learning at home, and on average isolating students only missed 2.3 school days of learning.

**Table 6A: Attendance Rates by Year Level Group for Term 1, 2018-2022**

	2018	2019	2020	2021	2022
Kindergarten – Year 6	93.1%	92.4%	76.3%	91.1%	87.3%
Year 7-10	87.7%	87.1%	71.5%	85.2%	80.7%
Year 11 and 12	82.4%	81.9%	70.6%	78.5%	74.3%
Total	90.7%	90.0%	74.5%	88.3%	84.2%

Data source: DoE Internal. Attendance rates for Year 11 and 12 students are calculated from the session minutes while all other rates are calculated by half-day blocks.

### Attendance Patterns by Term Over the School Year (2017-2021)

- In general, the highest attendance rates are usually observed in Term 1, while the lowest rates tend to be in Term 3, mostly due to sickness.
- In 2020 this pattern was disrupted due to the COVID-19 pandemic with the lowest rate being in Term 1 due to the high number of absences at the end of the Term. Term 2 2020 reported the highest attendance rate due to student learning at home being recorded as present.
- In 2021 the highest and lowest rates were once again observed in Term 1 and Term 3 respectively. However, the rates in each Term were reduced by several percentage points, when compared to pre-COVID levels.

**Table 6B: Attendance Rates (Prep to Year 10) by Term, 2017-2021**

	2017	2018	2019	2020	2021
Term 1	92.4%	92.0%	91.3%	75.3%	89.8%
Term 2	90.1%	89.7%	89.1%	92.1%	87.2%
Term 3	87.5%	88.9%	88.4%	88.3%	86.2%
Term 4	89.4%	88.2%	88.6%	88.3%	86.8%
Annual	89.8%	89.7%	89.3%	86.3%	87.4%

Data source: DoE Internal

**Table 7: Attendance Rates by School Year Grouping and Term, 2021**

	Term 1	Term 2	Term 3	Term 4	Highest attendance	Lowest attendance
Kindergarten	89.6%	87.8%	87.0%	91.2%	Term 1 Week 2 94.7%	Term 2 Week 8 85.3%
Prep–Year 6	91.7%	89.5%	88.6%	90.5%	Term 1 Week 1 96.9%	Term 3 Week 4 87.4%
Year 7–10	86.1%	82.8%	81.4%	79.4%	Term 1 Week 1 94.5%	Term 4 Week 10 74.2%
Prep to Year 10	89.8%	87.2%	86.2%	86.8%	Term 1 Week 1 96.1%	Term 3 Week 10 85.2%
Year 11 and 12	78.5%	72.9%	71.7%	68.8%	Term 1 Week 1 87.4%	Term 4 Week 9 44.1%

Data source: DoE Internal

## Reasons for School Absences

- For students in Prep to Year 10 “Sickness/Incapacity” is the most common reason for absence.
- For students in Years 11 and 12 the most common reason for absence is “Unexplained by Parent/carer”.
- The increase in absences due to sickness in 2020 and 2021 is most likely due to parents keeping students at home in-line with public health advice related to cold and flu like symptoms which previously might not have resulted in an absence from school.

**Table 8: Absence Rates (Prep to Year 10) by Reason, 2017-2021**

Reason	2017	2018	2019	2020	2021
<b>Authorised</b>	<b>7.8%</b>	<b>6.7%</b>	<b>6.9%</b>	<b>9.8%</b>	<b>8.4%</b>
Explained - Sickness/Incapacity	4.8%	4.6%	4.9%	6.0%	6.2%
Explained - Other	2.7%	1.9%	1.8%	3.6%	1.9%
Discipline - Suspension or Exclusion	0.2%	0.2%	0.2%	0.2%	0.3%
<b>Unauthorised</b>	<b>2.4%</b>	<b>3.6%</b>	<b>3.8%</b>	<b>3.8%</b>	<b>4.2%</b>
Unexplained by parent/carer	2.1%	2.6%	2.6%	3.1%	3.4%
Not an excusable circumstance <sup>1</sup>	0.2%	1.0%	1.1%	0.7%	0.7%
Truant	0.0%	0.0%	0.1%	0.0%	0.1%
<b>Total Absence Rate</b>	<b>10.2%</b>	<b>10.3%</b>	<b>10.7%</b>	<b>13.7%</b>	<b>12.6%</b>
<b>Total Attendance Rate</b>	<b>89.8%</b>	<b>89.7%</b>	<b>89.3%</b>	<b>86.3%</b>	<b>87.4%</b>

Data source: DoE Internal.

- <sup>1</sup> ‘Not an excusable circumstance’ as per Ministerial Instruction No 4 Students Excused from Daily Attendance at School. This includes family holidays during school term.
- Note ‘truant’ and ‘not an excusable circumstance’ absence categories are likely to have been recorded as unexplained by a number of schools.

**Table 9: Absence Rates (Years 11 and 12) by Reason, 2017-2021**

Reason	2017	2018	2019	2020	2021
<b>Authorised</b>	<b>10.0%</b>	<b>8.4%</b>	<b>8.4%</b>	<b>10.1%</b>	<b>9.7%</b>
Explained - Sickness/Incapacity	6.1%	5.6%	5.8%	6.2%	6.6%
Explained - Other	3.8%	2.7%	2.5%	3.9%	3.0%
Discipline - Suspension or Exclusion	0.1%	0.1%	0.1%	0.1%	0.1%
<b>Unauthorised</b>	<b>11.4%</b>	<b>12.8%</b>	<b>13.5%</b>	<b>14.9%</b>	<b>16.7%</b>
Unexplained by parent/carer	10.9%	11.9%	12.5%	14.2%	15.7%
Not an excusable circumstance <sup>1</sup>	0.4%	0.9%	0.9%	0.7%	0.9%
Truant	0.0%	0.1%	0.0%	0.0%	0.2%
<b>Total Absence Rate</b>	<b>21.3%</b>	<b>21.2%</b>	<b>21.8%</b>	<b>25.1%</b>	<b>26.4%</b>
<b>Total Attendance Rate</b>	<b>78.7%</b>	<b>78.8%</b>	<b>78.2%</b>	<b>74.9%</b>	<b>73.6%</b>

Data source: DoE Internal.

- <sup>1</sup>Note on 'not an excusable circumstance'. From the beginning of Term 3 2017 the reasons a student absence can be authorised were listed in Ministerial Instruction No4 under the *Education Act 2016*.

**Table 10: Absence Reason by Term for Students in Kindergarten to Year 12**

	2020				2021				2022
Year Level Grouping	Term 1	Term 2	Term 3	Term 4	Term 1	Term 2	Term 3	Term 4	Term 1
<b>Kindergarten</b>	<b>24.3%</b>	<b>8.1%</b>	<b>9.2%</b>	<b>8.0%</b>	<b>10.4%</b>	<b>12.2%</b>	<b>13.0%</b>	<b>8.8%</b>	<b>12.7%</b>
Sickness	10.6%	3.9%	5.0%	3.5%	6.7%	7.7%	8.0%	4.2%	4.9%
Sickness (COVID-positive)									1.3%
Unexplained	2.8%	2.2%	2.4%	2.4%	1.7%	2.5%	2.8%	2.7%	2.0%
Other	10.9%	2.1%	1.8%	2.1%	2.0%	2.0%	2.2%	2.0%	4.5%
Discipline - Suspension or Exclusion	0.0%	0.0%	0.0%	0.0%			0.0%		
Explained - Other	9.2%	1.9%	1.4%	1.5%	1.7%	1.5%	1.5%	1.4%	2.0%
Explained – COVID close contact									1.5%
Unauthorised - Not an excusable circumstance (MI4)	1.7%	0.1%	0.4%	0.6%	0.3%	0.6%	0.6%	0.6%	0.6%
Unauthorised - Truant				0.0%					
Unauthorised – COVID concerns									0.4%
<b>Prep–Year 6</b>	<b>23.3%</b>	<b>7.5%</b>	<b>9.3%</b>	<b>8.6%</b>	<b>8.3%</b>	<b>10.5%</b>	<b>11.4%</b>	<b>9.5%</b>	<b>12.1%</b>
Sickness	10.3%	3.7%	5.1%	3.9%	4.9%	6.3%	6.8%	4.6%	4.3%
Sickness (COVID-positive)									1.4%
Unexplained	2.4%	1.8%	2.0%	2.3%	1.4%	1.8%	2.0%	2.5%	2.1%

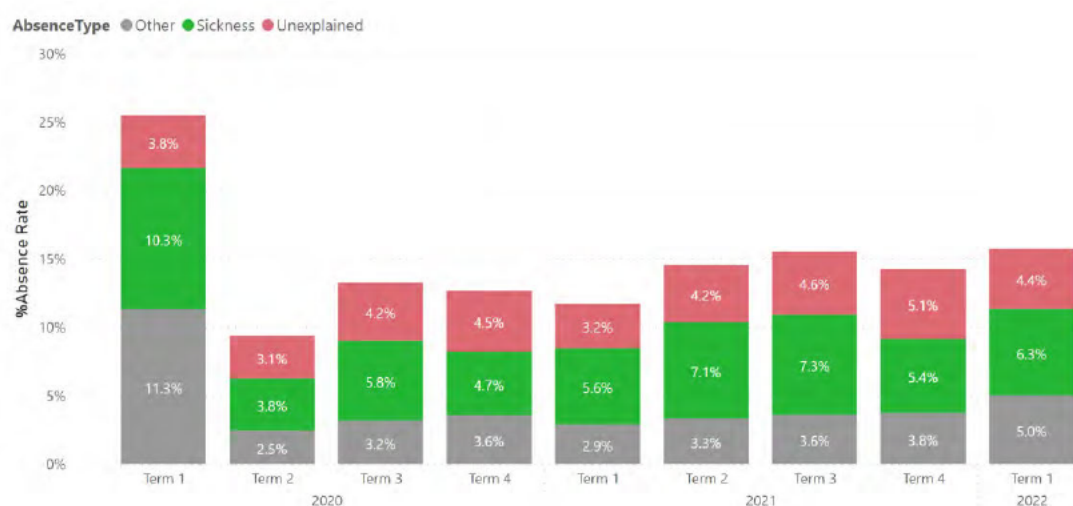
	2020				2021				2022
Year Level Grouping	Term 1	Term 2	Term 3	Term 4	Term 1	Term 2	Term 3	Term 4	Term 1
Other	10.6%	2.0%	2.2%	2.4%	2.0%	2.3%	2.6%	2.5%	4.3%
Discipline - Suspension or Exclusion	0.1%	0.0%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%
Explained - Other	8.7%	1.7%	1.6%	1.6%	1.4%	1.5%	1.7%	1.6%	1.8%
Explained – COVID close contact									1.2%
Unauthorised - Not an excusable circumstance (MI4)	1.7%	0.2%	0.5%	0.7%	0.5%	0.8%	0.8%	0.7%	0.8%
Unauthorised - Truant	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Unauthorised – COVID concerns									0.5%
<b>Years 7–10</b>	<b>27.7%</b>	<b>8.8%</b>	<b>16.6%</b>	<b>18.2%</b>	<b>13.9%</b>	<b>17.2%</b>	<b>18.6%</b>	<b>20.6%</b>	<b>18.2%</b>
Sickness	10.4%	3.6%	6.9%	6.0%	6.3%	7.9%	7.9%	6.8%	5.7%
Sickness (COVID-positive)									1.3%
Unexplained	4.5%	2.9%	5.6%	7.5%	4.2%	5.5%	6.4%	9.0%	6.0%
Other	12.7%	2.3%	4.0%	4.7%	3.4%	3.8%	4.3%	4.8%	5.2%
Discipline - Suspension or Exclusion	0.4%	0.3%	0.7%	0.6%	0.6%	0.7%	0.7%	0.6%	0.6%
Explained - Other	11.1%	1.8%	2.7%	3.3%	2.1%	2.2%	2.7%	3.1%	2.4%
Explained – COVID close contact									1.2%
Unauthorised - Not an excusable circumstance (MI4)	1.1%	0.2%	0.5%	0.7%	0.5%	0.7%	0.8%	0.9%	0.7%
Unauthorised - Truant	0.1%	0.1%	0.1%	0.2%	0.2%	0.1%	0.1%	0.1%	0.1%
Unauthorised – COVID concerns									0.3%
<b>Years 11 and 12</b>	<b>29.5%</b>	<b>18.8%</b>	<b>26.1%</b>	<b>29.0%</b>	<b>21.5%</b>	<b>27.1%</b>	<b>28.3%</b>	<b>31.2%</b>	<b>25.7%</b>
Sickness	9.3%	3.7%	6.4%	5.0%	5.9%	7.0%	7.0%	5.7%	5.5%
Sickness (COVID-positive)									1.1%
Unexplained	11.8%	12.2%	16.2%	19.8%	12.1%	15.9%	17.0%	20.2%	14.1%
Other	8.3%	2.9%	3.5%	4.3%	3.5%	4.3%	4.2%	5.3%	5.1%
Discipline - Suspension or Exclusion	0.1%	0.0%	0.1%	0.0%	0.1%	0.1%	0.1%	0.1%	0.1%

	2020				2021				2022
Year Level Grouping	Term 1	Term 2	Term 3	Term 4	Term 1	Term 2	Term 3	Term 4	Term 1
Explained - Other	7.2%	2.5%	2.7%	3.4%	2.6%	3.2%	2.9%	3.8%	2.6%
Explained – COVID close contact									1.0%
Unauthorised - Not an excusable circumstance (MI4)	1.0%	0.4%	0.8%	0.8%	0.7%	0.9%	1.0%	1.2%	1.2%
Unauthorised - Truant	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.2%	0.3%	0.1%
Unauthorised – COVID concerns									0.2%

Data source: DoE Internal.

- New attendance codes were introduced in 2022, to capture students absent due to COVID sickness, isolating as a close contact, or unauthorised absence due to COVID concerns.

**Chart 2: Absence by Reason by Term for Students in Kindergarten to Year 12**



## Attendance Levels

- Attendance levels report the proportion of students whose attendance rate was 90 per cent or greater. This measure is reported nationally for full-time students in Years 1–10 for Terms 1 and 2 since 2015.
- In 2020, attendance levels were significantly affected by the COVID-19 lockdown for 10 weeks from Term 1 Week 7 to Term 2 Week 6.
- Attendance levels in 2021 have improved from 2020 but have not returned to pre-COVID levels.

**Table 11: Attendance Levels for the School Year in 2017 - 2021 by Year Level (90% or better)**

Year Levels	Attendance Level (Proportion of students with 90% or better attendance)				
	2017	2018	2019	2020	2021
Kindergarten	70.6%	69.5%	69.1%	54.2%	58.7%
Prep-Year 6	71.7%	72.1%	69.8%	53.6%	63.4%
Prep	68.2%	70.6%	67.7%	51.0%	59.2%
Year 1	72.9%	73.2%	70.4%	53.1%	62.1%
Year 2	72.6%	73.2%	71.4%	55.4%	64.7%
Year 3	73.5%	73.3%	71.9%	55.6%	66.7%
Year 4	73.2%	72.3%	70.4%	55.5%	66.0%
Year 5	71.8%	71.2%	69.1%	53.4%	63.8%
Year 6	69.7%	70.7%	67.3%	51.2%	61.1%
<b>Years 7-10</b>	<b>51.1%</b>	<b>51.1%</b>	<b>50.9%</b>	<b>37.8%</b>	<b>43.4%</b>
Year 7	59.9%	60.2%	58.8%	43.1%	50.2%
Year 8	53.0%	54.4%	52.4%	39.3%	43.4%
Year 9	47.7%	47.6%	47.9%	35.6%	42.2%
Year 10	44.3%	41.9%	43.1%	32.5%	37.0%
<b>Years 11 and 12</b>	<b>38.4%</b>	<b>40.3%</b>	<b>39.0%</b>	<b>29.4%</b>	<b>33.6%</b>
Year 11	40.4%	42.8%	39.1%	30.8%	34.4%
Year 12	35.9%	37.4%	38.8%	27.8%	32.9%

Data source: DoE Internal.

- Kindergarten to Year 10 attendance figures include half day absences.
- All attendance figures are calculated from the session minutes recorded by schools and colleges in EduPoint.
- The definition of 90% or better has been updated to exclude rounding up, and student counts weighted by required attendance, to better align with the ACARA definition, therefore some levels in past years may not exactly match previous reporting.

**Table 12: Distribution of Attendance Levels for Students in Year 7 -12 (2019 to 2021)**

Year Levels	Proportion of students with an attendance rate of											
	90% and Above Absent up to 10% of year			80% to <90% Absent up to 20% of year			70% to < 80% Absent up to 30% of year			0% to <70% Absent more than 30% of year		
	2019	2020	2021	2019	2020	2021	2019	2020	2021	2019	2020	2021
<b>Years 7-10</b>	50.9%	37.8%	43.4%	26.1%	32.6%	26.9%	9.8%	13.1%	11.6%	13.2%	16.5%	18.1%
Year 7	58.8%	43.1%	50.2%	24.6%	32.8%	26.5%	7.9%	11.7%	10.6%	8.8%	12.4%	12.7%
Year 8	52.4%	39.3%	43.4%	25.3%	32.7%	27.3%	9.8%	13.1%	11.8%	12.5%	14.9%	17.5%
Year 9	47.9%	35.6%	42.2%	26.7%	31.7%	26.5%	10.3%	13.6%	11.4%	15.1%	19.2%	19.9%
Year 10	43.1%	32.5%	37.0%	28.1%	33.3%	27.5%	11.5%	14.1%	12.7%	17.3%	20.1%	22.7%
<b>Years 11 and 12</b>	39.0%	29.4%	33.6%	23.9%	26.5%	22.4%	12.5%	14.0%	13.1%	24.7%	30.1%	30.9%
Year 11	39.1%	30.8%	34.3%	23.2%	27.0%	21.6%	12.3%	13.2%	13.2%	25.5%	29.0%	30.9%
Year 12	38.8%	27.8%	32.9%	24.7%	25.9%	23.3%	12.7%	15.0%	13.0%	23.8%	31.4%	30.8%

Data source: DoE Internal

- Years 7-10 attendance figures include half day absences.
- Years 11 and 12 attendance figures are calculated from the session minutes recorded by schools and colleges in EduPoint.

**Table 13: Attendance Rates by Year Level Group by Term for 2020 - 2022 - including Learning at Home**

	2020				2021				2022
Year Level Grouping	Term 1	Term 2	Term 3	Term 4	Term 1	Term 2	Term 3	Term 4	Term 1
Kindergarten	75.7%	91.9%	90.8%	92.0%	89.6%	87.8%	87.0%	91.2%	87.3%
Prep-Year 6	76.7%	92.5%	90.7%	91.4%	91.7%	89.5%	88.6%	90.5%	87.9%
Years 7-10	72.3%	91.2%	83.4%	81.8%	86.1%	82.8%	81.4%	79.4%	81.8%
Years 11 and 12	70.5%	81.2%	73.9%	71.0%	78.5%	72.9%	71.7%	68.8%	74.3%

### Learning from Home Attendance Rates

- From the beginning of Term 2 2020, the majority of students participated in Learning from Home, whilst students of frontline workers or students assessed as vulnerable were supported to attend school on campus.
- By Term 1 2021, the number of students learning from home has reduced significantly and reflects those students who are predominantly medically vulnerable.
- In 2022, the number of students learning from home has increased as students were able to learn from home through the Virtual Learning Centre when isolating at home with COVID or as a close contact.

**Table 14: Number of Students Learning from Home by Term**

	Kindergarten			Prep-Year 6			Years 7-10			Years 11 and 12			All Students		
Term	2020	2021	2022	2020	2021	2022	2020	2021	2022	2020	2021	2022	2020	2021	2022
Term 1	-	1	960	-		11473	-		5555	-		2098	-	336	20077
Term 2	3690	2		29621			15377			7660			56388	522	
Term 3	4			61			82			212			360		
Term 4	11			68			76			127			282		

Data source: DoE Internal

- These indicate the number of students with at least one day of attendance recorded for the Term that indicated the student was learning from home.
- There is no data for Term 1 2020 as Learning from Home was not a reportable attendance type.
- Learning at home was not available for students in Terms 3 and 4 of 2021.

**Table 15: 2022 Attendance Rates in Term 1 by Week for Students in Kindergarten to Year 12**

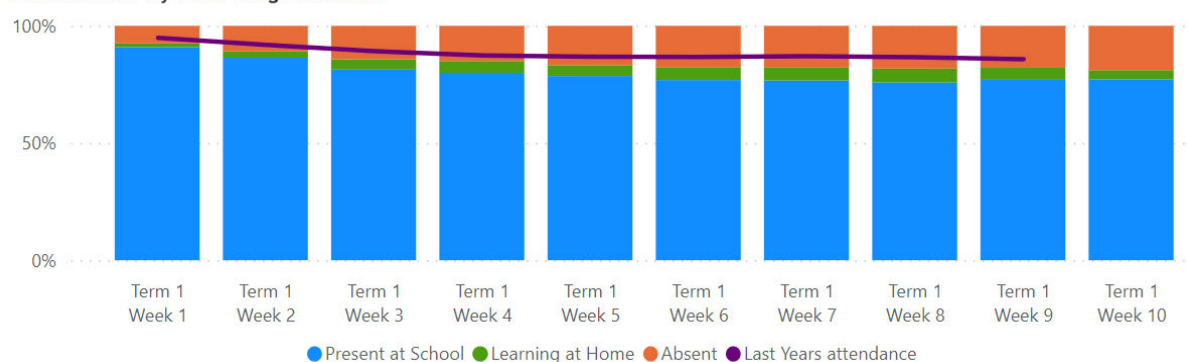
Week	2022				2021
	All attendance	Learning at School	Learning at Home	Absent	All attendance
Term 1 Week 1	92.5%	90.9%	1.6%	7.5%	94.9%
Term 1 Week 2	89.1%	86.4%	2.7%	10.9%	91.9%
Term 1 Week 3	85.8%	81.3%	4.4%	14.2%	89.2%
Term 1 Week 4	85.0%	79.9%	5.0%	15.0%	87.3%
Term 1 Week 5	83.2%	78.6%	4.6%	16.8%	86.8%
Term 1 Week 6	82.4%	76.9%	5.5%	17.6%	86.7%
Term 1 Week 7	82.2%	76.7%	5.5%	17.8%	87.0%
Term 1 Week 8	81.8%	75.8%	6.0%	18.2%	86.6%
Term 1 Week 9	82.1%	77.0%	5.1%	17.9%	85.8%
Term 1 Week 10	81.1%	77.2%	3.9%	18.9%	Easter
<b>Total</b>	<b>84.3%</b>	<b>79.7%</b>	<b>4.6%</b>	<b>15.7%</b>	<b>88.3%</b>

Data source: DoE Internal

- Kindergarten to Year 10 attendance figures include half day absences.
- Years 11 and 12 attendance figures are calculated from the session minutes recorded by schools and colleges in EduPoint.

**Chart 3: 2022 Attendance in Term 1 by week**

Attendance by Learning Location



### National Student Attendance Data (Years 1 – 10, Semester 1)

- Nationally comparable data for attendance rates are available in Semester 1 for each year.
- The most recent data is 2019 as 2020-2021 data has not been reported on nationally due to the impacts of COVID-19 on the quality of the data collection.
- Tasmania in Primary Schools (Years 1-6) is 0.3 per cent below the national average.
- This gap increases to 1.9 per cent in High Schools (Years 7-10).
- Tasmania's attendance rates by region (inner regional, outer regional, remote and very remote) are above the national average in each regional category.

**Table 16: National Student Attendance Rates (Semester 1, 2019) by Government Schools by State or Territory**

Report on Government Services Average daily attendance rate (Semester 1, 2019)									
Year Levels	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
1–6	92.8%	92.5%	91.8%	91.8%	91.7%	91.9%	91.6%	81.1%	92.1%
7–10	88.2%	90.1%	88.4%	87.0%	88.7%	86.5%	87.3%	74.0%	88.4%
1–10	91.1%	91.5%	90.6%	90.2%	90.4%	90.0%	90.1%	78.9%	90.7%

Data source: *Report on Government Services (RoGs) 2022* Table 4A.18.

- The attendance rates noted here are from Semester 1 2019. Data for 2020 and 2021 were collected but were not available for reporting in RoGs due to the impact of COVID-19.
- These rates are slightly higher than the whole year rates reported elsewhere in this Budget Estimates Brief.

**Table 17: National Student Attendance Rates and Levels (Semester 1, 2019) by Year Level, Tasmania and Australia**

2019	Year 6	Year 7	Year 8	Year 9	Year 10	Year 7-10
<b>Attendance Rate Tasmania</b>	91.5%	89.6%	86.7%	85.2%	84%	86.5%
Australia	91.7%	90.9%	88.6%	87.2%	86.7%	88.4%
Tasmania difference	-0.2pp	-1.3pp	-1.9pp	-2.0pp	-2.7pp	-1.9pp
<i>Tasmania difference (2018)</i>	<i>0.1pp</i>	<i>-1.2pp</i>	<i>-1.2pp</i>	<i>-2.3pp</i>	<i>-3.2pp</i>	<i>-1.9pp</i>
<i>Tasmania difference (2017)</i>	<i>0.0 pp</i>	<i>-1.3 pp</i>	<i>-1.6 pp</i>	<i>-2.6 pp</i>	<i>-2.7 pp</i>	<i>-2.1 pp</i>
<i>Tasmania difference (2016)</i>	<i>-0.3 pp</i>	<i>-1.5 pp</i>	<i>-1.8 pp</i>	<i>-2.2 pp</i>	<i>-3.0 pp</i>	<i>-2.2 pp</i>
<b>Attendance Level Tasmania</b>	72.8%	67.5%	60.7%	56.7%	54.9%	60.2%
(Student with 90% attendance) Australia	73.7%	71.3%	63.7%	60.0%	59.8%	63.8%
Tasmania difference	-0.9pp	-3.8pp	-3.0pp	-3.3pp	-4.9pp	-3.6pp
<i>Tasmania difference (2018)</i>	<i>1.5pp</i>	<i>-3.6pp</i>	<i>-0.8pp</i>	<i>-3.2pp</i>	<i>-3.4pp</i>	<i>-2.8pp</i>
<i>Tasmania difference (2017)</i>	<i>1.0 pp</i>	<i>-2.3pp</i>	<i>-2.8pp</i>	<i>-3.6pp</i>	<i>-5.8pp</i>	<i>-4.0pp</i>
<i>Tasmania difference (2016)</i>	<i>0.2 pp</i>	<i>-4.2pp</i>	<i>-2.9pp</i>	<i>-4.1pp</i>	<i>-5.5pp</i>	<i>-4.4pp</i>

**Table 18: National Student Attendance Levels (Semester 1, 2019) for Years 1-10 in Government schools by state or territory and region**

Region	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Major city	75.3	73.6	71.8	72.6	71.9	..	67.1	..	73.4
Inner regional	68.1	69.0	67.6	65.3	69.4	69.5	..	..	68.2
Outer regional	64.4	69.9	65.2	62.5	64.9	69.8	..	63.9	65.6
Remote	52.1	74.4	57.6	58.1	64.2	63.6	..	46.3	57.1
Very remote	54.4	..	44.4	39.2	40.6	61.7	..	14.6	34.0

Data source: *Report on Government Services (RoGs) 2022* Tables 4A.18, 4A.22 and 4A.24

- The attendance rates and levels noted here are from Semester 1 2019. These rates and levels are slightly higher than the whole year rates reported later in this Budget Estimates Brief.

## 2019 Auditor General Report

- The Auditor-General, released a performance audit on Student Attendance and Engagement Years 7 to 10 on 21 March 2019.

- The report noted a strong correlation between the Index of Community Socio-Educational Advantage (ICSEA) score and attendance rate and level for Tasmanian schools.
- While the report did observe that student attendance declined across year levels from Year 7 to Year 10, this trend is observed nationally.
- The report's key findings highlighted that:
  - Attendance results for Tasmania were not significantly different from other jurisdictions apart from Victoria and the Northern Territory, with Victoria slightly higher and Northern Territory lower.
  - The Department has established appropriate systems and processes to identify and record student attendance and absence data so as to meet national reporting requirements, and processes to identify, monitor, report and analyse student attendance focused on individual students
- The report made 23 recommendations to improve management of student attendance and engagement. The areas of focus of the recommendations are outlined below, as well as actions the Department has undertaken in relation to them.

#### *Collection and reporting of data*

- The Department monitors and analyses attendance rates at a school and system level to determine specific supports to vulnerable cohorts and individual students.
- The Department is implementing a new Case Management Platform (CMP) that will enable tracking of students that are or at risk of disengaging from school.
- Attendance data for each school is now published in the Department's Key Data Set each year in line with new *National Standards for Student Attendance Data Reporting*. These are reported in year level groupings.

#### *Monitoring trends*

- The annual Student Wellbeing and Engagement Survey includes measures linked to key elements of engagement (e.g., School Climate; School Belonging; Emotional Engagement with Teachers; Cognitive Engagement).
- Moving forward, this data will enable DoE to monitor trends and identify areas of future work regarding student engagement and improvement targets.
- The Student Wellbeing and Engagement Survey provides schools with data on a Year and School Level basis to use in school improvement planning.
- Schools are supported by the School Improvement team to identify priorities and actions, including those for attendance, and regularly measure performance as part of school improvement planning.
- It is anticipated that the CMP will further support DoE to make data informed decisions, by providing schools and the system with a tool to monitor and analyse attendance.

#### *Performance measures and targets for student attendance*

- Department system measurement tools now include student attendance level as a key performance indicator. The Measuring System Progress tool contains both measures

and growth targets for attendance (disaggregated by primary and secondary years). These measures and growth targets look at student attendance levels, which is the proportion of full-time students whose attendance rate was 90 per cent or greater.

### *School improvement*

- The Department released *Our Approach to School Improvement* in November 2021. It includes:
  - Supporting policy guidance to help schools implement *Our Approach to School Improvement*, referencing how school improvement is measured, including through the use of the Measuring System Progress and Measuring School Progress Dashboards.
  - Explicit statements of expectations and supports for schools in relation to each of the key drivers of *Our Approach to School Improvement* – Learning, Teaching and Leading.
- *Our Approach to School Improvement* was released as ‘provisional’ to guide schools’ practice in 2022. This provides the opportunity to test, try and learn throughout 2022.

### *Managing risks to student attendance*

- A Student Engagement team has been established, with a particular focus on the Department’s tier 3 and 4 provision, and building capacity in schools to maximise student engagement, including attendance.
- An Inclusive Practice Team has also been established. Its focus is building the capacity of teachers to develop and maintain inclusive learning cultures that support the educational outcomes of learners with diverse needs using a coaching model of practice to influence improved teacher and school inclusive practice.
- School Support and Wellbeing teams are being established in each school. They play an important role in planning and implementing school strategies and processes that support the wellbeing of all students, with a particular focus on those students with diverse and complex needs requiring coordinated support.
- The Department involves parents and others in improving student engagement by providing information to encourage communication between parents, teachers and students.
- The Department has worked collaboratively with stakeholders to develop the Together with Families approach, which includes clear expectations for staff to:
  - build strong and trusting relationships with families
  - be guided by our engagement principles; to be caring, purposeful, inclusive, genuine, responsive and effective
  - be deliberate about how we engage families in decision making.
- A family engagement project officer has been employed to facilitate improved family engagement practice. Resources, tools and information are available to staff to build their skills and knowledge in engaging with families.
- The Families and Us: Together with Families Australian Research Alliance for Children and Youth (ARACY) Pilot Project (pilot project) commenced in February 2021 and is providing targeted support to ten sites including schools, libraries, and child and family learning centres until June 2022.

*Professional learning and development*

- The Department's Student Engagement Team has developed a number of online modules with regard to developing effective student engagement practice.
- Modules have been delivered by Student Engagement Project Officers to 41 schools across the state.
- The Department has also committed to supporting students affected by trauma to positively impact their engagement with learning through the Supporting Students Impacted by Trauma Informed Professional Development and the Wellbeing Lead Teacher Principal Initiative.
- The Department will continue to build on the expertise of the Lead Quality Teaching Coaches, the Inclusive Practice Team, as well as other expertise within the Department such as School Improvement Leaders to continue to build capability in and providing opportunities for professional development that focuses on maintaining student engagement.

**POLITICAL LINES:**

- *For Minister's Office to insert*

Contact Officer:	Bryn Griffiths SPP 6165 5786 Andrew Cuthbertson EPR 6165 5700	
Approved by:	Anita Griffin Director Strategic Policy and Projects	Date: 9/05/2022
Approved by:	Jenny Burgess <b>Deputy Secretary Strategy and Performance (MSU to facilitate)</b>	Date: 26/05/2022
Approved by:	Tim Bullard <b>Secretary (MSU to facilitate)</b>	Date: Click or tap to enter a date.

Hon. Roger Jaensch MP  
Minister for Education, Children and Youth

Date last verified:  
Click or tap to enter a date.

## 2022 BUDGET ESTIMATES BRIEF

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**SUBJECT: NAPLAN – DATA AND SUPPORTS**

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### OVERVIEW STATEMENTS

- The National Assessment Program – Literacy and Numeracy or NAPLAN, assists in measuring performance of two of the Department of Education’s key goals - literacy and numeracy.
- Literacy and Numeracy skills are the foundation for achievement in all areas of learning.
- Data from NAPLAN is used alongside other data sets, to understand where students are in their learning and to identify areas for system, school and classroom focus.
- The 2021 NAPLAN data suggests that COVID-19 has had no significant impact on overall student literacy and numeracy results for Tasmania.

### ADDITIONAL TALKING POINTS:

#### NAPLAN DATA

- NAPLAN data has a clear role to play in identifying areas for teacher, school and system improvement and is used to guide explicit teaching, as well as the professional learning and

resources, for ongoing improvement of literacy and numeracy outcomes.

- 2021 NAPLAN data was released on 25 August 2021, with Tasmanian results inclusive of all school sectors.
- Tasmania experienced a drop in the participation rate of students sitting NAPLAN tests in 2021 compared to 2019, although participation is still at or above the national rate.
- The final release of NAPLAN results occurred in December 2021 and provided more detail at a state and territory level including demographical and locational data.
- A range of demographic factors can influence results including geolocation, parental education levels, language background, indigenous status, and gender.
- NAPLAN 2021 results for Reading and Writing were not significantly different from Australia for all Year levels. However, Tasmania was below for other aspects of literacy. For Numeracy, results for Year 3 were comparable with Australia, but behind for Years 5, 7, and 9.
- These NAPLAN results demonstrate that we still need to do more to improve educational outcomes for our learners.

## **SUPPORT FOR SCHOOLS**

- NAPLAN tests are aligned with the *Australian Curriculum* learning areas of English and Mathematics.
- Systematic curriculum delivery of the English and Mathematics Curriculum, aligned with quality teaching and assessment

practices in all schools, supports improved student outcomes in literacy and numeracy.

- The Department's *Systematic Curriculum Delivery Guide* and associated resources support teachers to develop a shared understanding of curriculum expectations that inform quality teaching and learning experiences.
- All Tasmanian Government Schools have access to Quality Teaching Coaches who focus on building teacher capacity in literacy and numeracy.
- There are six Lead Quality Teaching Coaches as part of the Numeracy Coaching Initiative pilot and six Lead Quality Teaching Literacy Coaches.
- Lead Quality Teaching Coaches support schools to use NAPLAN data to inform priority areas and actions for improvement.
- In Term 1 2022, the work of Lead Quality Teaching Coaches Literacy and Numeracy included the design and delivery of quality lessons and development of resources for the Virtual Learning Centre.
- This work was needed to ensure the continuity of learning for students impacted by COVID-19 who were learning at home for a short period of time.

## **PROFESSIONAL LEARNING**

- The Department provides professional learning and in-school support for literacy and numeracy through the work of Principal Education Officers for English and Mathematics.

- Resources to deepen understanding of the curriculum and examples of quality teaching practices are available for teachers and school leaders through the online Teaching and Learning Centre.
- The Department of Education has a clear focus on Four Key Actions that specify what teachers are expected to know and do in relation to the teaching of literacy and numeracy across the curriculum.
- The first key action involves teachers using data and evidence to know where their students are in their learning.

## **NAPLAN IMPROVEMENTS**

- Further improvements to the National Assessment Program are planned to ensure that NAPLAN better meets the needs of states and territories to further support:
  - student learning
  - school/system monitoring and
  - school improvement planning.
- These improvements include a faster return of data to schools, introduction of proficiency standards, and improvements to the writing assessments.
- To support this, in 2023 the NAPLAN testing period will be brought forward to Term 1 across Australia, enabling an earlier return of data for use by schools and systems.

## **BACKGROUND, DATA AND FACTS:**

- Tasmania has participated in NAPLAN Testing across five domains (Reading, Writing, Spelling, Grammar and Punctuation and Numeracy) in Years 3, 5, 7 and 9 since its inception in 2008.
- NAPLAN results provide important yearly snapshots of student progress in the second full week of May and indicate how Tasmanian students have performed in key aspects of literacy and numeracy.
- NAPLAN will be brought forward to Term 1 from 2023.
- Schools use NAPLAN data along with other data sets including the Progressive Achievement Tests and *Australian Curriculum* ratings, to inform school improvement planning and set targets for student learning and growth.
- NAPLAN 2021 mean score results were comparable to Australia in many Year levels (see 'Aust' column in table below). However, it should be noted that scores were slightly behind in all tests.
- NAPLAN data shows that Tasmania has made long-term improvements since 2008 (Reading Years 3 and 5, Writing Year 3, Numeracy Year 5), and there have been no significant declines.
- Trends seen in Tasmania mirror improvements seen across Australia.
- The table below shows that Tasmania is in line with Australia mean scores for reading and writing. However, they are significantly lower than Australia for numeracy, spelling, grammar and punctuation except for numeracy in Year 3.
- Compared to other states, Tasmania is in line with or significantly less than other states in all domains, except for the NT, where Tasmania has significantly higher scores.

- The colour of the arrows is an indicator, and Tasmania does not sit 'substantially below' in any area.

<b>NAPLAN 2021</b> <b>Comparison of means</b> <a href="https://reports.acara.edu.au/Home/StateRelativities">https://reports.acara.edu.au/Home/StateRelativities</a>												
Test	Year Level	State/ Territory	2021 Mean	NSW	Vic	Qld	WA	SA	ACT	NT	Aust	Tas change 2008-2021 2019-2021
Reading	3	Tas	425.3	■	▽	■	■	■	▽	▲	■	△
	5	Tas	500.9	■	▽	■	■	■	▽	▲	■	△
	7	Tas	530.9	■	▽	■	■	■	▽	▲	■	■
	9	Tas	567.7	■	▽	■	▽	■	▽	▲	■	■
Writing	3	Tas	413.6	▽	▽	■	■	■	■	▲	■	△
	5	Tas	467.7	▽	▽	■	■	■	▽	▲	■	■
	7	Tas	509.9	▽	▽	■	▽	■	▽	▲	■	■
	9	Tas#	535.9	▽	▽	■	▽	■	▽	▲	■	■
Spelling	3	Tas	395.8	▽	▽	■	■	■	▽	▲	▽	■
	5	Tas	487.0	▽	▽	■	▽	■	▽	▲	▽	△
	7	Tas	528.7	▽	▽	▽	▽	■	▽	▲	▽	■
	9	Tas#	559.6	▽	▽	▽	▽	■	▽	▲	▽	■
Grammar and Punctuation	3	Tas	411.0	▽	▽	■	■	■	▽	▲	▽	■
	5	Tas	479.4	▽	▽	▽	▽	■	▽	▲	▽	■
	7	Tas	515.3	▽	▽	■	■	▽	▽	▲	▽	▽
	9	Tas#	553.3	▽	▽	■	▽	■	▽	▲	▽	■
Numeracy	3	Tas	393.5	▽	▽	■	■	■	▽	▲	■	■
	5	Tas	479.0	▽	▽	■	■	■	▽	▲	▽	△
	7	Tas	531.6	▽	▽	■	▽	■	▽	▲	▽	■
	9	Tas#	573.9	▽	▽	■	▽	■	▽	▲	▽	■

Writing since 2011

# Participation rate was below the technical data standard to ensure unbiased results below 90%.

▲	Average achievement is substantially above and is statistically significantly different from the comparison State/Territory.
△	Average achievement is above and is statistically significantly different from the comparison State/Territory.
■	Average achievement is close to or not statistically different from the comparison State/Territory.
▽	Average achievement is below and is statistically significantly different from the comparison State/Territory.
▽	Average achievement is substantially below and is statistically significantly different from the comparison State/Territory.

#### RELATED ELECTION COMMITMENT / STATE OF THE STATE COMMITMENT:

- In 2021, a new Literacy Standard was set by the then Education Minister, now Premier of Tasmania, Hon Jeremy Rockliff MP, that *'by Year 7 all young people will meet an expected reading standard that is above the national minimum by no later than 2030'*.
- The Tasmanian Government's election commitment to employ a further 40 coaches from February 2022 has been met and will support further improvements in NAPLAN results for Tasmanian students.
- This increase in coaches will also further support the Year 7 literacy target.

**POLITICAL LINES:**

- *For Minister's Office to insert*

Contact Officer:	Gay Cumming phone: 0427 931 483 Alex Tay (Data) phone:	
Approved by:	Gay Cumming Director Teaching and Learning	Date: 6/05/2022
Approved by:	<b>Jodee Wilson</b> <b>Deputy Secretary Support and Development</b> <b>(MSU to facilitate)</b>	Date: 19/05/2021
Approved by:	Tim Bullard <b>Secretary</b> <b>(MSU to facilitate)</b>	Date: Click or tap to enter a date.

Hon. Roger Jaensch MP  
Minister for Education, Children and Youth

Date last verified: 13/05/2022
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## 2022 BUDGET ESTIMATES BRIEF

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**SUBJECT: EARLY LEARNING – TEACHING AND LEARNING/OUTCOMES - INCLUDING LIL, LIFT and KINDERGARTEN**

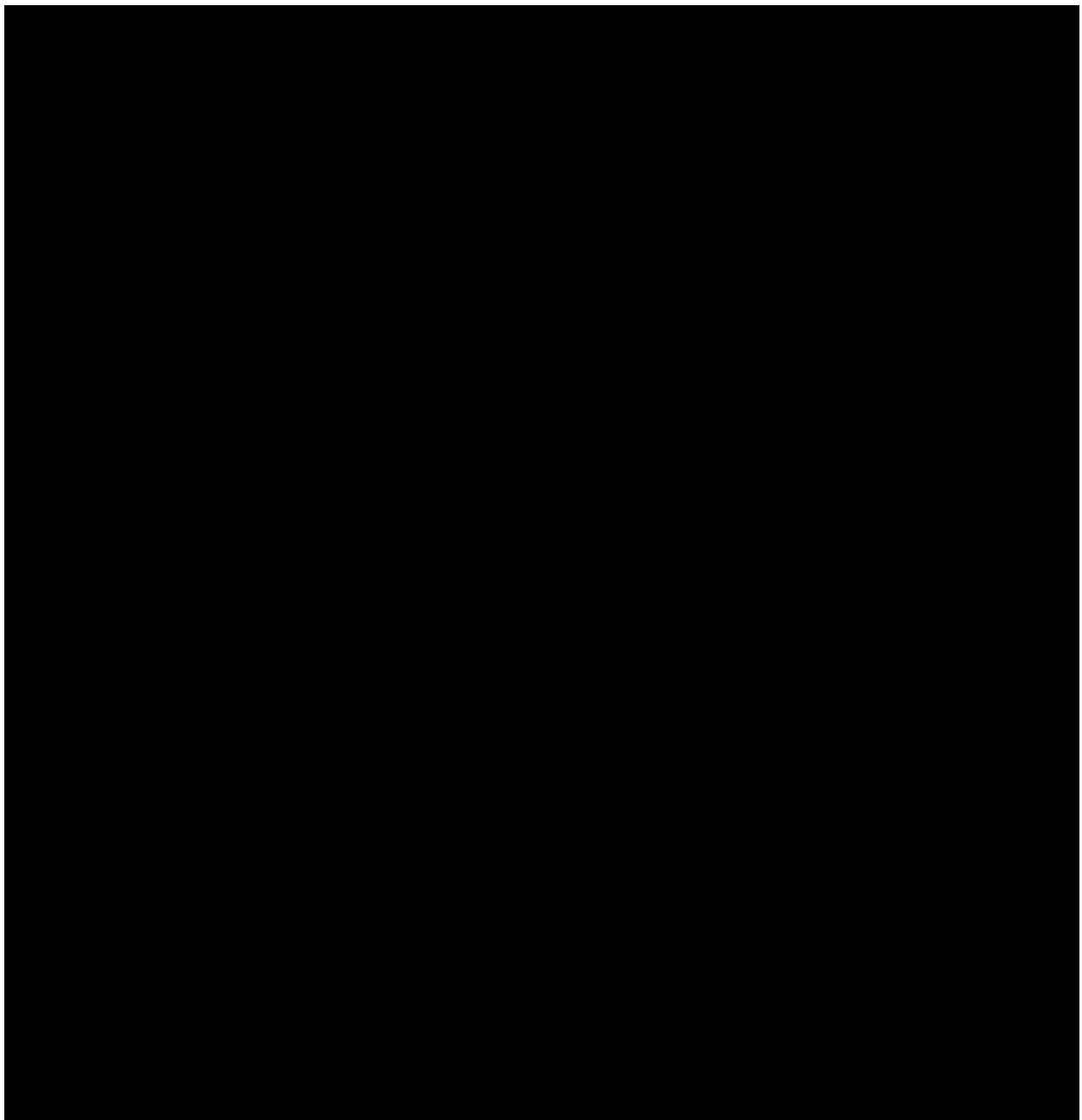
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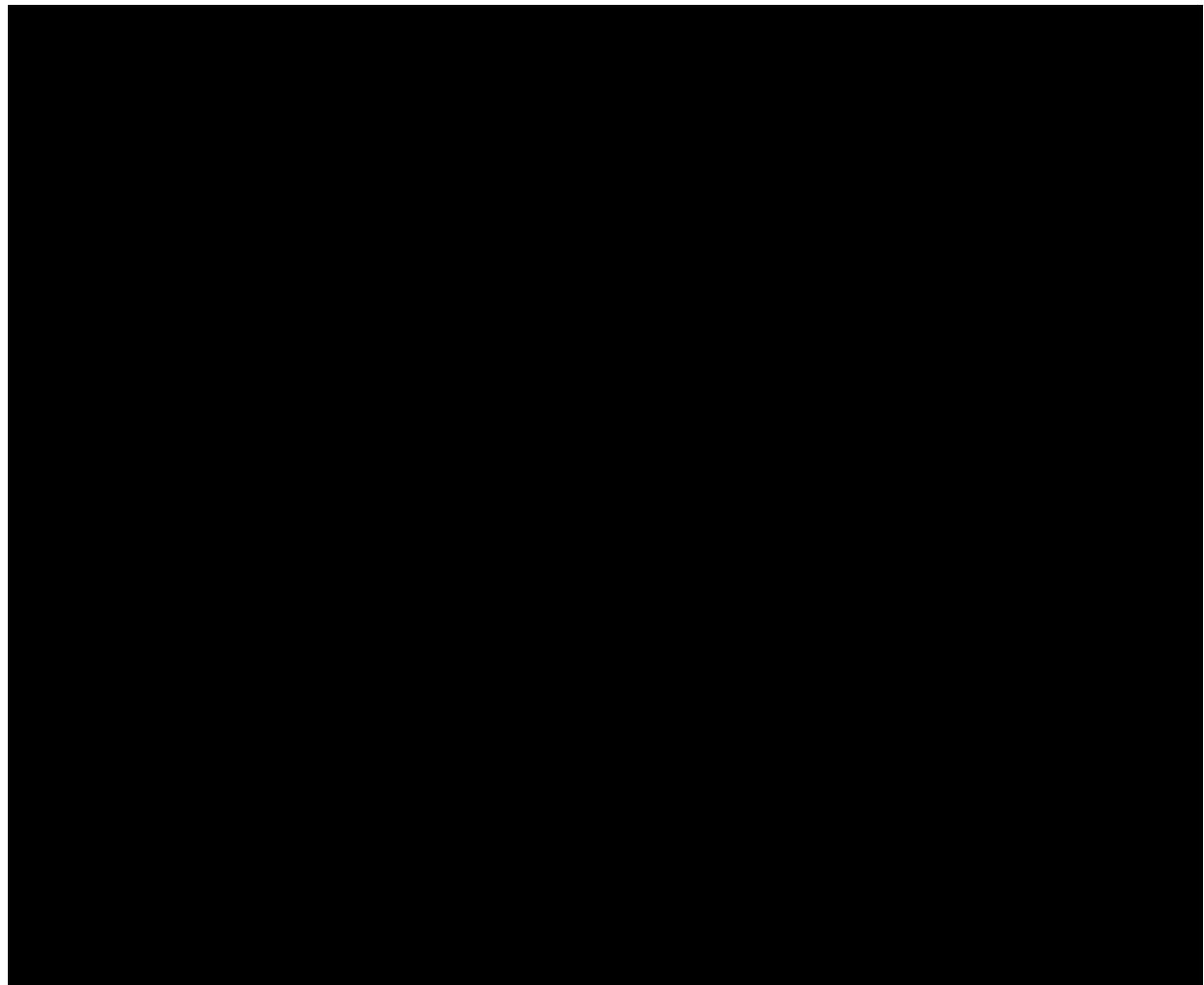
### OVERVIEW STATEMENTS

- The Tasmanian Government has a strong history of investing in early learning and we continue to support Tasmania's youngest learners through initiatives such as:
  - Launching into Learning
  - Kindergarten
  - Learning in Families Together.
- Because as we all know, getting a great start in the early years sets children up for life.
- These initiatives help to provide families and carers with access to the information and skills they need to best support the learning and development of their children.
- During 2022 families impacted by COVID have been able to access quality early learning online. For our school aged children, the Virtual Learning Centre has ensured continuity of learning.

- For our youngest learners, online Launching into Learning sessions, have provided families with quality, engaging and fun learning opportunities.

**ADDITIONAL TALKING POINTS:**

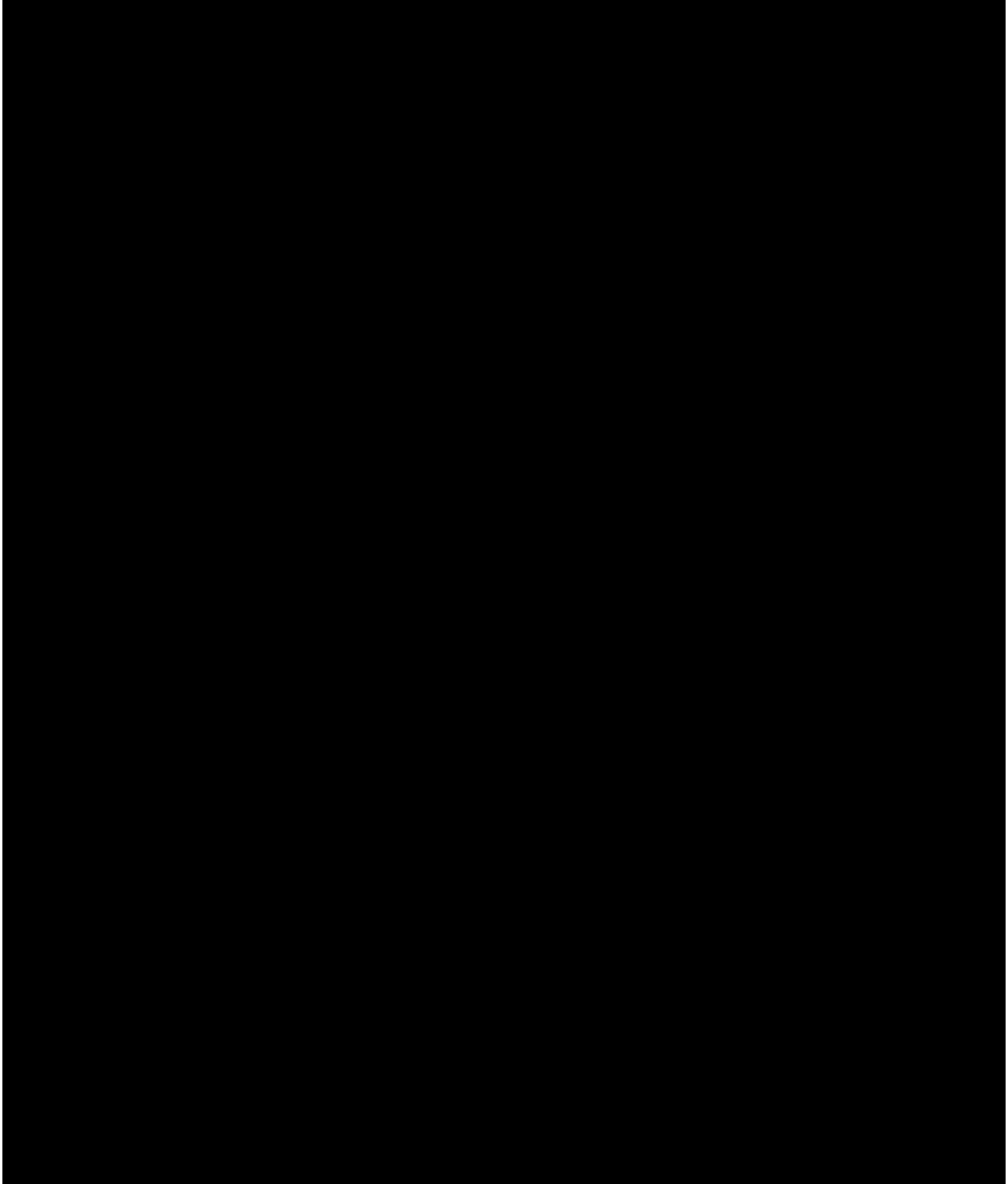




## **KINDERGARTEN**

- Tasmanian Government Kindergartens provide 15 hours per week of early learning. This is available in all Primary and Combined schools.
- Children are supported by a teacher and in most cases a Teacher Assistant. Learning programs are developed and designed utilising age-appropriate pedagogies such as learning through play and inquiry.
- The Kindergarten Development Check or KDC, is a developmental screen administered twice per year in May and October. This screen monitors Kindergarten students' developmental outcomes.

- Despite not being compulsory, nearly all Tasmanian children attend Kindergarten which illustrates the success of Tasmania's model.



- **DATA:** Data continues to show strong evidence of improved future academic outcomes for those that regularly attend LiL including performance in the

Kindergarten Development Check, Progressive Achievement Tests for the Early Years and the National Assessment Program – Literacy and Numeracy (NAPLAN).

- **DATA:** Children who have attended LiL perform better than those who haven't. Examples of this include:
  - a 7 per cent increase in meeting Kindergarten Development Check Markers
  - a 3 per cent increase in Reading in Prep assessments. This trend continues through Year 3 NAPLAN data.
  - a 4 per cent increase in Maths in Prep assessments. This trend continues through Year 3 NAPLAN data.

## KINDERGARTEN

- In 2021, 4 497 students attended Kindergarten across 246 Kindergarten classes.
- Kindergarten students in Tasmanian Government Schools are assessed twice yearly by teachers against the Kindergarten Development Check involving 21 developmental markers in the areas of:
  - Gross Motor Skills
  - Fine Motor Skills
  - Personal and Social Behaviour
  - Listening, Speaking and Understanding
  - Cognitive Development.
- In 2021, 61.5 per cent of children demonstrated achievement against all markers, an increase from 60.7 per cent in 2020, but a decrease from 67.1 per cent in 2019.
- This is the first time since 2012 that the Kindergarten Development Check second assessment result has improved, rather than declined.
- The KDC results were analysed to determine any exceptional trends from previous years. The findings were:
  - Most markers were stable with decline or improvement within one percentage point for 14 out of 21 markers and 6 out of the 21 markers improved by one percentage point or more.
  - Only Gross Motor declined by greater than 1 percentage point.
- There were no standout changes in Department of Education regions, gender, Indigenous or parental education levels factors – instead there were slight increases for all demographic categories.
- Many Tasmanian Kindergarten students continue to show developmental delay in the areas of Gross Motor Skills and Listening, Speaking and Understanding. To address this, a targeted focus on supporting schools, staff and families to recognise and enhance development is being implemented.
- This support includes targeted professional learning for schools and Child and Family Learning Centres (CFLCs) and resources and communication through social media campaigns and the updated Great Start and Let's Talk websites.

- The results of the check are used by schools to inform transition plans for students into Prep, and by schools in the development of school improvement plans.

## LEARNING IN FAMILIES TOGETHER

### CONTINUATION OF FUNDING:

- A review of the Learning in Families Together (LIFT) initiative is planned for later in 2022. The review will look at strengths and weaknesses of the initiative and will provide future recommendations.
- The educational need data will also be reviewed and updated to account for the introduction of the Progressive Achievement Test Early Year (PAT EY) assessments.
- LIFT schools have been identified using an Early Years Literacy & Numeracy Needs Index.
- The Index was first developed during 2019, to inform supporting schools where there was long-term evidence of support need. The index is a relative measure, with 109 schools with the highest educational need funded.
- The current round of funding is based on educational needs for students assessed with low literacy and numeracy from 2016 to 2019 data, using indicator of literacy and numeracy development within the early years:
  - Kindergarten Development Check
  - Performance in Primary Schools (PIPS) assessment which no longer used and has been replaced by Progressive Achievement Test (PAT) Early Years
  - Australian Early Development Census (AEDC)
  - Performance Indicators in Primary Schools (PIPS) to NAPLAN growth
  - NAPLAN Year 3

### DATA:

- Responses to the 2021 Parent Satisfaction Survey showed that parents or carers whose children attended schools that received LIFT funding had a higher satisfaction rate related to supporting their child's learning at home and at school.

### BUDGET INITIATIVES:

**Table 7: Program Funding**

Program	2021	2022
	\$'m	\$'m
Launching into Learning (LiL)	\$6.4	\$6.5
Learning in Families Together (LIFT)	\$4.2	\$4.3

**POLITICAL LINES:**

- *For Minister's Office to insert*

Contact Officer:	Jen Ashton phone: 0455 252 025	
Approved by:	Gay Cumming Director Teaching and Learning	Date: 13/05/2022
Approved by:	Jodee Wilson <b>Relevant Deputy Secretary</b> <b>(MSU to facilitate)</b>	Date: 18/05/2022
Approved by:	Tim Bullard <b>Secretary</b> <b>(MSU to facilitate)</b>	Date: Click or tap to enter a date.

Hon. Roger Jaensch MP  
Minister for Education, Children and Youth

Date last verified:  
Click or tap to enter a date.

## 2022 BUDGET ESTIMATES BRIEF

**SUBJECT: MORE STAFF IN SCHOOLS**

### OVERVIEW STATEMENTS

- There is no more important investment in the education of Tasmania's young people than employing quality teachers and school support staff.
- That is why in 2018, the Tasmanian Government committed to employing 358 new staff, including 250 quality teachers, 80 extra teacher assistants and more support staff in Tasmanian Government Schools over a six-year period.
- We are well on track to achieve this commitment. National contemporary recruitment campaigns over several years have been successful in attracting quality applicants for new positions, as well as filling existing positions in schools statewide.
- Since 2018, the Department of Education (the Department) has appointed 320 permanent Teachers through targeted annual campaigns, focusing on regional and hard to staff schools and specialisations.

- This investment supports the More Teachers, Quality Teaching Action Plan which is a key output of our Education Workforce Roundtable.

**ADDITIONAL TALKING POINTS:**

**Teachers – 2018 Commitment 250 FTE**

- Since 2014, the Tasmanian Government has supported the employment of an additional **434** FTE teachers in Tasmania's public schools, including:
  - **194 FTE** between 2014 and 2018
  - **240 FTE** between 2018 and 2022.
- The increase from March 2018 to March 2022 includes, but is not limited to, delivering on the 2018 Election Commitments, including:
  - 30 FTE teaching positions to support principals of combined schools and schools with under 150 students, to focus more on leading quality teaching and learning in their schools
  - 10 FTE teacher positions for the network of school farms across Tasmania
  - 85 FTE for the change in Primary School instructional load
  - 31 FTE additional teachers to support extension of all Tasmanian secondary schools to Year 12 by 2022
  - 61 additional support teacher FTE allocations through increased funding for the new Educational Adjustments funding model.
  - 40 FTE additional in school quality teaching coaches.

- The Government's Election Commitment for 250 additional teachers over six years is on target to be achieved in terms of overall teacher employment numbers.

### Support staff – 2018 Commitment 108 FTE

- Since 2014, the Tasmanian Government has supported the employment of an additional **421** FTE teacher assistants (including Educational Support Specialists) in Tasmania's public schools, including:
  - **194 FTE** between 2014 and 2018
  - **227 FTE** between 2018 and 2022.
- The key 2018 commitment was for additional support for Prep students. **\$4.9 million** is provided over three years with all 149 Tasmanian Government Schools with Prep students to receive an allocation to increase the number of Education Support Specialists, as per below:

2021	40 schools
2022	60 schools
2023	49 schools

- Teacher Assistants have also increased through increased funding for the new Educational Adjustments funding model.
- The 2018 Election Commitment also provided for 20 additional administrative and support staff FTE for the new schools at Brighton and Legana.

## Professional Support Staff

- Since 2014, the Tasmanian Government has supported the employment of an additional **49 FTE** professional support staff including:
  - **34 FTE** between 2014 and 2018
  - **15 FTE** between 2018 and 2022.
- Since 2014, the Tasmanian Government has supported the employment of an additional **51 FTE** Nurses in Tasmania's public schools, including:
  - **29 FTE** between 2014 and 2018
  - **22 FTE** between 2018 and 2022.
- Funding of \$5.4 million was committed for an additional 11.4 FTE School Health Nurses statewide and 3 FTE Clinical Nurse Educators to further support health prevention and early intervention initiatives for young Tasmanians. Recruitment has commenced for these positions.

## National teacher recruitment campaign

- Since 2018, the Department has appointed 320 Teachers through centralised annual recruitment campaigns including:

	2018	2019	2020	2021
Applications	634	308	402	295
Permanent Appointments	69	113	63	75

- The fourth annual campaign continued the emphasis on attracting high-quality teachers with a focus on regional, hard to staff and high priority locations and specialisations.
- The upcoming fifth campaign will launch in July, with national advertising to attract high-quality teachers to the Tasmanian public education system.
- The recruitment campaign will continue to use contemporary recruitment approaches to assess candidates and streamline the recruitment process.
- A key focus for the upcoming campaign is to strengthen the career pipeline for UTAS graduates into public education, with an innovative and collaborative approach developed that will provide benefits for the Department, schools, learners and the graduates themselves.
- The success of the recruitment campaigns indicates that there is not an attraction issue for the Department, and that working in a regional or remote location is also not a barrier for many applicants.

## BACKGROUND, DATA AND FACTS:

### Overall Recruitment Numbers

- Overall recruitment outcomes since the original campaign and use of assessment centres are outlined below.

Year	2018	2019	2020	2021
Applicants	634*	308	402	295
Shortlisted	267	267	280	218
Unsuccessful	488	102	208	177

Withdrawn	68	93	101	43
Fixed-term	9	0	30	48
Permanent	69	113	63**	75

\*Note: The high number of applications in 2018 was due to all schools being included in the campaign and high numbers of existing fixed-term staff applying. The process was changed in 2019 to be more targeted toward harder to fill schools, resulting in fewer applications overall and better alignment to operational needs.

\*\*Note: Permanent appointments were down in 2020 due to a need to match school operational needs through the use of a higher number of fixed term placements. The overall number of suitable applicants remains high.

The original recruitment campaign was an open one for all schools and sectors and since that time the emphasis has been on hard-to-staff schools from 2019 which has resulted in fewer overall applications.

### Education Workforce Roundtable

- On 6 April 2018, the Tasmanian Government announced that it was convening a Roundtable of key education leaders in Tasmania to raise teaching quality, strengthen the profession, and provide guidance on the recruitment of an additional 250 teachers.
- The six Roundtable organisations include the Department of Education (the Department) and:
  - The University of Tasmania (UTAS)
  - The Peter Underwood Centre for Educational Attainment (PUC)
  - The Teachers Registration Board (TRB)
  - The Australian Education Union (AEU)
  - The Tasmanian Principals Association (TPA).
- The Roundtable's ten-point More Teachers, Quality Teaching Action Plan (MTQT) was released in October 2018. It is a four-year action plan for the period 2019 – 2022.
- The More Teachers, Quality Teaching Action Plan is due to conclude at the end of 2022.
- A review of the purpose and focus areas of the Education Workforce Roundtable will be undertaken before the end of 2022, to identify future work.

### Budget Initiatives

- Funding of \$680 000 in 2020 – 21 was allocated to support achievement of the More Teachers, Quality Teaching Action Plan including to:

- implement the findings of the Teacher Intern Placement program review including expansion of the intern program and funding to cover the cost of mentors (\$480 000)
- design Teacher Success Profile (Tasmanian Teacher Profile) assessments that provide for the establishment of quality assessment protocols that will be applied at critical teaching career touchpoints (\$50 000)
- develop a trial to introduce Highly Accomplished and Lead Teacher certification for Tasmanian teachers (\$150 000).
- In 2021-22, \$780 000 was allocated to:
  - continue to expand the Teacher Intern Placement Review (\$730 000)
  - continue to use the Tasmanian Teacher Profile to support the assessment of quality teachers during recruitment (\$50 000).
- In 2022-23, \$1.03 million is allocated to continue the Teacher Intern Placement Review (\$980 000) and the assessment of quality teachers (\$50 000).

**Table 1: Recruitment and Retention of Teacher Interns 2016-2022**

	2017	2018	2019	2020	2021	2022
Number of interns (at sign up)	26	19	14	13	19	25
Number of graduating interns	21	18	12	13	19	TBC
Converted to employee post-internship	20	18	12	13	19	TBC
Retention	95.24%	100%	100%	100%	100%	TBC

**Permanent Relief Pool**

- Recruitment of up to 30 FTE permanent staff to provide relief in targeted schools has been delayed due to COVID-19 preparation and the necessary workforce strategies to ensure schools remain open.
- 11 schools have identified existing permanent part-time teachers to use as relief, taking advantage of the additional funding.
  - 0.4 FTE - St Marys District School / Bicheno Primary School
  - 0.6 FTE - Smithton High School
  - 0.4 FTE - Smithton Primary School

- 0.5 FTE - Somerset Primary School
- 0.5 FTE - Burnie Primary School
- 0.4 FTE - Austin's Ferry Primary School
- 0.3 FTE – Swansea Primary School
- 0.4 FTE – Ulverstone Primary School
- 0.4 FTE – East Ulverstone Primary School and Sprent Primary School.

### **Leading Quality Teaching and Learning – Principals Off-quota – Reprioritisation as part of Teachers Wage Agreement**

- As part of the 2018 Election Commitments, an additional 90 teacher FTE was allocated to bring principals off teaching to focus on school leadership, in areas of greatest need.
- 29.9 FTE was allocated to schools in 2019, to support principals to lead quality teaching and learning in their schools.
- Funding was allocated to all small schools and combined schools under 150 students, who were identified as being of the greatest need, as principals are often on class in our smaller schools.
- Under this initiative, professional learning was provided for principals to:
  - focus on instructional leadership
  - lead improvement
  - to grow collaborative practices and professional learning communities in their school.
- It was originally intended that the remaining funding equivalent to 60 FTE would be allocated progressively to 2023-24; however, this was allocated to meet industrial agreement outcomes, specifically the reduction in Primary School Instructional load.

### **Staffing Summary for Year 11 and 12 Extension Schools**

- The additional teachers to support extension of all Tasmanian secondary schools to Year 12 between 2018 and 2022 is outlined below. This is the additional teachers supported by specific program funding (that is, it does not include standard teacher staffing based on enrolments).

Year	2018	2019	2020	2021	2022
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<b>Total FTE<sup>1</sup></b>	60.3	71.15	79.98	89.25	91.75
<b>Increase to 2018</b>		10.85	19.68	28.95	31.45

1. Total FTE is the total funded staffing FTE allocated by 11-12 program funding provided as cash in the School Resource Package.

### Staffing Allocation Summary for Educational Adjustments

- The additional support teacher allocations through increased funding for the new Educational Adjustments funding model are:

	2020	2021	2022
<b>FTE increase</b>	27.91	22.55	11.10
<b>Total FTE</b>		50.46	61.56

### POLITICAL LINES:

- For Minister's Office to insert

Contact Officer:	Cameron Dinnessen phone: 6165 6273	
Approved by:	Jamie Synnott Acting Director Human Resources	Date: 28/04/2022
Approved by:	Kane Salter <b>Deputy Secretary Corporate and Business Services</b>	Date: 2/06/2022
Approved by:	Tim Bullard <b>Secretary</b>	Date: Click or tap to enter a date.

Hon. Roger Jaensch MP  
Minister for Education, Children and Youth

Date last verified:  
29/04/2022

## 2022 BUDGET ESTIMATES BRIEF

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**SUBJECT: EDUCATION WORKFORCE ROUNDTABLE**

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### OVERVIEW STATEMENTS

- We know that after parents, teachers and school leaders have the biggest influence in lifting educational outcomes.
- The Tasmanian Government is continuing its strong commitment to build a workforce of talented people, capable of delivering outstanding outcomes for every learner.
- The Tasmanian Government has had a strong and clear focus on increasing the quantity of our public education workforce as well as increasing the quality of teachers and support staff within our schools.
- We recognise that leading and resourcing innovative initiatives requires strong partnerships – with unions, with regulators such as the Teacher’s Registration Board, with the University of Tasmania (UTAS) and with peak bodies, such as the Tasmanian Principal’s Association.
- That’s why in 2018, the Government established the Education Workforce Roundtable to commit to taking collective action to deliver a quality education workforce for Tasmania.

- To support Tasmania's leaders to drive real change in our classrooms, we have provided \$4.2 million over the 2022-23 budget and forward estimates to support the Education Workforce Roundtable to deliver on its ten-point More Teachers, Quality Teaching Action Plan - including \$1.03 million in 2022-23.

#### ADDITIONAL TALKING POINTS:

#### Education Workforce Roundtable

- The *More Teachers, Quality Teaching Action Plan* has seen Tasmania's education leaders – including UTAS, Teachers Registration Board, and the Australian Education Union (AEU) – commit to working together to design solutions to increase the quality and quantity of Tasmanian teachers and leaders.
- By working together the Roundtable has:
  - refreshed how the Department of Education (the Department) recruits quality teachers
  - expanded opportunities for over 100 UTAS pre-service teachers to ensure they are classroom ready
  - defined what it really means to be a quality teacher in Tasmania
  - provided avenues to further develop teaching excellence through the Highly Accomplished and Lead Teacher certification.
- Over the next 12 months the Roundtable will focus on:

- working with UTAS on the design of Initial Teacher Education courses, ensuring our teachers are prepared for our unique context
  - using insights from the centralised teacher recruitment campaigns to continue to prepare quality teacher graduates
  - investigating additional support for teachers in rural and regional areas of Tasmania
  - reviewing the *More Teachers, Quality Teaching Action Plan* to identify innovative action to attract, recruit and retain a quality education workforce.
- Working in strong partnership has ensured that the Tasmanian Government continues to attract and develop not only more teachers, but quality teachers.
  - Working with organisations like the AEU has supported the recruitment of an additional 435 FTE teachers for our schools since we came into Government in 2014.
  - The Education Workforce Roundtable is a unique collaboration between Tasmania's education leaders, and I'd like to recognise their ongoing mission and commitment to working together to improve educational outcomes for all Tasmanians.

#### **BACKGROUND, DATA AND FACTS:**

##### **Roundtable establishment:**

- On 6 April 2018, the Tasmanian Government announced that it was convening a Roundtable of key education leaders in Tasmania to raise teaching quality, strengthen the profession, and provide guidance on the recruitment of an additional 250 teachers.

- In August 2018, Tasmania’s education leaders signed a Declaration to formalise their ongoing, non-partisan agreement to co-design an innovative system that builds a skilled and ready future-fit education workforce.
- The six Roundtable organisations include the Department of Education (the Department) and:
  - The University of Tasmania (UTAS)
  - The Peter Underwood Centre for Educational Attainment (PUC)
  - The Teachers Registration Board (TRB)
  - The Australian Education Union (AEU)
  - The Tasmanian Principals Association (TPA).
- The Roundtable’s ten-point More Teachers, Quality Teaching Action Plan (MTQT) was released in October 2018. It is a four-year action plan for the period 2019 – 2022.
- The More Teachers, Quality Teaching Action Plan is due to conclude at the end of 2022.
- A review of the purpose and focus areas of the Education Workforce Roundtable will be undertaken before the end of 2022, to identify future work.

#### **Roundtable Achievements:**

- **Rethinking Recruitment:** The Roundtable has been critical in providing advice and guidance to the Department to attract more quality teachers.
- Action Six of the More Teachers, Quality Teaching Action Plan was to design recruitment processes that will attract and retain a top-quality education workforce ready to rise to the challenge of making a real difference to Tasmania’s learning outcomes.
- This included the design of the Teach Tasmania platform which aims to attract people to teach in Tasmania by celebrating what is uniquely Tasmanian and the lifestyle Tasmania provides.
- Using the Teach Tasmania platform and under the guidance of the Roundtable, a centralised recruitment campaign was introduced in 2018. This saw 627 applications received and 91 placements in Tasmanian Government Schools.
- Since 2019, a targeted recruitment campaign to attract teachers to regional and high-priority schools has been undertaken. This resulted in the placement of 176 teachers in these areas.
- Additional information about the Teacher Recruitment Campaigns can be found in DoE Workforce Statistics + Recruitment Statistics Budget Estimate Brief.
- **Teacher Intern Placement Program (TIPP):** Introduced in 2016 as part of the Developing our Workforce Strategy, the program supports UTAS students to undertake their final year of study while based full-time in a Tasmanian Government School.

- Following successful completion of their degree, interns are offered permanent employment with the Department.
- From 2016 – 2020 the program had an annual allocation of up to 30 placements. In 2019 – 20, funding was provided to support the growth of the intern program to 70 placements by 2023.
- In 2020 – 21, a review was undertaken by the Department and the Peter Underwood Centre. Findings from the review suggested that the program effectively prepares prospective teachers for the profession, providing extended classroom experience and building key knowledge around teaching content.
- Throughout 2021, ongoing improvements to the program have been focussed on increased support for interns, mentors and schools; a review of financial support for interns and increased focus on marketing the program.
- As at March 2022, 109 student-interns have graduated through the program, with an additional 24 currently participating in the 2022 cohort.
- **Highly Accomplished and Lead Teacher (HALT) Pilot:** The Highly Accomplished and Lead Teacher (HALT) certification is an Australia-wide co-ordinated approach to support teachers to progress their careers while remaining in the classroom, where they can have greatest impact on student learning.
- In April 2020, a HALT Steering Committee was established, with membership from the Department, Catholic Education and Independent Schools Tasmania, to provide oversight and decision-making on the design of the HALT Pilot.
- The HALT Pilot is delivered by the three education sectors in collaboration with the Teacher's Registration Board (TRB) and the University of Tasmania (UTAS) in 2021.
- Funding of \$310 000 over a two-year period (2019 – 20; 2020 – 21) was provided to support the HALT Certification.
- As at March 2022, there were 23 Applicants undertaking the Pilot and a further 27 Assessors working towards National Certification
- **Tasmanian Teacher Profile:** The Roundtable has also determined what a quality teacher looks like in the Tasmanian context - beyond technical expertise and qualifications.
- The Tasmanian Teacher Profile identifies the knowledge, experience, skills and capabilities, and motivations and attributes required of quality teachers in Tasmania.
- Since 2020, the Profile has been used to inform recruitment of quality teachers for Tasmania and continues to be used as part of quality assessment protocols for the recruitment of new teachers.

### Reporting Period for Data

- **Teacher Intern Placement Program (TIPP)** Recruitment and Retention Data 2017 – 2022:

	2017	2018	2019	2020	2021	2022
Number of interns (at sign up)	26	19	14	13	19	25
Number of graduating interns (completed TIPP internship year)	21	18	12	13	19	
Employees with Department of Education post-internship	20	18	12	13	19	
Retention % (of graduating interns)	95.24%	100%	100%	100%	100%	

**BUDGET INITIATIVES:**

- The 2019-20 Budget allocated \$3 million over four years for delivering the Education Workforce Roundtable Action Plan.
- In 2020-21, funding of \$680 000 was allocated to support achievement of the More Teachers, Quality Teaching Action Plan including to:
  - implement the findings of the Teacher Intern Placement program review including expansion of the intern program and funding to cover the cost of mentors (\$480 000)
  - design Teacher Success Profile (Tasmanian Teacher Profile) assessments that provide for the establishment of quality assessment protocols that will be applied at critical teaching career touchpoints (\$50 000)
  - develop a trial to introduce Highly Accomplished and Lead Teacher certification for Tasmanian teachers (\$150 000).
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  - continue to use the Tasmanian Teacher Profile to support the assessment of quality teachers during recruitment (\$50 000).
- In 2022-23, \$1.03 million is allocated to continue the Teacher Intern Placement Review (\$980 000) and the assessment of quality teachers (\$50 000).

**POLITICAL LINES:**

- *For Minister's Office to insert*

Contact Officer:	Shari Rieder phone: 0418 394 258	
Approved by:	Shari Rieder, Associate Director People Capability and Development	Date: 29/04/2022
Approved by:	<b>Jodee Wilson</b> <b>Deputy Secretary</b> <b>Support and Development</b> <b>(MSU to facilitate)</b>	Date: 18/05/2021
Approved by:	Tim Bullard <b>Secretary</b> <b>(MSU to facilitate)</b>	Date: Click or tap to enter a date.

Hon. Roger Jaensch MP  
Minister for Education, Children and Youth

Date last verified:  
20/05/2022

## 2022 BUDGET ESTIMATES BRIEF

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**SUBJECT: TEACHER SPECIALISATION WORKFORCE AUDIT**

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### OVERVIEW STATEMENTS

- A 2018 Election commitment was made to undertake a workforce scan on teacher qualifications and specialisations.
- In 2018/19 an interim tool was developed to capture and report on this data, however, the need for a more advanced and sustainable system solution was identified due to the complexity of bringing together source data for reporting purposes.
- In 2020 a vendor, Saba (Australia) was selected, to provide the system solution to enable the capture and reporting on employee capability data, including qualifications and experience.
- This new system solution is referred to as MyCareer@DoE
- My Career@DoE has been progressively configured to meet the Department of Education's (the Department) requirements to capture, maintain and report on key workforce capability data.

- Throughout 2021, considerable progress was made to integrate MyCareer@DoE with existing source systems to bring together previously incompatible data sets.
- Initial data on teacher qualifications and teaching experience aligned to Learning Areas is now available to develop preliminary workforce audit reporting for Secondary and Senior Secondary sectors.
- The Department is also working with Australian Institute for Teaching and School Leadership (AITSL) and other jurisdictions on the development and refinement of the Australian Teacher Workforce Data Strategy, which aims to capture national teaching workforce data.

#### ADDITIONAL TALKING POINTS:

### Teacher Specialisation

- Analysing the combination of qualification and learning area experience across school sectors assists in the understanding of teacher specialisation.
- Experience teaching in a Learning Area plays an important role in understanding specialisation.
- Teachers with three or more years of experience in a Learning Area are regarded as having significant curriculum knowledge and expertise.
- As the quality and quantity of this data continues to improve over time, this data will provide a more comprehensive understanding of teacher specialisation.

## Teacher Qualifications

- The Department entered into a Memorandum of Understanding (MoU) with the Tasmanian Teacher Registration Board (TRB) in October 2020, enabling data sharing of teacher qualification information.
- Qualification data is available for the majority of Department's teaching staff, however, qualifications may not be recorded for teachers who have mutual recognition for registration held interstate, or who were employed by the Department prior to the introduction of the TRB in 2000.
- The most significant gap in qualification data is the absence of subject majors associated with broad teaching degrees.
- Subject majors enable identification of alignment of qualifications and teaching areas.
- For those teachers who hold broad teaching qualifications, specific subject majors are not able to be extracted, therefore alignment of qualifications to teaching areas is not possible.
- The Department and TRB are working collaboratively to increase, where possible, the available qualification data.
- TRB has undertaken a review of previously submitted qualifications to identify and verify further subject majors where possible.

## Learning Area Data

- Experience teaching in specific Learning Areas is drawn from timetabling data (via the Department's Edupoint system), and includes data for the current, and previous five years.
- Learning Area experience data is currently available for Secondary and Senior Secondary school sectors.
- Data for Primary and Early Years sectors will be available in 2023, however, Primary data will be limited to specialist subjects (Art, Music, HPE, Languages) as the majority of teachers in Primary Schools teach across the core Learning Areas.

### **Future focus**

- With the implementation of MyCareer@DoE across the Department's workforce over the next two years, current data will be combined with professional learning and performance data to provide a more comprehensive view of teacher capability and specialisation.
- My Career@DoE reporting of teacher specialisations and broad capabilities of teaching staff will deliver improvements to:
  - Workforce Planning by supporting system level workforce planning, strategic recruitment, and local level deployment and transfer arrangements
  - Staff Development through identification of priority areas for professional development enabling targeted professional learning strategies.

### **BACKGROUND, DATA AND FACTS:**

All current teacher specialisation data is as at 31 March 2022.

### **Teacher Specialisation Data**

- The following tables show the teaching workforce specialisation profile, based on qualifications and Learning Area experience.

### Secondary School Teaching Staff by Learning Area, Qualification and Years of Experience

Learning Area	Teaching in 2022	Matched Qualification	Years of Experience in the Learning Area						3+ years experience
			current year only	1	2	3	4	5	
Maths	343	50 (14%)	64 (19%)	57 (16%)	35 (10%)	50 (15%)	49 (14%)	88 (26%)	187 (54%)
Science	273	137 (50%)	51 (19%)	48 (17%)	29 (10%)	40 (15%)	32 (12%)	73 (27%)	145 (53%)
English	352	98 (27%)	53 (15%)	57 (16%)	47 (13%)	60 (17%)	51 (15%)	84 (24%)	195 (55%)
HASS	302	111 (36%)	57 (19%)	47 (16%)	43 (14%)	40 (13%)	48 (16%)	67 (22%)	155 (51%)
Languages	29	8 (27%)	9 (31%)	6 (21%)	6 (21%)	1 (3%)	1 (3%)	6 (21%)	8 (27%)
The Arts	188	85 (45%)	38 (20%)	26 (14%)	14 (7%)	19 (10%)	16 (9%)	75 (40%)	110 (58%)
Technology	219	33 (15%)	39 (18%)	37 (17%)	29 (13%)	20 (9%)	17 (8%)	77 (35%)	114 (52%)

*Note: the numbers of teaching staff against each Learning Area do not relate to overall teacher headcount or FTE, as individual teachers may teach across multiple learning areas*

*Note Teaching in Secondary and Senior Secondary is counted as years of experience*

### Senior Secondary School Teaching Staff by Learning Area, Qualification and Years of Experience

Learning Area	Teaching in 2022	Matched Qualification	Years of Experience in the Learning Area						3+ years experience
			Current year only	1	2	3	4	5	
Maths	166	35 (21%)	32 (19%)	31 (19%)	23 (14%)	16 (10%)	14 (8%)	50 (30%)	80 (48%)
Science	74	54 (72%)	11 (14%)	8 (11%)	8 (11%)	9 (12%)	12 (16%)	27 (36%)	48 (64%)
English	150	45 (30%)	31 (21%)	31 (21%)	10 (6%)	18 (12%)	21 (14%)	39 (26%)	78 (52%)
HASS	278	81 (29%)	106 (38%)	44 (16%)	25 (9%)	35 (13%)	8 (3%)	60 (21%)	103 (37%)
Languages	20	3 (15%)	4 (20%)	4 (20%)	4 (20%)	4 (20%)	1 (5%)	3 (15%)	8 (40%)
The Arts	114	76 (66%)	23 (20%)	9 (8%)	13 (11%)	11 (10%)	15 (13%)	43 (38%)	69 (60%)
Technology	212	52 (24%)	41 (19%)	31 (15%)	26 (12%)	22 (10%)	23 (11%)	69 (33%)	114 (53%)

*Note: the numbers of teaching staff against each Learning Area do not relate to overall teacher headcount or FTE, as individual teachers may teach across multiple learning areas.*

*Note: only teaching in Senior Secondary is counted as years of experience*

### Profile of Teaching Workforce Specialisations based on qualifications and experience

Learning Area	Teaching in 2022	In Area		Out of Area
		Matched qualification	Possible or no matched qualification but holds 3+ years teaching experience in the past 5 years	Possible or no matched qualification and less than 3 years teaching experience in the past 5 years
Maths	495	82 (17%)	215 (43%)	198 (40%)
Science	340	185 (54%)	67 (20%)	88 (26%)
English	489	139 (28%)	184 (38%)	166 (34%)
HASS	573	215 (37%)	129 (23%)	229 (40%)
Languages	48	10 (21%)	13 (27%)	25 (52%)
The Arts	289	155 (54%)	60 (21%)	74 (25%)
Technology	403	77 (19%)	157 (39%)	169 (42%)

*Note: the numbers of teaching staff against each Learning Area do not relate to overall teacher headcount or FTE, as individual teachers may teach across multiple learning areas*

### Teacher Qualification Data

- Qualification data is currently available for approximately 87 per cent of teachers.
- Qualification data may not be recorded for teachers who have mutual recognition for registration held interstate, or who were employed by Department prior to the introduction of the TRB in 2000.
- The following table shows the number and percentage of teachers, by school sector, for whom recorded qualifications do not enable identification of an area of specialisation.

### Teachers, by School Sector, who hold broad qualifications with no recorded area of specialisation or subject majors

Primary	Secondary	Senior Secondary	Combined Schools	Support Schools
1542 (65%)	336 (31%)	152 (28%)	292 (49%)	85 (67%)

### RELATED ELECTION COMMITMENT / STATE OF THE STATE COMMITMENT: *(if not applicable delete)*

- A 2018 Election commitment was made to undertake a workforce scan on teacher qualifications and specialisations.

### POLITICAL LINES:

- *For Minister's Office to insert*

Contact Officer:	Lyn Metcalfe phone: 61656263 <b>Manager, HR Policy Strategy and Wellbeing</b>	
Approved by:	Jamie Synnott <b>A/Director, Human Resources</b>	Date: Click or tap to enter a date.
Approved by:	Kane Salter <b>Deputy Secretary, Corporate and Business Services</b> <b>(MSU to facilitate)</b>	Date: 25/05/2022
Approved by:	Tim Bullard <b>Secretary</b> <b>(MSU to facilitate)</b>	Date: Click or tap to enter a date.

## DoE Workforce Statistics + Recruitment Statistics

Hon. Roger Jaensch MP  
Minister for Education, Children and Youth

Date last verified:  
Click or tap to enter a date.

## 2022 BUDGET ESTIMATES BRIEF

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**SUBJECT: DOE WORKFORCE STATISTICS + RECRUITMENT STATISTICS**

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**OVERVIEW STATEMENTS**

- Overall employee numbers have increased from March 2021 to March 2022 by 180 FTE, which includes an increase of 7 FTE Teaching staff in schools.
- Since 2014, the additional staff that have been employed in schools includes 435 FTE Teachers; 421 Teacher Assistants (Including Education Support Specialists) and 49 School Administrative staff.

**ADDITIONAL TALKING POINTS:**

- The Department of Education (the Department) has an FTE of 8,682 employees as at 31 March 2022, which is an overall increase in permanent and fixed-term employees of 180 FTE from 31 March 2021.
- The majority of teaching staff (96 per cent) are working in schools.
- There has been an increase in overall employee numbers in key roles from March 2021 to March 2022 as follows:

## DoE Workforce Statistics + Recruitment Statistics

- Teachers in schools – an additional 7 FTE
- Teacher Assistants (including Educational Support Specialists) – an additional 89 FTE. This increase is due to extra support provided through Educational Adjustment, trauma and more support in prep funding.
- Nurses – an additional 12 FTE. This increase is due to the 2021 election commitment to employ an additional 11.4 FTE nurses and 3 FTE Clinical Nurse Educators.
- Education Facility Attendants – an additional 25 FTE.

## DoE Workforce Statistics + Recruitment Statistics

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## DoE Workforce Statistics + Recruitment Statistics

**DoE WORKFORCE STATISTICS – 2014-2022 Comparison****All Staff comparison 2014 to 2022 FTE - Actual Related Information (5.0)**

Year	Teaching – Schools	Teaching – non-school based	Education Support Specialist <sup>2</sup>	Teacher Assistant	School Admin	Prof Support <sup>5</sup>	Nurses	All Other Staff	Total
2014	4,146.19	235.30	0.00	787.30	486.69	151.10	0.5	1,828.12	7,635.20
2020	4,461.33	222.08	5.52	1,036.89	531.21	199.44	34.2	1,860.21	8,350.88
2021	4,573.81	218.14	25.63	1,093.56	538.06	198.99	40.66	1,813.31	8,502.16
2022	4,581.10	223.28	35.72	1,172.63	535.89	200.45	52.38	1,880.61	8,682.06

**Movement**

2021 to 2022	7.29	5.14	10.09	79.07	-2.17	1.46	11.72	67.30	179.90
2014 to 2021	427.62	-17.16	25.63	306.26	51.37	47.89	40.16	-14.81	866.96
2014 to 2022	434.91	-12.02	35.72	385.33	49.20	49.35	51.88	52.49	1,046.86
2018 to 2022	240.29	14.81	35.72	191.89	18.06	15.92	22.76	122.70	662.15

**Notes:**

- The total:
  - 2021 to 2022 movement for Teacher Assistants and Education Support specialists is 89.16 FTE.
  - 2014 to 2022 movement for Teacher Assistants and Education Support specialists is 421.05 FTE.
  - 2018 to 2022 movement for Teacher Assistants and Education Support specialists is 227.61 FTE.
- Professional staff includes School Psychologists, Speech and Language Pathologists, Social Workers

## DoE Workforce Statistics + Recruitment Statistics

**Professional Support Staffing 2014 to 2022 (6.0) – Budget (allocated FTE) and Actual Related Information**

Note: The Department has previously reported the movements in the Professional Support Staff category based on allocation. This was due to variability in vacancies and also positions funded by schools out of flexible funding that could potentially change. For 2021-22 reporting of movements is based on actuals to be consistent with overall reporting and also data used in Election commitments.

Year	Budget (Allocated FTE) Specialist Staff (School Psychologists, Speech and Language Pathologists, Social Workers)	Budget (Allocated FTE) Safe Homes, Safe Families and Strong Families, Safe Kids Specialist Staff	Budget (Allocated FTE) School Nurses	Budget (Allocated FTE) Total	Actual: Specialist Staff (School Psychologists, Speech and Language Pathologists, Social Workers) FTE	Actual School Nurses FTE	Total Actual FTE
2014	146.50	0.00	0.00	146.50	151.10	0.50	151.60
2020	167.50	12.80	38.70	219.00	199.44	34.20	233.64
2021	165.75	12.80	44.70	223.25	198.99	40.66	239.65
2022	196.65	12.80	57.10	266.55	200.45	52.38	252.83

**Movement**

2014 to 2021	19.25	12.80	44.70	76.75	47.89	40.16	88.05
2014 to 2022	50.15	12.80	57.10	120.05	49.35	51.88	101.23

Notes:

1. "Budget" figures are provided by Finance

## DoE Workforce Statistics + Recruitment Statistics

## DoE WORKFORCE STATISTICS – All Staff

## All Staff by Sector (7.0)

Sector	FTE			Head Count			% of Total
	Mar 21	Mar 22	Variation	Mar 21	Mar 22	Variation	
Primary	3,502.00	3,523.81	21.81	4,678	4,733	55	43%
Combined	962.84	982.21	19.37	1,251	1,275	24	11%
Secondary	1,707.61	1,763.91	56.30	2,049	2,119	70	19%
Senior Secondary	688.16	693.55	5.39	874	884	10	8%
Special	279.93	287.90	7.97	397	404	7	4%
<b>School Sector Total</b>	<b>7,140.54</b>	<b>7,251.38</b>	110.84	<b>9,249</b>	<b>9,415</b>	166	85%

Learning Services	70.35	102.37	32.02	72	107	35	1%
Student Support	284.78	309.06	24.28	379	405	26	4%
Child and Family Centres	39.19	41.19	2.00	52	55	3	1%
Libraries Tasmania	274.07	276.05	1.98	354	352	-2	3%
Corporate and Business Services	298.33	305.97	7.64	317	324	7	3%
Strategy and Performance *	139.18	117.21	-21.97	154	131	-23	1%
Support and Development	198.38	211.33	12.95	229	250	21	2%
Office of the Secretary	13.63	21.50	7.87	15	25	10	<1%
Statutory Authorities ^	43.71	46.00	2.29	48	51	3	<1%
<b>Non School Sector Total</b>	<b>1,361.62</b>	<b>1,430.68</b>	69.06	<b>1,620</b>	<b>1,700</b>	80	15%

<b>Total</b>	<b>8,502.16</b>	<b>8,682.06</b>	<b>179.90</b>	<b>10,869</b>	<b>11,115</b>	<b>246</b>
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The above data includes all permanent and fixed-term employees and excludes casual/relief.

**Head count:** Each DoE employee only counts once regardless of the number of positions they occupy. Where multiple positions exist, for consistency, only the position with the highest FTE is counted. Therefore, there can be a higher FTE recorded in a sector or stream than there are heads recorded in the same sector or stream.

**^Statutory Authorities** – Teachers Registration Board, Tasmanian Assessment, Standards and Certification and Office of the Education Registrar

**\* Strategy and Performance** – Large variation is due to a restructure where the Early Years Partnerships & Projects business unit was moved from Strategy & Performance division to the Learning division

## DoE Workforce Statistics + Recruitment Statistics

## All Staff by Employee Category – Headcount (8.0)

	Permanent		Fixed term		March 2021	Permanent		Fixed term		March 2022	Var	% of Total
Allied Health Professional	137	(80%)	34	(20%)	171	143	(86%)	23	(14%)	166	-5	(1%)
Education Support Specialist	3	(12%)	23	(88%)	26	20	(56%)	16	(44%)	36	10	(<1%)
Facility Attendant	724	(86%)	121	(14%)	845	694	(79%)	181	(21%)	875	30	(8%)
Nursing	52	(88%)	7	(12%)	59	72	(91%)	7	(9%)	79	20	(1%)
School Psychologist	73	(79%)	19	(21%)	92	82	(81%)	19	(19%)	101	9	(1%)
SES Officer *^	0	(0%)	27	(100%)	27	0	(0%)	28	(100%)	28	1	(<1%)
Teacher Assistant	1,365	(70%)	597	(30%)	1,962	1,265	(60%)	826	(40%)	2,091	129	(19%)
Teaching Service	4,865	(86%)	821	(14%)	5686	4,850	(85%)	861	(15%)	5,711	25	(51%)
TSSA General	1,607	(82%)	350	(18%)	1,957	1,625	(82%)	361	(18%)	1,986	29	(18%)
TSSA Professional	42	(95%)	2	(5%)	44	42	(100%)	0	(0%)	42	-2	(<1%)
<b>Total</b>	<b>8,868</b>	<b>(82%)</b>	<b>2,001</b>	<b>(18%)</b>	<b>10,869</b>	<b>8,793</b>	<b>(79%)</b>	<b>2,322</b>	<b>(21%)</b>	<b>11,115</b>	<b>246</b>	

\* includes Head of Agency

^ SES Officer Variation – Deputy Director Finance and Budget Services backfilled by two employees receiving a More Responsible Duties Allowance, leaving the office temporarily vacant., therefore DoE does have 29 SES offices

## Whole of Department - Workforce (8.1)

	FTE			Head Count		
	Mar 21	Mar 22	Variation	Mar 21	Mar 22	Variation
<b>Total</b>	8,502.16	8,682.06	179.90	10,869	11,115	246

## School and Non School - Workforce (8.2)

	FTE			Head Count			Overall %
	Mar 21	Mar 22	Variation	Mar 21	Mar 22	Variation	
School	7,140.54	7,251.38	110.84	9,249	9,415	166	(85%)
Non School	1,361.62	1,430.68	69.06	1,620	1,700	80	(15%)
<b>Total</b>	<b>8,502.16</b>	<b>8,682.06</b>	<b>179.90</b>	<b>10,869</b>	<b>11,115</b>	<b>246</b>	

## DoE Workforce Statistics + Recruitment Statistics

## Teaching - Workforce (9.0)

	FTE			Head Count			Overall %
	Mar 21	Mar 22	Variation	Mar 21	Mar 22	Variation	
School	4,573.81	4,581.10	7.29	5,446	5,460	14	(96%)
Non School ^	218.14	223.28	5.14	240	251	11	(4%)
<b>Total</b>	<b>4,791.95</b>	<b>4,804.38</b>	<b>12.43</b>	<b>5,686</b>	<b>5,711</b>	<b>25</b>	

^ Non-School – includes those business units that directly support schools (e.g. Student Support, Early Learning, etc.).

## Total number of relief employees paid for 12 months (9.1)

	March 2021 *			March 2022 *		
	Teaching	Non-Teaching	Total	Teaching	Non-Teaching	Total
<b>School</b>						
Genuine Relief	1,451	1,924	3,375	1,535	2,199	3,734
Part-Time Staff Paid Relief	1,567	1,578	3,145	1,610	1,615	3,225
<b>Subtotal</b>	<b>3,018</b>	<b>3,502</b>	<b>6,520</b>	<b>3,145</b>	<b>3,814</b>	<b>6,959</b>
<b>Non-School</b>						
Genuine Relief	32	271	303	33	245	278
Part-Time Staff Paid Relief	21	195	216	23	208	231
<b>Subtotal</b>	<b>53</b>	<b>466</b>	<b>519</b>	<b>56</b>	<b>453</b>	<b>509</b>
<b>Total</b>	<b>3,071</b>	<b>3,968</b>	<b>7,039</b>	<b>3,201</b>	<b>4,267</b>	<b>7,468</b>

\* Note includes part-time permanent staff who were engaged as relief

## DoE Workforce Statistics + Recruitment Statistics

## School Sector Staff by Employee Category (10.0)

School Sector	Teacher		Education Support Specialist		School Psychologist		Teacher Assistant		Facility Attendant		Nurse		Allied Health Professional		TSSA General		TSSA Professional		TOTAL	
	FTE Mar 22	H/C Mar 22	FTE Mar 22	H/C Mar 22	FTE Mar 22	H/C Mar 22	FTE Mar 22	H/C Mar 22	FTE Mar 22	H/C Mar 22	FTE Mar 22	H/C Mar 22	FTE Mar 22	H/C Mar 22	FTE Mar 22	H/C Mar 22	FTE Mar 22	H/C Mar 22	FTE Mar 22	H/C Mar 22
Primary Sector	2,204.92	2,676	29.84	29	0.00	0	655.89	1,201	321.66	424	0.00	0	0.00	0	311.50	403	0.00	0	3,523.81	4,733
Combined	619.25	736	2.14	2	0.80	1	136.52	252	108.86	136	0.00	0	1.00	1	113.64	147	0.00	0	982.21	1,275
Secondary	1,146.71	1,286	2.45	3	0.00	0	193.25	324	205.28	235	0.00	0	0.00	0	216.22	271	0.00	0	1,763.91	2,119
Senior Secondary	483.20	606	0.00	0	1.30	1	64.82	111	46.97	53	0.00	0	0.40	0	96.86	113	0.00	0	693.55	884
Special	127.02	156	1.29	2	0.00	0	117.22	195	17.46	23	0.00	0	0.60	1	24.31	27	0.00	0	287.90	404
March 2022 Total	4,581.10	5,460	35.72	36	2.10	2	1,167.70	2,083	700.23	871	0.00	0	2.00	2	762.53	961	0.00	0	7,251.38	9,415
March 2021 Total	4,573.81	5,446	25.63	26	7.46	6	1,085.86	1,951	674.62	839	0.00	0	12.74	4	759.60	976	0.82	1	7,140.54	9,249
Variation	7.29	14	10.09	10	-5.36	-4	81.84	132	25.61	32	0.00	0	-10.74	-2	2.93	-15	-0.82	-1	110.84	166

## DoE Workforce Statistics + Recruitment Statistics

## Non School Sector Staff by Employee Category (11.0)

Non-School Sector	Teacher		School Psychologist		Teacher Assistant		^ Facility Attendant		** Nurse		** Allied Health Professional		TSSA General		TSSA Professional		* SES		TOTAL	
	FTE Mar 22	H/C Mar 22	FTE Mar 22	H/C Mar 22	FTE Mar 22	H/C Mar 22	FTE Mar 22	H/C Mar 22	FTE Mar 22	H/C Mar 22	FTE Mar 22	H/C Mar 22	FTE Mar 22	H/C Mar 22	FTE Mar 22	H/C Mar 22	FTE Mar 22	H/C Mar 22	FTE Mar 22	H/C Mar 22
Learning Services	30.30	30	0.00	0	0.00	0	0.00	0	0.00	0	1.00	1	67.07	72	0.00	0	4.00	4	102.37	107
Student Support	44.20	46	71.34	99	3.42	5	0.00	0	52.38	79	122.22	159	15.00	16	0.50	1	0.00	0	309.06	405
Child and Family Centres	8.18	12	0.00	0	0.00	0	0.20	0	0.00	0	0.60	2	32.21	41	0.00	0	0.00	0	41.19	55
Libraries Tasmania	0.80	1	0.00	0	0.00	0	0.29	2	0.00	0	0.00	0	237.35	305	34.61	41	3.00	3	276.05	352
Corporate and Business Services	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	295.97	314	0.00	0	10.00	10	305.97	324
Strategy and Performance	9.31	11	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	103.90	116	0.00	0	4.00	4	117.21	131
Support and Development	126.69	147	0.00	0	1.51	3	1.13	2	0.00	0	1.19	2	78.81	94	0.00	0	2.00	2	211.33	250
Office of the Secretary	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	18.50	22	0.00	0	3.00	3	21.50	25
Statutory Authorities	3.80	4	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	40.20	45	0.00	0	2.00	2	46.00	51
<b>March 2022 Total</b>	<b>223.28</b>	<b>251</b>	<b>71.34</b>	<b>99</b>	<b>4.93</b>	<b>8</b>	<b>1.62</b>	<b>4</b>	<b>52.38</b>	<b>79</b>	<b>125.01</b>	<b>164</b>	<b>889.01</b>	<b>1,025</b>	<b>35.11</b>	<b>42</b>	<b>28.00</b>	<b>28</b>	<b>1,430.68</b>	<b>1,700</b>
<b>March 2021 Total</b>	<b>218.14</b>	<b>240</b>	<b>61.84</b>	<b>86</b>	<b>7.70</b>	<b>11</b>	<b>1.84</b>	<b>6</b>	<b>40.66</b>	<b>59</b>	<b>116.95</b>	<b>167</b>	<b>851.76</b>	<b>981</b>	<b>35.73</b>	<b>43</b>	<b>27.00</b>	<b>27</b>	<b>1,361.62</b>	<b>1,620</b>
<b>Variation</b>	<b>5.14</b>	<b>11</b>	<b>9.50</b>	<b>13</b>	<b>-2.77</b>	<b>-3</b>	<b>-0.22</b>	<b>-2</b>	<b>11.72</b>	<b>20</b>	<b>8.06</b>	<b>-3</b>	<b>37.25</b>	<b>44</b>	<b>-0.62</b>	<b>-1</b>	<b>1.00</b>	<b>1</b>	<b>69.06</b>	<b>80</b>

\* SES – includes Head of Agency (1 headcount and 1.00 FTE)

\*\* Nurse & Allied Health Professional – positions located in Student Support within Learning Services, however staff are based in schools

## DoE Workforce Statistics + Recruitment Statistics

## 2021 to 2022 Staff Variation by Employee Category (12.0)

Sector	Teacher		Education Support Specialist		School Psychologist		Teacher Assistant		^ Facility Attendant		Nurse		Allied Health Professional		TSSA General		TSSA Professional		* SES		TOTAL	
	FTE Variance	H/C Variance	FTE Variance	H/C Variance	FTE Variance	H/C Variance	FTE Variance	H/C Variance	FTE Variance	H/C Variance	FTE Variance	H/C Variance	FTE Variance	H/C Variance	FTE Variance	H/C Variance	FTE Variance	H/C Variance	FTE Variance	H/C Variance	FTE Variance	H/C Variance
Primary Sector	-18.78	-19	8.66	9	-1.15	0	34.95	64	10.02	18	0.00	0	-4.25	0	-7.64	-17	0.00	0	0.00	0	21.81	55
Combined	7.99	14	0.64	0	-1.56	-2	14.36	18	1.74	1	0.00	0	-1.90	0	-1.90	-7	0.00	0	0.00	0	19.37	24
Secondary	14.95	17	0.00	0	-0.55	0	25.09	34	9.71	8	0.00	0	-2.39	0	9.49	11	0.00	0	0.00	0	56.30	70
Senior Secondary	0.48	0	0.00	0	-1.80	-1	5.72	11	-0.19	1	0.00	0	-1.20	-1	3.20	1	-0.82	-1	0.00	0	5.39	10
Special	2.65	2	0.79	1	-0.30	-1	1.72	5	4.33	4	0.00	0	-1.00	-1	-0.22	-3	0.00	0	0.00	0	7.97	7
<b>Total School Variation</b>	<b>7.29</b>	<b>14</b>	<b>10.09</b>	<b>10</b>	<b>-5.36</b>	<b>-4</b>	<b>81.84</b>	<b>132</b>	<b>25.61</b>	<b>32</b>	<b>0.00</b>	<b>0</b>	<b>-10.74</b>	<b>-2</b>	<b>2.93</b>	<b>-15</b>	<b>-0.82</b>	<b>-1</b>	<b>0.00</b>	<b>0</b>	<b>110.84</b>	<b>166</b>
Learning Services	7.30	7	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	25.72	29	0.00	0	-1.00	-1	32.02	35
Student Support	-4.57	-4	0.00	0	9.50	13	-1.69	-1	0.00	0	11.72	20	8.22	-3	1.00	1	0.10	0	0.00	0	24.28	26
Child and Family Centres	0.68	2	0.00	0	0.00	0	0.00	0	-0.01	0	0.00	0	-0.20	0	1.53	1	0.00	0	0.00	0	2.00	3
Libraries Tasmania	-0.30	-1	0.00	0	0.00	0	0.00	0	-0.21	-2	0.00	0	0.00	0	3.21	2	-0.72	-1	0.00	0	1.98	-2
Corporate and Business Services	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	6.64	6	0.00	0	1.00	1	7.64	7
Strategy and Performance	-3.92	-4	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	-17.05	-18	0.00	0	-1.00	-1	-21.97	-23
Support and Development	3.15	8	0.00	0	0.00	0	-1.08	-2	0.00	0	0.00	0	0.04	0	10.84	15	0.00	0	0.00	0	12.95	21
Office of the Secretary	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	5.87	8	0.00	0	2.00	2	7.87	10
Statutory Authorities	2.80	3	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	-0.51	0	0.00	0	0.00	0	2.29	3
<b>Total Non-School Variation</b>	<b>5.14</b>	<b>11</b>	<b>0.00</b>	<b>0</b>	<b>9.50</b>	<b>13</b>	<b>-2.77</b>	<b>-3</b>	<b>-0.22</b>	<b>-2</b>	<b>11.72</b>	<b>20</b>	<b>8.06</b>	<b>-3</b>	<b>37.25</b>	<b>44</b>	<b>-0.62</b>	<b>-1</b>	<b>1.00</b>	<b>1</b>	<b>69.06</b>	<b>80</b>
<b>Mar 21 to 22 Total Variation</b>	<b>12.43</b>	<b>25</b>	<b>10.09</b>	<b>10</b>	<b>4.14</b>	<b>9</b>	<b>79.07</b>	<b>129</b>	<b>25.39</b>	<b>30</b>	<b>11.72</b>	<b>20</b>	<b>-2.68</b>	<b>-5</b>	<b>40.18</b>	<b>29</b>	<b>-1.44</b>	<b>-2</b>	<b>1.00</b>	<b>1</b>	<b>179.90</b>	<b>246</b>

\* SES – includes Head of Agency (1 headcount and 1.00 FTE) and SES Officers. Variation is Deputy Director Finance and Budget Services, which is being backfilled with two employees receiving an MRDA while the substantive occupant is seconded to another agency.

## DoE Workforce Statistics + Recruitment Statistics

^ **Facility Attendant** – includes Library Cleaners

## DoE Workforce Statistics + Recruitment Statistics

## Facility Attendants Headcount by Status (13.0)

Status		School				Non-School *			
		Mar 21	Mar 22	Variance	% of Total	Mar 21	Mar 22	Variance	% of Total
Permanent	Full Time	339	328	-11	(38%)	0	0	0	(0%)
	Part Time	380	362	-18	(42%)	5	4	-1	(100%)
	Sub-Total	719	690	-29	(79%)	5	4	-1	(100%)
Fixed Term	Full Time	26	37	11	(4%)	0	0	0	(0%)
	Part Time	94	144	50	(17%)	1	0	-1	(0%)
	Sub-Total	120	181	61	(21%)	1	0	-1	(0%)
Total		839	871	32		6	4	-2	

## Facility Attendants FTE by Status (13.1)

Status		School				Non-School			
		Mar 21	Mar 22	Variance	% of Total	Mar 21	Mar 22	Variance	% of Total
Permanent	Full Time	338.80	327.10	-11.70	(47%)	0.00	0.00	0.00	(0%)
	Part Time	258.80	249.44	-9.36	(36%)	1.47	1.42	-0.05	(88%)
	Sub-Total	597.60	576.54	-21.06	(82%)	1.47	1.42	-0.05	(88%)
Fixed Term	Full Time	25.00	36.94	11.94	(5%)	0.00	0.00	0.00	(0%)
	Part Time	52.02	86.75	34.73	(12%)	0.37	0.20	-0.17	(12%)
	Sub-Total	77.02	123.69	46.67	(18%)	0.37	0.20	-0.17	(12%)
Total		674.62	700.23	25.61		1.84	1.62	-0.22	

## New or Changed SES

## Offices (13.2)

No.	Existing Approved Office	Proposed Office	Existing Classification	Proposed Classification
1	New	Director DoE – Registered Training Organisation		SES 1
11	New	Director Legal Services and Workplace Relations	SES 2	SES 2
111	New	Executive Director, Safeguarding Children and Young People		SES 3

## DoE Workforce Statistics + Recruitment Statistics

## All Staff by Age and Gender Profiles

## All Staff headcount by status and full/part-time and gender (14.0)

		Female		Male		Mar 21	Female		Male		Mar 22
Permanent	Full-time	2,840	(67%)	1,407	(33%)	4,247	2,845	(67%)	1,377	(33%)	4,222
	Part-time	3,952	(86%)	669	(14%)	4,621	3,918	(86%)	653	(14%)	4,571
Permanent	Total	6,792	(77%)	2,076	(23%)	8,868	6,763	(77%)	2,030	(23%)	8,793
Fixed-Term	Full-time	385	(67%)	191	(33%)	576	399	(64%)	222	(36%)	621
	Part-time	1,089	(76%)	336	(24%)	1,425	1,324	(78%)	377	(22%)	1,701
Fixed-Term	Total	1,474	(74%)	527	(26%)	2,001	1,723	(74%)	599	(26%)	2,322
Total		8,266	(76%)	2,603	(24%)	10,869	8,486	(76%)	2,629	(24%)	11,115

## Teaching and Non-Teaching average age and gender distribution (14.1)

	Teaching				Non-Teaching			
	Average age	Female	Male	Total	Average age	Female	Male	Total
March 2022	43.63	4,220 (74%)	1,491 (26%)	5,711	46.95	4,266 (79%)	1,138 (21%)	5,404
March 2021	43.72	4,198 (74%)	1,488 (26%)	5,686	47.64	4,068 (78%)	1,115 (22%)	5,183

## Part-Time Teachers by school and non-school (14.2)

	FTE			Head Count			Overall %
	Mar 21	Mar 22	Variation	Mar 21	Mar 22	Variation	
School	1,456.37	1,483.57	27.20	2,315	2,355	40	(96%)
Non School ^	63.42	63.44	0.02	85	92	7	(4%)
Total	1,519.79	1,547.01	27.22	2,400	2,447	47	

^ Non-School – includes those business units that directly support schools (e.g. Student Support, Early Learning, etc.).

## DoE Workforce Statistics + Recruitment Statistics

## All Staff headcount by age group and gender distribution (15.0)

Age	Female		Male		Mar 21 Total		Female		Male		Mar 22 Total	
< 25	241	(66%)	123	(34%)	364	(3%)	310	(68%)	148	(32%)	458	(4%)
25-34	1,364	(71%)	544	(29%)	1,908	(18%)	1,444	(73%)	536	(27%)	1,980	(18%)
35-44	2,058	(76%)	636	(24%)	2,694	(25%)	2,141	(76%)	679	(24%)	2,820	(25%)
45-54	2,351	(80%)	603	(20%)	2,954	(27%)	2,362	(80%)	599	(20%)	2,961	(27%)
55-64	1,942	(77%)	567	(23%)	2,509	(23%)	1,897	(78%)	530	(22%)	2,427	(22%)
65+	310	(70%)	130	(30%)	440	(4%)	332	(71%)	137	(29%)	469	(4%)
<b>Total</b>	<b>8,266</b>	<b>(76%)</b>	<b>2,603</b>	<b>(24%)</b>	<b>10,869</b>		<b>8,486</b>	<b>(76%)</b>	<b>2,629</b>	<b>(24%)</b>	<b>11,115</b>	

## Teaching Staff in Schools by Gender (15.1)

Sector	Female		Male		Mar 22 Total	
Primary	2,279	(85%)	397	(15%)	2,676	(49%)
Combined	520	(71%)	216	(29%)	736	(13%)
Secondary	754	(59%)	532	(41%)	1,286	(24%)
Senior Secondary	338	(56%)	268	(44%)	606	(11%)
Special	131	(84%)	25	(16%)	156	(3%)
<b>Total</b>	<b>4,022</b>	<b>(74%)</b>	<b>1,438</b>	<b>(26%)</b>	<b>5,460</b>	

## DoE Workforce Statistics + Recruitment Statistics

## Teacher age distribution by school and non-school sectors (16.0)

Sector	< 25		25 – 34		35 – 44		45 - 54		55 - 64		65 +		Total	
Primary	65	(2%)	630	(24%)	794	(30%)	671	(25%)	444	(17%)	72	(3%)	2,676	(47%)
Combined	30	(4%)	183	(23%)	206	(28%)	152	(21%)	139	(19%)	26	(4%)	736	(13%)
Secondary	46	(4%)	373	(29%)	420	(33%)	260	(20%)	158	(12%)	29	(2%)	1,286	(23%)
Senior Secondary	4	(1%)	84	(14%)	150	(25%)	188	(31%)	145	(24%)	35	(5%)	606	(11%)
Special	4	(3%)	26	(17%)	45	(29%)	46	(29%)	27	(17%)	8	(5%)	156	(3%)
School Sector Total	149	(3%)	1,296	(24%)	1,615	(29%)	1,317	(24%)	913	(17%)	170	(3%)	5,460	(96%)
Non School Sector Total	0	(0%)	15	(6%)	52	(21%)	89	(35%)	89	(35%)	6	(3%)	251	(4%)
March 2022 Total	149	(3%)	1,311	(23%)	1,667	(29%)	1,406	(24%)	1,002	(18%)	176	(3%)	5,711	
March 2021 Total	136	(2%)	1,317	(23%)	1,598	(28%)	1,415	(25%)	1,060	(19%)	160	(3%)	5,686	
Variation	13	(10%)	-6	(<1%)	69	(4%)	-9	(-1%)	-58	(-5%)	16	(10%)	25	

## DoE Workforce Statistics + Recruitment Statistics

## All Staff age distribution by school and non-school sectors (17.0)

Sector	< 25		25 - 34		35 - 44		45 - 54		55 - 64		65 +		Total	
Primary	201	(4%)	826	(17%)	1,213	(26%)	1,269	(27%)	1,031	(22%)	193	(4%)	4,733	(43%)
Combined	57	(4%)	232	(18%)	328	(26%)	319	(25%)	280	(22%)	59	(5%)	1,275	(11%)
Secondary	110	(5%)	466	(22%)	554	(26%)	473	(22%)	434	(21%)	82	(4%)	2,119	(19%)
Senior Secondary	29	(3%)	111	(13%)	186	(21%)	262	(30%)	239	(27%)	57	(6%)	884	(8%)
Support	24	(6%)	64	(16%)	95	(23%)	125	(31%)	77	(19%)	19	(5%)	404	(4%)
<b>School Sector Total</b>	<b>421</b>	<b>(5%)</b>	<b>1,699</b>	<b>(18%)</b>	<b>2,376</b>	<b>(25%)</b>	<b>2,448</b>	<b>(26%)</b>	<b>2,061</b>	<b>(22%)</b>	<b>410</b>	<b>(4%)</b>	<b>9,415</b>	<b>(85%)</b>

Learning Services	0	(0%)	7	(6%)	27	(25%)	37	(35%)	35	(33%)	1	(1%)	107	(1%)
Student Support	7	(2%)	103	(25%)	138	(34%)	100	(25%)	49	(12%)	8	(2%)	405	(4%)
Child and Family Centres	1	(2%)	7	(13%)	17	(31%)	19	(34%)	11	(20%)	0	(0%)	55	(0%)
Libraries Tasmania	2	(1%)	36	(10%)	52	(15%)	127	(36%)	114	(32%)	21	(6%)	352	(3%)
Corporate and Business Services	18	(6%)	66	(20%)	91	(28%)	86	(27%)	50	(15%)	13	(4%)	324	(3%)
Strategy and Performance	3	(3%)	29	(22%)	41	(31%)	33	(25%)	20	(15%)	5	(4%)	131	(1%)
Support and Development	4	(2%)	19	(8%)	58	(23%)	88	(35%)	72	(29%)	9	(3%)	250	(2%)
Office of the Secretary	0	(0%)	4	(16%)	10	(40%)	6	(24%)	4	(16%)	1	(4%)	25	(0%)
Statutory Authorities	2	(4%)	10	(20%)	10	(20%)	17	(33%)	11	(21%)	1	(2%)	51	(0%)
<b>Non School Sector Total</b>	<b>37</b>	<b>(2%)</b>	<b>281</b>	<b>(17%)</b>	<b>444</b>	<b>(26%)</b>	<b>513</b>	<b>(30%)</b>	<b>366</b>	<b>(22%)</b>	<b>59</b>	<b>(3%)</b>	<b>1,700</b>	<b>(15%)</b>

<b>March 2022 Total</b>	<b>458</b>	<b>(4%)</b>	<b>1,980</b>	<b>(18%)</b>	<b>2,820</b>	<b>(25%)</b>	<b>2,961</b>	<b>(27%)</b>	<b>2,427</b>	<b>(22%)</b>	<b>469</b>	<b>(4%)</b>	<b>11,115</b>
<b>March 2021 Total</b>	<b>364</b>	<b>(3%)</b>	<b>1,908</b>	<b>(18%)</b>	<b>2,694</b>	<b>(25%)</b>	<b>2,954</b>	<b>(27%)</b>	<b>2,509</b>	<b>(23%)</b>	<b>440</b>	<b>(4%)</b>	<b>10,869</b>
<b>Variation</b>	<b>94</b>	<b>(26%)</b>	<b>72</b>	<b>(4%)</b>	<b>126</b>	<b>(5%)</b>	<b>7</b>	<b>(&lt;1%)</b>	<b>-82</b>	<b>(-3%)</b>	<b>29</b>	<b>(7%)</b>	<b>246</b>

## DoE Workforce Statistics + Recruitment Statistics

## DoE Workforce Statistics + Recruitment Statistics

## Staff by Salary and Teaching Classification Profiles

## All Staff headcount salary profile by gender (18.0)

Salary * (\$)	Female	Male	Mar 21	Female	Male	Mar 22	Variation
Less than 50,000	38 (69%)	17 (31%)	55	38 (79%)	10 (21%)	48	-7
50,000-99,999	4,781 (77%)	1,420 (23%)	6,201	4,970 (77%)	1,474 (23%)	6,444	243
100,000-129,999	3,248 (75%)	1,057 (25%)	4,305	3,256 (76%)	1,034 (24%)	4,290	-15
130,000 and Over	199 (65%)	109 (35%)	308	222 (67%)	111 (33%)	333	25
<b>Total</b>	<b>8,266 (76%)</b>	<b>2,603 (24%)</b>	<b>10,869</b>	<b>8,486 (76%)</b>	<b>2,629 (24%)</b>	<b>11,115</b>	<b>246</b>

\* Salary – in all cases the salary is the full-time award salary, not a pro-rata amount

## Senior Staff by Salary Profile \$110,000+ p.a. (18.1)

Teaching ^	March 2021		March 2022		Headcount Variation
	Headcount	Percentage	Headcount	Percentage	
Assistant Principal	215	(41%)	227	(43%)	12
Principal	209	(40%)	209	(39%)	0
Band 3 non-teaching	104	(20%)	93	(17%)	-11
Band 4 non-teaching	2	(<1%)	4	(1%)	2
<b>Teaching Total</b>	<b>530</b>	<b>(68%)</b>	<b>533</b>	<b>(68%)</b>	<b>-6</b>
<b>Non-Teaching #</b>					
Band 7	85	(39%)	102	(41%)	17
Band 8	68	(31%)	79	(32%)	11
Band 9	4	(2%)	4	(2%)	0
Head of Agency / Senior Executive Service	27	(12%)	28	(11%)	1
Senior School Psychologist	9	(4%)	10	(4%)	1
Senior Social Worker / Speech Pathologist	17	(8%)	19	(8%)	2
Professional Level 3	3	(1%)	3	(1%)	0
Professional Level 4	3	(1%)	3	(1%)	0
Nurse Grade 8	1	(<1%)	1	(<1%)	0
<b>Non-Teaching Total</b>	<b>217</b>	<b>(32%)</b>	<b>249</b>	<b>(32%)</b>	<b>41</b>
<b>Total</b>	<b>747</b>		<b>782</b>		<b>35</b>

**Note:** Data for promotable roles includes acting arrangements

^ **Teaching** – Advanced Skills Teacher/Band 2 Teaching have been excluded as even though their annual salary is now \$110,662 (as a result of the March 2021 pay rise), historically they have not been reported as senior staff

## DoE Workforce Statistics + Recruitment Statistics

# **Non-Teaching** – Nurse Grade 7, Band 6 and Professional Level 2 have been excluded as even though their maximum annual salary is above \$110,000 (as a result of the December 2021 pay rise), historically they have not been reported as senior staff

## DoE Workforce Statistics + Recruitment Statistics

## Teaching staff (headcount) by Classification (19.0)

Teaching positions *	March 2021 ^			March 2022				% of Total
	Female	Male	Total	Female	Male	Total	Variance	
<b>School</b>								
Teachers – Band 1 Level 1 (\$64,699)	39	31	70	36	28	64	-6	(1%)
Teachers – Band 1 Level 2 (\$66,730)	18	10	28	17	10	27	-1	(<1%)
Teachers – Band 1 Level 3 (\$68,770)	1	5	6	1	1	2	-4	(<1%)
Teachers – Band 1 Level 4 (\$70,794)	10	0	10	6	6	12	2	(<1%)
Teachers – Band 1 Level 5 (\$74,434)	134	54	188	185	72	257	69	(5%)
Teachers – Band 1 Level 6 (\$78,270)	98	44	142	99	35	134	-8	(2%)
Teachers – Band 1 Level 7 (\$82,299)	179	68	247	169	75	244	-3	(4%)
Teachers – Band 1 Level 8 (\$86,544)	241	86	327	229	87	316	-11	(6%)
Teachers – Band 1 Level 9 (\$91,000)	151	50	201	183	50	233	32	(4%)
Teachers – Band 1 Level 10 (\$95,632)	118	55	173	117	49	166	-7	(3%)
Teachers – Band 1 Level 11 (\$100,071)	125	46	171	115	57	172	1	(3%)
Teachers – Band 1 Level 12 (\$105,094)	486	189	675	517	200	717	42	(13%)
Teachers – Band 1 Level 13 (\$106,764)	1,675	458	2,133	1,609	439	2,048	-85	(36%)
<b>Subtotal</b>	<b>3,275</b>	<b>1,096</b>	<b>4,371</b>	<b>3,283</b>	<b>1,109</b>	<b>4,392</b>	<b>21</b>	<b>(77%)</b>
Advanced Skills Teachers (\$113,263)	467	188	655	470	180	650	-5	(11%)
Assistant Principals (\$125,507)	137	76	213	134	77	211	-2	(4%)
Principals (\$125,507 - \$177,004)	138	69	207	135	72	207	0	(4%)
<b>Subtotal Promotable</b>	<b>742</b>	<b>333</b>	<b>1,075</b>	<b>739</b>	<b>329</b>	<b>1,068</b>	<b>-7</b>	<b>(19%)</b>
<b>Total</b>	<b>4,017</b>	<b>1,429</b>	<b>5,446</b>	<b>4,022</b>	<b>1,438</b>	<b>5,460</b>	<b>14</b>	<b>(96%)</b>
<b>Non-School</b>								
Teachers – Band 1 Level 5 (\$74,434)	3	0	3	5	2	7	4	(<1%)
Teachers – Band 1 Level 6 (\$78,270)	0	0	0	2	0	2	2	(<1%)
Teachers – Band 1 Level 7 (\$82,299)	1	0	1	1	0	1	0	(<1%)
Teachers – Band 1 Level 8 (\$86,544)	6	0	6	3	0	3	-3	(<1%)
Teachers – Band 1 Level 9 (\$91,000)	4	0	4	5	0	5	1	(<1%)
Teachers – Band 1 Level 10 (\$95,632)	1	0	1	6	1	7	6	(<1%)
Teachers – Band 1 Level 11 (\$100,071)	1	1	2	1	0	1	-1	(<1%)
Teachers – Band 1 Level 12 (\$105,094)	14	6	20	14	4	18	-2	(<1%)
Teachers – Band 1 Level 13 (\$106,764)	45	7	52	43	6	49	-3	(1%)
<b>Subtotal</b>	<b>75</b>	<b>14</b>	<b>89</b>	<b>80</b>	<b>13</b>	<b>93</b>	<b>4</b>	<b>(1%)</b>
Advanced Skills Teachers (\$113,263)	33	7	40	35	8	43	3	(1%)
Assistant Principals (\$125,507)	9	8	17	11	5	16	-1	(<1%)
Principals (\$125,507 - \$177,004)	63	29	92	69	26	95	3	(2%)
Non-Teaching Band 4 (\$189,571 - \$199,049)	1	1	2	3	1	4	2	(<1%)
<b>Subtotal of Promotable</b>	<b>106</b>	<b>45</b>	<b>151</b>	<b>118</b>	<b>40</b>	<b>158</b>	<b>7</b>	<b>(3%)</b>
<b>Total</b>	<b>181</b>	<b>59</b>	<b>240</b>	<b>198</b>	<b>53</b>	<b>251</b>	<b>11</b>	<b>(4%)</b>
<b>Overall Total</b>	<b>4,198</b>	<b>1,488</b>	<b>5,686</b>	<b>4,220</b>	<b>1,491</b>	<b>5,711</b>	<b>25</b>	

Note: Data for promotable roles includes acting arrangements

## DoE Workforce Statistics + Recruitment Statistics

## Professional Support Staff Profiles

## Professional Support Staff (20.0)

	FTE			Headcount		
	Mar 21	Mar 22	Variance	Mar 21	Mar 22	Variance
Speech & Language Pathologist *	48.29	42.55	-5.74	64	56	-8
Social Worker *	81.40	84.46	3.06	107	110	3
<b>Allied Health Professional Subtotal</b>	<b>129.69</b>	<b>127.01</b>	<b>-2.68</b>	<b>171</b>	<b>166</b>	<b>-5</b>
School Psychologist *	69.30	73.44	4.14	92	101	9
Nurse	40.66	52.38	11.72	59	79	20
<b>Professional Support Subtotal</b>	<b>109.96</b>	<b>125.82</b>	<b>15.86</b>	<b>151</b>	<b>180</b>	<b>29</b>
<b>Total</b>	<b>239.65</b>	<b>252.83</b>	<b>13.18</b>	<b>322</b>	<b>346</b>	<b>24</b>

\* Speech & Language Pathologist, Social Worker and School Psychologist – figures are inclusive of senior professional support staff

## Professional Support Staff by Region – March 2022 (20.1)

	Northern Region		Southern Region		Total	
	Headcount	FTE	Headcount	FTE	Headcount	FTE
Speech & Language Pathologist *	28	21.25	28	21.30	56	42.55
Social Worker *	51	41.70	59	42.76	110	84.46
<b>Allied Health Professional Subtotal</b>	<b>79</b>	<b>62.95</b>	<b>87</b>	<b>64.06</b>	<b>166</b>	<b>127.01</b>
School Psychologist *	46	35.15	55	38.29	101	73.44
Nurse	47	29.95	32	22.43	79	52.38
<b>Professional Support Subtotal</b>	<b>93</b>	<b>65.10</b>	<b>87</b>	<b>60.72</b>	<b>180</b>	<b>125.82</b>
<b>Total</b>	<b>172</b>	<b>128.05</b>	<b>174</b>	<b>124.78</b>	<b>346</b>	<b>252.83</b>

\* Speech & Language Pathologist, Social Worker and School Psychologist – figures are inclusive of senior professional support staff

## DoE Workforce Statistics + Recruitment Statistics

## Professional Support Staff comparison 2014 – 2022 (21.0)

Year	Nurse	School Psychologist	Social Worker	Speech & Language Pathologist	Total Professional Support
2014	0.50	56.01	52.23	42.86	151.60
2020	34.20	69.80	80.29	49.35	233.64
2021	40.66	69.30	81.40	48.29	239.65
2022	52.38	73.44	84.46	42.55	252.83

## Movement

2014 to 2020	33.70	13.79	28.06	6.49	82.04
2014 to 2021	40.16	13.29	29.17	5.43	88.05
2014 to 2022	51.88	17.43	32.23	-0.31	101.23

## DoE Workforce Statistics + Recruitment Statistics

## Paraprofessional Staff – Education Support Specialist (ESS) (22.0)

School Name	FTE			Head Count		
	Mar 21	Mar 22	Variation	Mar 21	Mar 22	Variation
Austins Ferry Primary School	1.00	1.00	0.00	1	1	0
Blackmans Bay Primary School *	0.00	0.40	0.40	0	1	1
Brighton Primary School	1.00	1.00	0.00	1	1	0
Clarence High School	0.86	0.86	0.00	1	1	0
Clarendon Vale Primary School ^	0.30	0.00	-0.30	0	0	0
Cygnnet Primary School * ^	0.00	0.30	0.30	0	0	0
Dodges Ferry Primary School	0.80	0.80	0.00	1	1	0
ECIS - Launceston ^	0.50	0.00	-0.50	1	0	-1
East Launceston Primary School * ^	0.00	0.50	0.50	0	0	0
Exeter Primary School	1.00	1.00	0.00	1	1	0
Fairview Primary School ^	0.80	0.80	0.00	1	0	-1
Glen Huon Primary School *	0.00	0.31	0.31	0	1	1
Glenorchy Primary School	1.00	1.00	0.00	1	1	0
Goodwood Primary School * ^	0.00	0.20	0.20	0	0	0
Hillcrest Primary School ^	1.00	1.00	0.00	0	0	0
Hobart City High School *	0.80	0.80	0.00	1	1	0
Howrah Primary School *	0.00	0.77	0.77	0	1	1
Huonville Primary School	0.90	0.90	0.00	1	1	0
Illawarra Primary School	1.00	1.00	0.00	1	1	0
JRLF – East Derwent Primary School	0.80	0.80	0.00	1	1	0
JRLF – Gagebrook Primary School	0.80	0.80	0.00	1	1	0
JRLF – Herdsmans Cove Primary School ^	0.30	0.30	0.00	0	0	0
King Island District School * ^	0.00	0.30	0.30	0	0	0
Lauderdale Primary School *	0.00	0.80	0.80	0	1	1
Lindisfarne North Primary School ^	0.89	0.80	-0.09	0	0	0
Longford Primary School * ^	0.00	0.40	0.40	0	0	0
Montagu Bay Primary School * ^	0.00	0.40	0.40	0	0	0
Montello Primary School * ^	0.00	0.50	0.50	0	0	0
Montrose Bay High School	0.79	0.79	0.00	1	1	0
Moonah Primary School ^	0.60	0.60	0.00	0	1	1
Mount Nelson Primary School ^	0.16	0.31	0.15	0	0	0
Mount Stuart Primary School	0.86	0.86	0.00	1	1	0
Mowbray Heights Primary School	0.80	0.80	0.00	1	1	0
New Norfolk Primary School ^	0.50	0.50	0.00	0	1	1
North West Support School *	0.00	1.29	1.29	0	2	2
Norwood Primary School	0.56	1.40	0.84	1	2	1

\* School Name - new in 2022

^ Headcount - where an employee's headcount is 0 it has been counted against another position where their FTE is higher.

## DoE Workforce Statistics + Recruitment Statistics

**Paraprofessional Staff – Education Support Specialist (ESS) Continued (23.0)**

School Name	FTE			Head Count		
	Mar 21	Mar 22	Variation	Mar 21	Mar 22	Variation
Port Dalrymple School	0.50	0.50	0.00	1	1	0
Ravenswood Heights Primary School	0.70	0.70	0.00	1	1	0
Risdon Vale Primary School ^	0.40	0.40	0.00	0	0	0
Riverside Primary School	0.90	0.90	0.00	1	1	0
Rokeby Primary School ^	0.60	0.60	0.00	0	0	0
Rosetta Primary School	0.30	0.57	0.27	1	1	0
Scottsdale Primary School	0.40	0.40	0.00	0	1	1
Sheffield School * ^	0.00	0.34	0.34	0	0	0
Snug Primary School * ^	0.00	0.40	0.40	0	0	0
Springfield Primary School	0.60	0.60	0.00	1	1	0
St Leonards Primary School * ^	0.00	0.40	0.40	0	0	0
Summerdale Primary School	1.00	1.00	0.00	1	1	0
Table Cape Primary School	0.50	0.50	0.00	1	1	0
Tasmanian eSchool	1.00	1.00	0.00	1	1	0
Trevallyn Primary School * ^	0.00	0.40	0.40	0	0	0
Ulverstone Primary School * ^	0.00	0.42	0.42	0	0	0
Waverley Primary School * ^	0.00	0.30	0.30	0	0	0
West Launceston Primary School *	0.00	0.60	0.60	0	1	1
West Ulverstone Primary School *	0.00	0.40	0.40	0	1	1
Windermere Primary School	0.71	1.00	0.29	1	1	0
<b>Total</b>	25.63	35.72	10.09	26	36	10

\* School Name - new in 2022

^ Headcount - where an employee's headcount is 0 it has been counted against another position where their FTE is higher.

## DoE Workforce Statistics + Recruitment Statistics

## School Term only Staff Profiles

School administration staff that are employed to work 40/42 weeks have various employment options available to them for additional hours. This includes an additional week for fulltime 42 week employees, an additional two weeks payment for 40 week employees and an additional week of hours during school term.

Fulltime School Administration Staff – 43<sup>rd</sup> Week Election (24.0)

	FTE			Head Count			% of Total
	Mar 21	Mar 22	Variation	Mar 21	Mar 22	Variation	
Elected for 43 <sup>rd</sup> week	48.15	45.70	-2.45	49	46	-3	(48%)

The Government first introduced the 43<sup>rd</sup> week election in 2018.

## Additional 2 Weeks Payment for 40 Week Employees (24.1)

Payment Option	FTE			Head Count			% of Total
	Mar 21	Mar 22	Variation	Mar 21	Mar 22	Variation	
Opted for the payment							
Teacher Assistants	343.71	342.91	-0.80	586	565	-21	(24%)
Other TSSA Employees	30.64	30.07	-0.57	49	47	-2	(2%)
Total Opted for the payment	374.35	372.98	-1.37	635	612	-23	(26%)
Not opted for the payment							
Teacher Assistants	747.94	827.74	79.80	1,372	1,523	151	(38%)
Other TSSA Employees	130.97	129.65	-1.32	230	215	-15	(9%)
Total Not opted for the payment	878.91	957.39	78.48	1,602	1,738	136	(74%)
Total	1,253.26	1,330.37	77.11	2,237	2,350	113	

## All School-Based 40/42 Week Staff (24.2)

Position Title	FTE			Head Count		
	Mar 21	Mar 22	Variation	Mar 21	Mar 22	Variation
Teacher Assistants	1,085.11	1,171.70	86.59	1,950	2,090	140
School Administration	253.93	249.00	-4.93	331	316	-15
Library Technicians	58.48	55.38	-3.10	93	87	-6
Bus Attendant	5.65	6.53	0.88	9	8	-1
Canteen Assistant	16.88	18.22	1.34	39	38	-1
Canteen Supervisor	36.71	37.07	0.36	63	62	-1
Aboriginal Education Worker	7.20	10.60	3.40	16	18	2
Youth Worker	5.89	7.50	1.61	7	9	2
Hospitality Assistant	0.95	0.95	0.00	1	1	0
Uniform Shop Supervisor	0.08	0.08	0.00	0	0	0
Home School Liaison Officer	3.67	2.07	-1.60	4	2	-2

## DoE Workforce Statistics + Recruitment Statistics

Total	1,474.55	1,559.10	84.55	2,513	2,631	118
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## DoE Workforce Statistics + Recruitment Statistics

## Annualised Staff (25.0)

	FTE			Head Count			% of Total
	Mar 21	Mar 22	Variation	Mar 21	Mar 22	Variation	
Teacher Assistants	215.68	211.85	-3.83	329	322	-7	(72%)
Other TSSA Employees	103.89	102.62	-1.27	131	127	-4	(28%)
<b>Total</b>	<b>319.57</b>	<b>314.47</b>	<b>-5.10</b>	<b>460</b>	<b>449</b>	<b>-11</b>	

## School Administration Staff by Sector 2022 (25.1)

	FTE			Head Count		
	40 Weeks	42 Weeks	52 Weeks	40 Weeks	42 Weeks	52 Weeks
Primary	9.04	165.01	95.12	16	209	97
Combined	3.17	31.11	40.14	5	35	43
Secondary	1.59	28.27	93.42	3	35	102
Senior Secondary	0.00	3.57	50.21	0	5	58
Special	0.00	7.24	8.00	0	8	8
<b>Total</b>	<b>13.80</b>	<b>235.20</b>	<b>286.89</b>	<b>24</b>	<b>292</b>	<b>308</b>

## School Business Manager by Attendance (25.2)

	FTE			Head Count		
	Mar 21	Mar 22	Variation	Mar 21	Mar 22	Variation
42 Week Employees	46.90	49.02	2.12	53	55	2
52 Week Employees	163.68	161.06	-2.62	165	161	-4
<b>Total</b>	<b>210.58</b>	<b>210.08</b>	<b>-0.50</b>	<b>218</b>	<b>216</b>	<b>-2</b>

The FTE and Headcount figures are inclusive of those employees on paid leave/acting arrangements, plus job share arrangements (i.e. two part-time employees sharing the one position)

## DoE Workforce Statistics + Recruitment Statistics

**Additional Week of Hours Payment (26.0)**

Payment Option	FTE			Head Count			% of Total
	Mar 21	Mar 22	Variation	Mar 21	Mar 22	Variation	
Opted for the payment							
Teacher Assistants	99.18	77.09	-22.09	175	136	-39	(5%)
Other TSSA Employees	21.15	23.71	2.56	34	34	0	(1%)
Total Opted for the payment	120.33	100.80	-19.53	209	170	-39	(6%)
Not opted for the payment							
Teacher Assistants	993.63	1,094.61	100.98	1,786	1,954	168	(74%)
Other TSSA Employees	376.22	372.55	-3.67	544	522	-22	(20%)
Total Not opted for the payment	1,369.85	1,467.16	97.31	2,330	2,476	146	(94%)
Total	1,490.18	1,567.96	77.78	2,539	2,646	107	

**Teacher Assistants by Sector (26.1)**

	FTE			Head Count		
	Mar 21	Mar 22	Variation	Mar 21	Mar 22	Variation
Primary	620.94	655.89	34.95	1,137	1,201	64
Combined	122.16	136.52	14.36	234	252	18
Secondary	168.16	193.25	25.09	290	324	34
Senior Secondary	59.10	64.82	5.72	100	111	11
Special	115.50	117.22	1.72	190	195	5
<b>School Sector Total</b>	<b>1,085.86</b>	<b>1,167.70</b>	<b>81.84</b>	<b>1,951</b>	<b>2,083</b>	<b>132</b>
<b>Non School Sector Total</b>	<b>7.70</b>	<b>4.93</b>	<b>-2.77</b>	<b>11</b>	<b>8</b>	<b>-3</b>
<b>Total</b>	<b>1,093.56</b>	<b>1,172.63</b>	<b>79.07</b>	<b>1,962</b>	<b>2,091</b>	<b>129</b>

## DoE Workforce Statistics + Recruitment Statistics

## Extension School Staff

## Extension School Implementation (27.0)

	Mar 17	Mar 18	Mar 19	Mar 20	Mar 21	Mar 22
Number of Extension Schools	30	38	43	47	56	56

School	2021 Teaching Headcount	2022 Teaching Headcount	Variation	2021 Non-Teaching Headcount	2022 Non-Teaching Headcount	Variation
Ashley School	9	8	-1	3	4	1
Bayview Secondary College	33	39	6	26	34	8
Bothwell District High School	11	12	1	9	9	0
Brooks High School	42	44	2	37	35	-2
Burnie High School	45	47	2	24	24	0
Campania District School	27	26	-1	18	22	4
Campbell Town District High School	26	31	5	18	21	3
Clarence High School	48	49	1	28	32	4
Cosgrove High School	29	30	1	22	29	7
Cressy District High School	24	27	3	15	15	0
Deloraine High School	28	25	-3	16	18	2
Devonport High School	38	35	-3	21	20	-1
Dover District School	19	19	0	16	15	-1
Exeter High School	28	28	0	20	21	1
Flinders Island District High School	15	14	-1	16	11	-5
Glenora District School	19	23	4	19	18	-1
Hobart City High School ^	116	115	-1	64	68	4
Huonville High School	41	37	-4	23	28	5
JRLF - Senior School	30	32	2	33	41	8
King Island District High School	24	25	1	18	15	-3
Kings Meadows High School	49	48	-1	28	30	2
Kingston High School	60	58	-2	42	42	0
Latrobe High School	51	54	3	34	33	-1
Launceston Big Picture School	9	12	3	5	8	3
Lilydale District School	36	35	-1	23	27	4
Montrose Bay High School	52	54	2	33	38	5
Mountain Heights School	27	27	0	24	24	0
New Norfolk High School	35	35	0	29	30	1
North West Support School	42	40	-2	93	99	6
Northern Support School	32	33	1	52	54	2
Oatlands District High School	21	27	6	21	26	5

^ Ogilvie High School and New Town High School merged into Hobart City High School in 2022

## DoE Workforce Statistics + Recruitment Statistics

## Extension School Implementation - continued (28.0)

School	2021 Teaching Headcount	2022 Teaching Headcount	Variation	2021 Non-Teaching Headcount	2022 Non-Teaching Headcount	Variation
Parklands High School	39	41	2	20	26	6
Penguin High School	52	53	1	35	35	0
Port Dalrymple School	44	41	-3	33	31	-2
Prospect High School	40	42	2	27	26	-1
Queechy High School	59	64	5	31	34	3
Reece High School	48	47	-1	27	22	-5
Riverside High School	62	63	1	22	25	3
Rose Bay High School	55	58	3	34	32	-2
Rosebery District High School	14	13	-1	12	11	-1
Scottsdale High School	36	32	-4	20	22	2
Sheffield School	45	44	-1	32	33	1
Smithton High School	30	32	2	25	24	-1
Sorell School	74	71	-3	59	57	-2
Southern Support School	34	39	5	63	64	1
St Helens District High School	45	46	1	34	40	6
St Marys District School	36	38	2	22	20	-2
Taroona High School *	88	89	1	38	38	0
Tasman District School	23	25	2	16	17	1
Tasmanian eSchool	44	44	0	19	17	-2
Triabunna District School	20	18	-2	15	17	2
Ulverstone Secondary College	53	53	0	34	33	-1
Winnaleah District High School	13	12	-1	11	12	1
Woodbridge School	43	44	1	22	25	3
Wynyard High School	25	23	-2	17	20	3
Yolla District High School	18	19	1	16	15	-1
<b>Total</b>	<b>2,106</b>	<b>2,140</b>	<b>34</b>	<b>1,514</b>	<b>1,587</b>	<b>73</b>

\* New extension school in 2022

## Teacher Registration TRB Registration by Classification (28.1)

Position Type	Full Registration	Provisional Registration	Limited Authority to Teach	Permission to Teach	Specialist VET Registration	Total
Teachers	2,411	1,882	91	16	69	4,469
Advanced Skills Teachers	676	14	0	0	2	692
Assistant Principals	226	0	0	0	1	227
Principals	297	0	0	0	0	297
<b>Total</b>	<b>3,610</b>	<b>1,896</b>	<b>91</b>	<b>16</b>	<b>72</b>	<b>5,685</b>

This is different to the total teaching workforce (table 2.4) due to school psychologists, employees on long-term paid leave, employees not working within schools and Band 4 teaching roles not requiring Teacher Registration.

## DoE Workforce Statistics + Recruitment Statistics

## Employee Separation Data

## Separation rates by Employee Group (29.0)

Classification Stream	April 2020 - March 2021		April 2021 - March 2022	
	Percentage	Headcount	Percentage	Headcount
Allied Health	4.4%	6	8%	11
Facility Attendants	6.2%	45	10%	72
Nurse *	13.5%	7	7%	5
School Psychologist	2.7%	2	4%	3
Teacher Assistants	6.0%	82	9%	112
Teaching Service	4.7%	234	6%	286
TSSA General	6.2%	100	9%	149
TSSA Professional *	9.5%	4	2%	1
<b>Overall Separation Rate</b>	<b>5.4%</b>	<b>480</b>	<b>7%</b>	<b>639</b>

\* The higher percentage is reflective of the lower overall number of staff in these classification groups

The separation rates are based on separations which occurred between April 2020 to March 2021 and April 2021 to March 2022.

## Teacher Separation with 5 or less years' service (29.1)

Year	Resigned		Retired ^		Other #		Total	
April 2021 – March 2022	54	(19%)	11	(4%)	1	(<1%)	66	(23.0%)
April 2020 – March 2021	35	(15.0%)	4	(1.7%)	0	(0.00%)	39	(16.7%)
April 2019 – March 2020	31	(13.7%)	3	(1.3%)	0	(0.0%)	34	(15.0%)
April 2018 – March 2019	16	(6.7%)	4	(1.7%)	2	(0.8%)	22	(9.2%)
April 2017 – March 2018	13	(5.6%)	3	(1.3%)	0	(0.0%)	16	(6.9%)
<b>5 Year Average</b>	<b>29.80</b>	<b>(12.0%)</b>	<b>5</b>	<b>(2.0%)</b>	<b>0.60</b>	<b>(0.2%)</b>	<b>35.40</b>	<b>(14.2%)</b>

Note: Teacher separations with 5 or less years' service, by separation type and percentage of total teaching separations

^ Retired - also includes Ill Health Retirements

# Other - includes deceased employees, transfer to another agency, etc.

## Teacher Separation with 5 or less years' service (29.2)

Year	All Teacher Separations with 5 or less Years' Service	All Teachers with 5 or less Years' Service	Separation Percentage of Teachers with 5 or less Years' Service
April 2021 – March 2022	66	717	9.2%

## DoE Workforce Statistics + Recruitment Statistics

April 2020 – March 2021	39	945	4.1%
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**Workforce Renewal Incentive Program (WRIP) and Redundancy Separations (30.0)**

<b>WRIPs</b>
One
<b>Voluntary Redundancy</b>
Nil

**All Staff Separation Numbers (30.1)**

Separation Reason (Headcount)	School Based		Non-School Based		Total		
	Mar 21	Mar 22	Mar 21	Mar 22	Mar 21	Mar 22	Percentage
<b>Teaching</b>							
Abandonment of Employment	1	0	0	0	1	0	(0%)
Deceased	2	0	0	0	2	0	(0%)
Resignation	73	114	2	0	75	114	(18%)
Retirement *	145	151	8	10	153	161	(25%)
Termination – Inability	0	1	0	0	0	1	(<1%)
Breach Code of Conduct	0	1	0	0	0	1	(<1%)
<b>Teaching Total</b>	<b>221</b>	<b>267</b>	<b>10</b>	<b>10</b>	<b>231</b>	<b>277</b>	<b>(43%)</b>
<b>Non-Teaching</b>							
Abandonment of Employment	1	0	0	0	1	0	(0%)
Deceased	2	5	1	1	3	6	(1%)
End of Transfer	1	0	1	1	2	1	(<1%)
Promotion To Another Agency	0	0	0	1	0	1	(<1%)
Resignation	58	101	25	39	83	140	(22%)
Retirement *	103	150	43	37	146	187	(29%)
Breach Code of Conduct	0	2	0	0	0	2	(<1%)
Transfer To Another Agency	1	1	13	23	14	24	(4%)
Workforce Renewal Incentive Program (WRIP)	0	0	0	1	0	1	(<1%)
<b>Non-Teaching Total</b>	<b>166</b>	<b>259</b>	<b>83</b>	<b>103</b>	<b>249</b>	<b>362</b>	<b>(57%)</b>
<b>Grand Total</b>	<b>387</b>	<b>526</b>	<b>93</b>	<b>113</b>	<b>480</b>	<b>639</b>	

## DoE Workforce Statistics + Recruitment Statistics

Separations (expressed as headcount) which occurred between the 12-month period of 1st April and 31st March, for the respective reporting year grouped by Teaching/Non-Teaching, School/Non-School and Separation Reason.

\* **Retirements** include Ill Health retirements

## DoE Workforce Statistics + Recruitment Statistics

## All Staff Leave Data

## All Staff Personal Leave (31.0)

	Paid Sick leave hours	Unpaid Sick leave hours	Carers leave Hours	Total Personal leave Hours	Total Days	Average Days
<b>Teaching</b>						
April 2020-March 2021	184,444	8,701	53,755	246,900	36,196	6.37
April 2021-March 2022	197,100	5,831	54,486	257,417	37,641	6.59
<b>Non-Teaching</b>						
April 2020-March 2021	202,202	2,382	51,090	255,674	40,700	7.85
April 2021-March 2022	213,784	705	51,958	266,447	42,313	7.83
<b>All Staff</b>						
April 2020-March 2021	386,646	11,083	104,845	502,574	76,896	7.07
April 2021-March 2022	410,885	6,536	106,444	523,865	79,954	7.19

## Recreation Leave Liability - non-teaching staff only (31.1)

	June 2020	June 2021
Number of employees with excess recreation leave over 40 days	158	88
Recreation leave liability for excess leave	\$439,829.13	\$270,060.12
<b>Total recreation leave liability</b>	<b>\$16,275,000</b>	<b>\$16,400,000</b>

Information on the Department's leave liability in dollars and days accrued is included in the Annual Report, in addition to regular returns to Treasury. The above information is based on data as at 31 May in the respective year.

## Long Service Leave Liability - all staff (31.2)

	June 2020	June 2021
Number of employees with long service leave balances over 100 days	0	0
<b>Total long service leave liability</b>	<b>\$151,843,000</b>	<b>\$163,267,000</b>

The above information is based on data as at 31 May in the respective year.

## Other Leave – all staff (31.3)

Leave Type	Leave Days Between Apr 20 – Mar 21	Average Days	Leave Days Between Apr 21 – Mar 22	Average Days
Compassionate Leave (incl. Bereavement)	3,212	0.30	3,495	0.31
Leave Without Pay	14,146	1.30	15,734	1.42

## DoE Workforce Statistics + Recruitment Statistics

Special Leave	6,490	0.60	5,789	0.52
<b>Total</b>	<b>23,849</b>	<b>2.19</b>	<b>25,017</b>	<b>2.25</b>

## DoE Workforce Statistics + Recruitment Statistics

**COVID-19 Employee Leave Information****Number of Employees Absent on Special COVID-19 Leave (32.0)**

	Schools			Non-Schools		
	2021	2022	Variation	2021	2022	Variation
Teaching	996	1,037	41	22	30	8
Non-Teaching	581	637	56	96	132	36
<b>Total</b>	<b>1,577</b>	<b>1,674</b>	<b>97</b>	<b>118</b>	<b>162</b>	<b>44</b>

Note: absences are based on leave taken between April 2020 to March 2021 and April 2021 to March 2022

**Number of Employees Absent on Personal Leave (COVID-19) (32.1)**

	Schools			Non-Schools		
	2021	2022	Variation	2021	2022	Variation
Teaching	0	96	96	0	2	2
Non-Teaching	0	56	56	0	78	78
<b>Total</b>	<b>0</b>	<b>152</b>	<b>152</b>	<b>0</b>	<b>80</b>	<b>80</b>

Note: absences are based on leave taken between April 2020 to March 2021 and April 2021 to March 2022

Data was not recorded in 2021

## DoE Workforce Statistics + Recruitment Statistics

## Recruitment Statistics

## Teacher Recruitment Campaigns (32.0)

Centralised campaigns commenced in 2018.

A rigorous assessment process is used to identify high-quality teachers for Tasmania's Learners. For 2021, a targeted approach was used where known vacancies were provided as well as a focus on regional and high-priority schools.

Process Information	2018	2019	2020	2021
Applications received	627	302	402	295
Applicants shortlisted	238	248	309	224
Successful applicants (on an order of merit)	91	111	152	89
Placement Information	2018	2019	2020	2021
Successful applicants withdrawn	15	28	27	13
Successful applicants placed	76	83	93	76
Successful applicant Information	2018	2019	2020	2021
Existing DoE fixed-term employees	48	45	38	43
Graduates	10	8	18	29
Tasmanian private or catholic system	10	20	28	8
Interstate	8	9	9	4
Overseas	2	2	0	8

## Advertised teaching vacancies 1 April 2021 to 31 March 2022 (32.1)

Number of:	Permanent	Fixed-term	Total
Base grade in-school advertisements	29	45	74
Advanced Skills Teacher in-school advertisements	66	130	196
Assistant Principal in-school advertisements	22	54	76
Principal in-school advertisements	20	50	70
Non-school teaching service award advertisements	7	55	62
Education Support Specialists	22	8	30
Other (Literacy Coaches, Education Officers, etc.)	3	150	153

## DoE Workforce Statistics + Recruitment Statistics

<b>Totals</b>	<b>169</b>	<b>492</b>	<b>599</b>
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Includes vacancies advertised both inside and outside the Department

## DoE Workforce Statistics + Recruitment Statistics

**Change of Employment Status of a Teacher from Fixed-Term to a Permanent Employee (33)**

Employment Direction No.9 (ED9) – Flexible Teaching Pool.

Upon completion of eight whole, continuous and satisfactory terms of teaching, employees are eligible for conversion to permanency and assigned duties to the Flexible Teaching Pool (FTP).

An FTP assignment is not to exceed sixteen terms.

An employee can be assigned substantive duties (i.e., to a permanent vacancy) at any time as at or after FTP status.

**Approved Change of Employment Status**

<b>Term</b>	<b>Southern Region</b>	<b>Northern Region</b>	<b>Total Head Count</b>
<b>Term 1 2021</b>	29	13	42
<b>Term 2 2021</b>	22	12	34
<b>Term 3 2021</b>	10	6	16
<b>Term 4 2021</b>	65	54	119
	<b>126</b>	<b>85</b>	<b>211</b>

**Teacher Transfers 2021 - for 2022 (34)**

<b>Area</b>	<b>Applications</b>	<b>Approved</b>
North	162	109
South	141	86
<b>Total</b>	<b>303</b>	<b>195</b>

**Teach for Australia (35)**

The Department of Education partners with Teach for Australia to recruit graduate secondary teachers with specialist expertise as part of the Department's Extending Years 11 and 12 Program.

The participants are engaged for two years on a fixed-term contract whilst undertaking studies in the Masters of Teaching.

Upon completion of the program, employees are eligible for a change of employment status under Employment Direction No. 1. Eleven participants were approved permanency within the Department on 9 February 2022..

Currently there are 36 participants in the program and spread across the state as below:

	<b>Southern Region</b>	<b>Northern Region</b>
Secondary Schools	9	27

## DoE Workforce Statistics + Recruitment Statistics

## DoE Workforce Statistics + Recruitment Statistics

### **Beginning Teacher Time Release Program (BeTTR) (36)**

The BeTTR program provides additional support for teachers in their first year of employment through time release for negotiated professional development. Teachers are eligible if they are permanent or fixed-term, working for a minimum fractional load of 0.5 for a minimum of one school term.

The total budget for 2021-22 is \$1.26 million, an increase of \$24,048 from the 2020-21 budget of \$1.23 million.

The total program budget for 2020-21 was \$1,232,568 with total expenditure at 30 June 2021 being \$1.84 million due to increases in teachers eligible for release time under the program.

The budget was marginally increased in 2021-22 to \$1.26 million, with recognition of the budget pressure on the overall Departmental budget due to the overspend.

The program budget for 2022-23 is \$1.28 million.

### **Professional Experience in Isolated and Rural Schools Program (PEIRS) (37)**

The PEIRS program supports final year teacher education and speech and language pathology students to undertake their final placement in a regional, rural or isolated setting by providing accommodation and travel allowances.

## DoE Workforce Statistics + Recruitment Statistics

**UTAS education graduate numbers for the last five years (38)**

		2018	2019	2020	2021	2022
Bachelor of Education (Primary)		33	24	47	59	28
Bachelor of Education (Early Childhood)		6	9	10	19	4
Bachelor of Education (HPE, incl OE, D&T)		9	14	25	12	10
Bachelor of Education (Science and Mathematics)		0	0	1	0	3
Bachelor Education (Applied Learning)		0	1	0	1	0
Master of Teaching		34	42	57	89	53
<b>Total</b>		<b>82</b>	<b>90</b>	<b>140</b>	<b>180</b>	<b>98</b>

Prior to 2020 Science / Maths graduates have not been captured individually

For the reporting period, 180 UTAS teacher graduates were employed in the Department.

*Graduate teacher employment*

The Teacher Intern Placement Program (TIPP) is a key action of the More Teachers, Quality Teaching (MTQT) Action Plan developed in 2018 by the Education Workforce Roundtable (the Roundtable), DoE – Tasmania. The Roundtable and the MTQT Action Plan incorporates a range of related strategies and initiatives designed to attract people with professional and personal aptitude into the teaching profession.

The TIPP provides University of Tasmania Initial Teacher Education students with the opportunity to undertake their final year of study while based in a Tasmanian public education school. This allows participants the chance to work alongside experienced teachers and embed practical teaching skills into their final year of study.

Successful candidates receive a financial scholarship, financial support associated with relocation and remote living and mentoring and practical support in their final year of study. Following satisfactory completion of their Degree and the TIPP program, interns are eligible for a change of employment status to permanent under Employment Direction No. 1.

Within the reporting period, 19 interns were approved permanency within the Department on 9 February 2022 effective 7 February 2022.

**Currently there are 24 participants undertaking the program and are spread across Sectors and the State as below:**

Sector	Southern Region	Northern Region
Primary Schools	7	3
Secondary Schools	6	4*
District School	2	1

## DoE Workforce Statistics + Recruitment Statistics

Support Schools	1	-
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\*Includes 2 Secondary Colleges

Expression of interest for 2023 will be open from 4 May - 5 June 2022.

## DoE Workforce Statistics + Recruitment Statistics

**POLITICAL LINES:**

- *For Minister's Office to insert*

Contact Officer:	Cameron Dinnessen   phone: 6165 6273	
Approved by:	Jamie Synnott Acting Director Human Resources	Date: 28/04/2022
Approved by:	Kane Salter <b>Deputy Secretary – Corporate and Business Services</b>	Date: 30/05/2022
Approved by:	Tim Bullard <b>Secretary</b> (MSU to facilitate)	Date: Click or tap to enter a date.