



Annual Report 2022-23

Department for Education,
Children and Young People



Acknowledgement of Country

We acknowledge the Tasmanian Aboriginal Community as the traditional and continuing custodians of Lutruwita, where Palawa have cared for their children and prepared them for life since the beginning of time.

Together we live, work, play and learn on what always was, and always will be, Aboriginal land.

We honour Elders, past and present, and pay our respects to all Aboriginal and Torres Strait Islander colleagues, families and friends.

The Department for Education, Children and Young People commits to ensuring every Aboriginal and Torres Strait Islander child and young person is known, safe, well and learning.

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From the Secretary



In accordance with the requirements of Section 36 of the *Tasmanian State Service Act 2000* and Section 42 of the *Financial Management Act 2016*, I am pleased to submit our first Annual Report as the Department for Education, Children and Young People.

Our department was built entirely for children and young people in Tasmania. To do this, we integrated supports for children and young people across a range of different services – schools, child safety services, youth justice, Child and Family Learning Centres and libraries.

The focus of our first year of operation has been establishing our new department – bringing together all the people, services and systems to reduce silos and increase

connections. This has involved an enormous behind-the-scenes effort, and it would be remiss of me if I failed to congratulate the many staff responsible for this important work.

As a result, we've seen the connection of people, teams, and information in ways we've never seen before. This is hugely exciting, and I know that this increased connectivity will have long-lasting benefits for children and young people across Tasmania.

To me, what has shone through from the beginning is the commitment across our entire department to enable brighter lives and positive futures for every child and young person in Tasmania. We will do this by making sure every child and young person is known, safe, well and learning.

We will continue to improve our current services, and build new ones that are truly child focused. This includes the coming reforms in the areas of youth justice and safeguarding children and young people. All of it will be informed by the guidance and recommendations from the Commission of Inquiry into the Tasmanian Government's Responses to Child Sexual Abuse in Institutional Settings.

We want to create generational change for Tasmania.

Key to achieving this generational change is hearing directly from the children and young people we are here to serve. This year we have been asking children, young people, families and staff who we need to be as a department in order to do our best work for the children and young people we work with. What we heard will inform our future Strategic Plan. It will help us describe why we are here, how we will achieve that purpose, and who we need to be to do it.

I want to take this opportunity to acknowledge our staff for their strength, adaptability, and – above all – hope for what our new agency will be able to achieve for the children and young people at the centre of all we do. You have my highest respect.

In closing, I would also like to thank all families, children and young people that we have the honour to serve and support. You really are our reason for coming to work every day.

Tim Bullard
Secretary



01

Our department

Department for Education, Children and Young People



STRUCTURE FROM 30 APRIL 2023

Our structure

The department is supported by our Executive Board, with leaders representing child safety, business and finance, learning, policy, and youth justice.

The Executive Board set priorities for the department, make decisions on our direction, monitor risks, and check in on how well we are going meeting our goals for supporting children and young people.

The Office of the Secretary and Ministerial and Executive Services provide administrative support to the Secretary and the Board.

Our strategic plan

The DECYP Strategic Plan, which will reflect our new department and our strategic direction, is currently being developed.

Our new Plan will communicate a shared direction and way of working; enable everyone in our department to see how their work connects to the big picture; and inform priorities and detailed implementation planning at the whole-of-agency, service/program, school or business unit level.

It is being informed by the voice of children and young people to ensure everyone understands their needs, interests and aspirations. The voices of more than 2,500 children and young people have been taken into account through the development phase. More than 400 department leaders and team members have also been consulted with and encouraged to provide feedback to inform its development.

Throughout the development process our focus has been on understanding our current culture and capability and what it needs to be, and planning for who we need to be to achieve our aims.

The long-term outcome will be that we enable bright lives and positive futures and that every child and young person is known, safe, well and learning.

OUR

VISION

LEARNERS FIRST: CONNECTED, RESILIENT, CREATIVE AND CURIOUS THINKERS

OUR COMMITMENT

Working together we inspire and engage all learners to learn more, every day

OUR VALUES



A culture of high expectations and high achievement.



Respecting ourselves, others, our past, our future and our environment.



Accepting challenges and embracing opportunities.



Improving by always learning and finding better ways to do things.

OUR SYSTEM GOALS

Access, Participation and Engagement

Learners are actively participating in learning; they are engaged, achieving and able to pursue life opportunities in a safe learning environment.

Early Learning

From birth to 8 years of age, children are developing as confident, involved learners and effective communicators.

Wellbeing for Learning

Learners and staff are safe, feel supported and are able to flourish, so they can engage in learning.

Literacy and Numeracy

Learners are developing the skills and confidence in literacy and numeracy to successfully participate in learning, life and work.

OUR PRIORITIES

Child and Family Learning Centres, schools, libraries and business units will determine their own 2-3 evidence-based priorities that progress our commitment to this Plan.

OUR SYSTEM IMPROVEMENT DRIVERS

We support our workforce to feel safe and well at work. This enables them to better build knowledge and skills to drive our explicit approach to continuous improvement which is guided by:

THE RIGHTS OF THE CHILD



We safeguard the rights of all children and young people to have an education, to be heard and to be kept safe from harm.

OUR APPROACH TO SCHOOL IMPROVEMENT



We provide clear expectations and supports to schools and business units to ensure we focus our efforts on those things that will have the biggest impact on learner outcomes.

OUR EVIDENCE OF IMPROVEMENT



We use evidence to set Key Performance Indicators and targets to inform improvement and measure progress.

LAST UPDATED: NOVEMBER 2021

Department of Education Strategic Plan 2022-2024

The existing Strategic Plan for the former Department of Education puts learners first to inspire and support them to succeed as connected, resilient, creative and curious thinkers. The Plan reflects the work we are doing to become an exemplary child safe organisation. The plan makes the *Rights of the Child* explicit, so that children’s best interests are our first priority. Particularly their right to safety, right to an education, and right to a voice on things that affect them. The Plan articulates the importance of wellbeing and safety of learners and staff. It makes our intention for improvement clearer and enhances the focus on measurement of our progress.

OUR STRATEGIC PLAN 2019–2023

OUR VISION Communities in Tasmania are strong, active and inclusive.

OUR MISSION Empower individuals, families and communities to thrive.

VALUES

- Respectful
- Kind
- Committed
- Connected

STRATEGIC OBJECTIVES

- 1 Work with communities to offer all Tasmanians the opportunity to participate positively in community life.
- 2 Work with partners to identify and pursue early opportunities to improve the wellbeing of individuals, families and communities.
- 3 Work with families, carers and the community to keep children and young people safe.
- 4 Work together to continue to build a high performing, committed and engaged organisation.
- 5 Work with community, sport and recreation organisations to support the growth of strong and sustainable sectors.

KEY ENABLERS

- Valued Partnerships**
Collaborate with communities, industry and across government to deliver effective and integrated services, policies and programs for Tasmanian communities.
- Accountable Organisation**
Develop the quality and accountability mechanisms to deliver outcomes effectively and efficiently.
- Strong Systems**
Ensure our systems and infrastructure are fit for purpose.
- Well Supported People**
Build the capability of our people and support networks.
- Innovation**
Continuously improve the way we design programs, services and tools to put people at the centre.
- Knowledge**
Improve the way we develop, apply, share, and integrate information.

Department of Communities Tasmania

Department of Communities Tasmania Strategic Plan 2019-2023

The existing Strategic Plan for the former Department of Communities vision is that communities in Tasmania are strong, active and inclusive. Objectives include:

- Working with communities to offer all Tasmanians the opportunity to participate positively in community life.
- Working with partners to identify and pursue early opportunities to improve the wellbeing of individuals, families and communities.
- Working with families, carers and the community to keep children and young people safe.
- Working together to continue to build a high performing, committed and engaged organisation.
- Working with communities, sport and recreation organisations to support the growth of strong and sustainable sectors.



02

Our year

Schools and Early Years

The focus for the Schools and Early Years portfolio is to ensure schools and CFLCs have the supports they need to deliver high quality education that supports the engagement of all learners.

The capacity of leadership teams within schools is supported to enable environments that ensure our children and young people are known, safe, well and learning.

The portfolio also manages and oversees all areas of school administration, including financial and human resources, risk management, complaints, ministerial enquiries and out-of-area enrolments.

This is achieved through Learning Services, which includes:

- Operations
- Principal Leadership
- Early Years Partnerships
- Improvement Partnerships
- Principal Wellbeing
- Student Support
- Hillcrest Response.

Key achievements

- Revised our existing *Accountabilities Toolkit* to support principals and school leaders to enact their statutory obligations, meet accountabilities and support compliance.
- Revised our Principal *Performance and Development Plan* (PDP) process to strengthen alignment between the work of principals, schools, and system priorities.
- Led the Learning Services response to COVID-19 and keeping all schools open for learning. A number of documents and processes were developed to achieve this outcome, including: a specific *Support School COVID-19 Case and Outbreak Guideline*; a *Staffing Escalation Matrix* to assist in the management of staffing absences, including recruitment of staff at short notice; deploying corporate staff to assist with school staffing shortages for short term assignments; and allocating Limited Authority to Teach (LATs) positions to schools as required.
- Undertook a review of our enquiries and complaints management process after seeking the voice of our principals. We implemented some changes to ensure early resolution was a priority in supporting school and CFLC leaders in managing community complaints.
- Developed a *School Business Manager Orientation Program*. This is now providing the base for the development of a *Principal Orientation Program*.
- Continued to build capacity of leaders to foster relationships with their employees. Regional human resource teams provided significant support in the area of conduct and performance management.
- Identified and implemented short term supports and strategies to assist schools experiencing a shortage of teachers. A number of medium and long-term strategies were identified and are being incorporated into the planning for future departmental priorities.

- Our Student Engagement and Attendance Team worked with identified schools, seeking to understand and improve attendance and/or suspensions to pilot strategies and inform system recommendations.
- Inclusive practice coaches continued to build the capability of schools to develop and maintain inclusive learning cultures that support access, participation and engagement of all learners. This was achieved through the development of risk management plans and de-escalation response plans and through provision of learning plan support and professional learning support for early career teachers.
- Established student support response coordinator roles to provide support in managing harmful sexual behaviours and increased support for vulnerable students. Further refinement of the Support and Wellbeing Team led to improved state-wide sharing of good practices, highlighting inclusive practices and high functioning processes.
- Reconnected young people to education and training through our *Back on Track Program*. Through this program we address their barriers to learning and assist them to re-engage in education or training. The approach involves assertive outreach to support young people who have not successfully transitioned from Year 10 to Years 11 and 12.
- Continued to support schools in the delivery of smoking and vaping prevention education through our school health nurses.
- All six new CFLCs have employed a centre leader and some have employed a community inclusion worker, an education officer and a centre assistant. Mulyatina (moy-lah-tee-nah) became operational in January 2023. Larapi, (lah-rah-pee) and West Ulverstone are due to open during 2023 and Kingborough, with Glenorchy and Sorell scheduled to open early in 2024.
- Continued to partner with ECEC services to support children and their families to access and participate in quality early learning through our *Working Together* (WT) initiative. In 2022 *Working Together* supported a total of 121 three to four-year olds with access to early learning, family support services and the transition to Kindergarten, with another 120 places available in 2023. We are currently working with ECEC service partners to expand WT to more children and regions of Tasmania from 2024 onwards.

Keeping Children Safe

The Keeping Children Safe portfolio was established in March 2023 and is comprised of Services for Children and Families and the Office of Safeguarding Children and Young People.

Services for Children and Families works with children, young people, families and their networks to help them reach their goals so that children and young people are known, safe and well. Its services are delivered by a caring and professional workforce committed to working together to keep children, young people and their families at the centre of all decisions that affect them. They include:

- Adoption, Permanency and After Care Support
- Child Safety Service (CSS)
- Intensive Family Engagement Service
- Out of Home Care
- Strong Families Safe Kids Advice and Referral Line (ARL).

The Office of Safeguarding Children and Young People leads and provides strategic advice and direction on culture, systems, practices, processes, procedures and professional learning as they relate to safeguarding children and young people from the harm of abuse.

The Office is charged with overseeing the full implementation of the recommendations from the *Royal Commission into Institutional Responses to Child Sexual Abuse*, the *Independent Inquiry into the Department of Education's Responses to Child Sexual Abuse*.

Please also refer to Pages 24 and 25 for collated actions undertaken in advance of the release of the final report for the *Commission of Inquiry into the Tasmanian Government's Response to Child Sexual Abuse*.

Key achievements

- Launched our new *Safeguarding Framework: Safe. Secure. Supported*. The Framework is a living document that underpins our commitment to promoting the rights and safety of children and young people, supported by the work we are doing to strengthen our governance, culture, systems and practices to keep children at the centre of our work and protect them from harm.
- Developed and delivered new annual training for all staff, informing them of their legal responsibilities to report abuse and suspicions of any form of abuse.
- Released a revised suite of documents and tools relating to care teams for children and young people in Out of Home Care.
- Commenced work to ensure that all children and young people in Out of Home Care have a care team in place to meet their goals across the wellbeing domains.
- Continued to provide advice and referrals to the community through the ARL to ensure the safety and wellbeing of children and young people. The ARL has seen a strong increase in demand in 2022-23 due to increasing awareness in the community of the need to keep children safe. Funding for three additional teams was approved to meet this growing demand.

- Released the *Tasmanian Out of Home Care Standards* in August 2022 which provide eight Standards for *Out of Home Care*. The Standards are aligned with both the National Standards and the new *Child and Youth Safe Organisations Principles*, and have been designed to promote stronger organisational accountability, effective governance and safe, high-quality care.
- Released an introductory self-assessment template to enable Out of Home Care providers to assess their current service delivery and build capacity and readiness for an Out of Home Care Accreditation Framework.
- During 2022-23, referrals for Intensive Family Engagement Services continued to increase, with support being delivered to families with complex issues so children and young people are better placed to remain safely at home. *The Bringing Baby Home Program* also continued to ensure babies and infants can remain at home with their parents and families.
- Workforce planning is underway to support a skilled and ready workforce in child safety, with a focus on recruitment, retention, training and management strategies. In addition, work is being undertaken to create different entry points for new child safety officers into the workforce, including the appointment of 13 additional permanent unit coordinators.
- Continued to deliver individualised service packages for Aboriginal children in the South of the State, in partnership with the Tasmanian Aboriginal Centre (TAC). To build on this work, the TAC and Services for Children and Families have formed a community-led palawa Child Safe and Supported Policy Partnership Working Group, which held its first workshop in January 2023. This group is focussing on practical strategies and actions to implement the *Aboriginal and Torres Strait Islander Child Placement Principle*.
- Implemented a new *Safeguarding in Schools Model* with a safeguarding lead appointed in every Tasmanian Government School and the establishment of a statewide school safeguarding network. A staged roll-out of the model commenced in November 2022, with all schools nominating a safeguarding lead for the 2023 school year.
- Developed updated flowcharts relating to the prevention, identification and response to child sexual abuse. These were provided to schools to assist staff when they are dealing with incidents, allegations and suspicions of child sexual abuse, harmful sexual behaviour or online child sexual abuse material.

Child Advocate

The Child Advocate provides an independent mechanism to facilitate children's participation in decisions that affect them – both at the individual and systemic level.

The Child Advocate oversees and monitors the experiences of children and young people in Out of Home Care, ensuring their rights are upheld and promoted, supporting the resolution of complaints, and advocating for, as well as advising on, child centred practice and decision making.

Key achievements

- The Child Advocate has engaged in work that seeks to improve the capacity of the service system to uphold the rights of children in service design and delivery. This work has focused on:
 - Commenced planning for a review of the model of child advocacy services for children in care in Tasmania.
 - Implementing an online questionnaire for children and young people to share their views.
 - Improving the capacity of CSS to engage in collaborative decision-making and planning inclusive of children and families. This is through both the *Care Team-Care Plan Project*, and the delivery of training on child participation.
 - Informing project work related to complaint processes; production of communications for children and families to explain the system; the *Children Young Persons and Families Act 1997*.
 - Providing advice to the department Executive on the areas of priority change needed to help improve the outcomes for children and young people in care.
 - Progressing work on a redesign of an individual advocacy program, for which the input of children, young people, families, and the service sector will be sought. This work is anticipated to continue over the next 12-18 months.
- The creation of the Child Advocate Liaison role in March 2022 has provided more capacity to meet the advocacy needs of children across Northern Tasmania.

Services for Youth Justice

Youth Justice provide services to young people from their point of engagement with police if they are referred for a community conference, through the court process and any subsequent orders.

The portfolio includes the following business areas:

- Ashley Youth Detention Centre (AYDC) – provides secure care and custody for young people who are detained or remanded by the courts.
- Community Youth Justice – works with young people to reduce offending behaviour through community-based diversion and rehabilitation programs.
- Youth Justice Reform is progressing the Tasmanian Government’s strategic direction for Tasmania’s youth justice system.

Key achievements

- Commenced implementation of actions under the *Keeping Kids Safe, A plan for Ashley Youth Detention Centre until its intended closure*, which was provided to the Commission of Inquiry into the Tasmanian Government’s *Responses to Child Sexual Abuse in Institutional Settings in October 2022*.
- Increased supports to keep children and young people safe at AYDC including security upgrades, practice improvements and additional staff appointed across leadership and youth worker positions.
- The Australian Childhood Foundation (ACF) provided on site clinical services for young people at AYDC to ensure that their needs, including safety needs and risks, are well understood and planned for. The ACF also helped staff to develop behaviour response plans for all children and young people, including escalation/de-escalation strategies.
- The number of Youth Justice Community Conferences held within six weeks of receipt of referral for conference has steadily increased from 70.8 per cent in 2019-20 to 80.2 per cent in 2022-23.
- In collaboration with the Rob Fairs Foundation, took nine young people to the AWC Race Tasmania event at Symmons Plains in February 2023.
- Community Youth Justice South introduced new activities including bushwalking and jetty fishing. These activities support relationship building, create opportunities for conversation and have wellbeing and engagement benefits.
- Released the final draft of the *Youth Justice Blueprint 2022-32* in November 2022. The draft Blueprint outlines the strategic direction for Tasmania’s youth justice system for the next 10 years and was developed through extensive community consultation.
- Released the draft *Youth Justice Facilities Model* alongside the draft Blueprint in November 2022. Reviewed potential sites in the greater Hobart area for a new youth facility to replace the AYDC. Following this review, a shortlist of three potential sites was identified and extensive community and stakeholder consultation on these shortlisted sites was undertaken.

Business Operations and Support

The Business Operations and Support portfolio supports the achievement of the department's strategic and operational goals through the provision of contemporary and effective corporate services and systems.

The portfolio includes the following business areas:

- Business Operations and Support – Transition and Improvement
- Facility Services
- Finance and Budget Services
- Information and Technology Services
- Legal Services
- Organisational Safety
- People Services and Support.

Key achievements

- Transitioned over 550 former Communities Tasmania and 12,500 former DoE staff into DECYP involving setting up new devices, migrating email, documents, and business applications to enable a seamless transition from 1 October 2022.
- Transferred all our staff to a single department human resource payroll system.
- Consolidated to a single recruitment management system, with associated procedures and registers.
- Undertook a comprehensive review of all people policies with the aim of integrating and establishing new people policies for the agency.
- Commenced construction on the new \$74 million Brighton High School and the new \$34 million Legana Primary School.
- Completed master plans for Hobart City High School and Lauderdale Primary School.
- Commenced construction on the final three of six new CFLCs (Kingborough, Sorell and Glenorchy), with construction completed on the muylatina CFLC and works nearing completion on the Waratah Wynyard and Blue Gum CFLCs.
- Commenced the rollout of the \$10 million *Contemporary Classrooms Program*, with works about to start at Lilydale District School and Havenview Primary School.
- Installed modular classrooms at South Hobart and Dodges Ferry Primary Schools.
- Completed a \$6.4 million accommodation redevelopment of office spaces at Kirksway House.
- Provided security upgrades across nine schools and upgrades to multiple North-West Coast teacher residences.
- Commenced 127 outdoor learning projects state-wide with a combined value of \$10.5 million and 43 projects completed.

- Commenced the \$6.3 million *Safer Student Bathroom Program*, rolling out bathroom upgrades across 42 high school sites.
- Commenced the rollout of \$5 million *Renewable Energy Schools Program*, with installation on the first tranche of sites underway.
- Provided and supported 1,000 laptops and internet dongles to school libraries for students in Years 7 to 12 to enable the student to 'loan' the laptop / internet dongle when they need access from home.
- Improved staff wellbeing supports and services as part of the first *Staff Wellbeing and Inclusion Plan* in 2023. This included undertaking an inaugural Staff Wellbeing Survey. Over half of our staff participated, helping us to better understand what is working well, what can be improved and how we keep track of progress over time. The survey data has helped inform what supports and programs are in place that make a difference to wellbeing at work.
- The *2023 Teachers Agreement* was approved and registered by the Tasmanian Industrial Commission on 9 May 2023. The Agreement followed an extensive and constructive negotiation process and delivered on the following shared objectives of the parties:
 - Improved support for early career teachers.
 - Continuing to build on the Education Support Specialist pathway for Teacher Assistants.
 - Maximising time to teach and reducing teacher workload.
 - Building on incentives for teachers in isolated schools.
 - Increasing senior leadership in targeted areas of need.
- Supported the development of the *National Teacher Workforce Action Plan* to address key issues of teacher demand, supply, and retention in a nationwide framework.
- Worked with Schools and Early Years on tactical responses to teacher supply and demand. This has included building on the National Teach Campaign to attract new teachers into our workforce and increasing the number of teachers through Teach for Australia.
- Provided recruitment support for frontline roles for Children and Families and Youth Justice.

Development and Support

The Development and Support portfolio is responsible for building and supporting a diverse, future fit, skilled and responsive workforce that aligns with our goal of ensuring that children and young people are known, safe, well and learning.

The portfolio includes the following business areas:

- Early Learning Inclusion
- Education and Care
- Libraries Tasmania
- Partnership, Projects, and Engagement
- People Capability and Development
- Registered Training Organisation
- School Improvement/Improvement Consultants
- Teaching and Learning
- Wellbeing and Inclusion
- Years 9-12
- Years 11/12.

Key achievements

- Early Years initiatives including Launching into Learning (LiL), the Passport to Learning project and Pre-Kinder resources were developed to encourage Tasmanian families to attend early years sessions that support children's learning and development. A total of 5,463 children aged Birth to 4 Years attended LiL sessions in Tasmanian Government schools during 2022.
- Proactively monitored the compliance of 237 education and care services against the requirements of the *National Quality Framework for Early Childhood Education and Care (NQF)*, and the licensing and assessment of 22 services under the *Tasmanian Child Care Act 2001*.
- Continued the introduction of the National Quality Standard (NQS) into Tasmanian Government Kindergartens.
- Supported reading and literacy for all ages through Libraries Tasmania's coordination of the Tasmania Reads Week campaign in March 2023, involving 90 public events across Tasmania, attended by over 6,000 people.
- Strengthened school libraries to improve student reading outcomes by providing government school students access to e-resources, including eBooks, with over 4,000 students from 168 schools borrowing items 26,778 times.
- Launched the *Principal Capability Framework (PCF)*; an evidence-informed resource that outlines the capabilities that support professional growth of our school leaders. The PCF describes what principals need to be able to know, do and be like to effectively lead our schools.
- Continued development of a Child Safety Officer career pathway, which will include the addition of child safety content into social work degrees at the University of Tasmania, two internal pathway roles, and a child safety internship.

- Delivered a range of training to staff working internally in Child Safety Services, the Advice and Referral Line, Community and Youth Justice, and identified external stakeholders, such as caregivers and child advocates.
- Delivered a range of professional learning programs and facilitated online learning communities to build capability and support early career teachers and school and system leadership.
- Continued to embed evidence-based phonics instruction from Prep to Year 2 with the development of comprehensive guidance and practical supports, including a phonics scope and sequence teaching document, scripted and video lessons and professional learning.
- Implemented changes to the assessment and rating process, in line with a revised national approach, to evolve the approach to the quality assessment and rating to support continuous quality improvement in education and care services.
- Provided 98 students in Out of Home Care with extra reading support through the *Sure Start Fund*.
- Supported 7,634 students with disability in Tasmanian Government Schools as part of our *Educational Adjustments Model*. Schools received funding into their School Resource Package for 5,869 students to contribute to the educational adjustments in place. (This figure includes students at Supplementary, Substantial and Extensive levels of adjustment).
- Contracted KPMG to undertake an independent review of the *Educational Adjustments Model*. As at 30 June, the final report is being considered by Government with its release, and our response to the report, being finalised.
- Actively exploring consistent approaches to engagement and partnership with the Tasmanian Aboriginal community to support the achievement of *Closing the Gap* outcomes.
- Strengthened the teaching of Tasmanian Aboriginal histories and culture by publishing new content on *The Orb* – a culturally safe online resource aligned with the Australian Curriculum. New sections dedicated to *Fire*, *West Coast*, and *Wybalenna* were included. Additionally, we updated the site's navigation and improved overall accessibility and readability.
- Supported 135 primary and secondary schools across Tasmania through the *Gifted Online Program*. As of March 31, 2023, there are 23 different courses available, with 1,107 students currently participating.
- Introduced the *Student Behaviour Management Policy and Procedure*, establishing minimum standards in preventing and responding to bullying.
- Supported delivery of online foundational training in trauma informed practice (in partnership with the Australian Childhood Foundation (ACF) and the University of Tasmania (Utas)) to 2,704 staff members, with 639 staff members participating in live workshops.
- Increased the total number of schools participating in the School Lunch Pilot from 15 to 30.
- Captured the voice of 28,527 students across Years 4 – 12 who completed the 2022 Student Wellbeing and Engagement Survey, to help us better understand whether students feel they are known, safe, well and learning.
- Supported 595 international students from over 45 countries for full-time school and vocational qualifications, short-term study abroad programs and English language courses.
- Hosted 14 inbound delegations from more than 17 countries or regions to promote Tasmania's education offerings.

- Provided significant input into the Tasmanian Government's *Global Education Strategy*, the government's plan to continue supporting an international education sector that delivers significant benefits to the Tasmanian community.
- The Tasmanian Government has now extended all Government secondary and combined schools to Years 11 and 12 as of 2022 with a headcount of 1,147 students (983.6 FTE) enrolled in 2023 in schools which have been extended. This represents 12.2 per cent of all senior secondary students undertaking the majority of their enrolment at a school that was extended.
- Established of the Office of the Director of the Registered Training Organisation (RTO). Through improved, streamlined systems and processes for compliance with Australian Skills Qualification Authority (ASQA) Standards for RTOs, the Office of the RTO has secured the maximum of seven years continued registration with ASQA, enabling continued growth in VET pathways for learners.
- Increased access to contemporary curriculum in Years 11-12, with 15 senior secondary courses accredited for use from 2024 with 21 sets of support resources and 64 professional learning sessions provided. In Years 9-10 the *Packages of Learning Program* aligned to key industry areas has been fully updated to version 9 of the Australian Curriculum.

Continuous Improvement and Evaluation

The Continuous Improvement and Evaluation portfolio is responsible for designing ways to improve the department's outcomes for children and young people, as well as reviewing and evaluating the impact of our work.

The portfolio includes the following business areas:

- Communication Services
- Data Systems and Insights
- Evaluation
- External School Review
- Governance Risk and Performance
- Internal Audit
- Strategic Policy and Projects
- Strategic Systems Development.

Key achievements

- Supported the establishment of our new department with a focus on communication. This included updating the previous public website and intranet platform, interim branding applied to all internal and external communication outputs, and the development of a communications toolkit to support all staff in communication tasks and internal communication support during the transition period.
- Developed a new *Internal Communication Improvement Strategy* to guide and support us in how we undertake internal communication and ensure that our communication meets the needs of all staff.
- Continued the implementation of the *Accessibility Action Plan*, including:
 - Tracked our websites for compliance with accessibility and readability with department managed websites scoring an average of 89.70 per cent (industry standard is 83.3 per cent).
 - Developed guides, tips and tools for the production of high quality digital content that meets accessibility and readability standards, as a key feature of our communications toolkit.
 - Developed a content strategy for all digital content with accessibility and readability as a priority requirement.
 - Continued to provide staff accessibility and readability training for digital content.
- Developed and implemented a new attendance campaign – *Every school day matters* – to raise the importance of attendance to families and students, contributing to an increase in attendance figures compared to last year.
- Created a web portal of information and related communication materials relating to vaping aimed at helping students, parents and schools to understand the facts relating to this issue and where to get assistance.
- Transformed the way high-value data sets are made available to the community by developing a new online data portal on our website that is dynamic and includes new sets of data that will be regularly updated to provide stakeholders with a greater level of detail to demonstrate key performance measures.

- Finalised and implemented functionality to support student wellbeing for student and wellbeing leads in schools. This provides a centralised, department supported system to support the application of the *Student Wellbeing Assessment Tool*.
- Successfully delivered NAPLAN in March 2023 to over 26,000 students in accordance with Education Ministers' commitment to delivering results earlier to schools.
- Commenced the integration of education, child safety and youth justice data to better enable a future understanding of children and young people and their needs.
- Continued to develop contemporary reporting solutions that provide schools and system leaders with unparalleled access to data insights to support student learning and wellbeing.
- Commenced work to develop a new risk management framework to improve alignment to the industry standard risk management guidelines. The new framework will aim to embed risk management throughout the department to help us achieve our objectives.
- Completed the second cycle of School Reviews (2018-2022). School Reviews are an important part of how we support and quality assure educational delivery to students in Tasmanian Government Schools.
- Established a new Project Management Office to improve alignment of projects and initiatives with strategic priorities and enhance organisational capabilities in scoping, planning, executing, and monitoring projects and portfolios.
- Commenced the co-design of early learning for 3-year-olds including establishing a co-design planning group with representatives from the early childhood education and care sector. Community engagement included 32 workshops around Tasmania involving over 230 people along with input via an online survey of over 100 people.
- Updated and released a range of policies and resources for schools and school communities including: *Supporting Sexuality, Sex and Gender Diversity in Schools Policy*; *Guide and Expectations for Our Approach to School Improvement*; Collaborative Inquiry resources including snapshots of practice; and the *School Association Handbook*.
- Completed formal evaluations of the *Families and Us Pilot Project*; our School Improvement Team and our External School Review Team.
- Negotiated and signed the new *Federation Funding Agreement Schedule, National Student Wellbeing Program*.
- Reviewed and remade the *Libraries Regulations 2022*, *Allport Library and Museum of Fine Arts Regulations 2022*, and *Child Care (Fees) Regulations 2023*.

Education Regulation

The Review of Education Regulation Steering Committee Report (the review) made 24 recommendations to modernise our education regulatory framework. A project implementation team has been working to ensure these recommendations are realised.

The Education Legislation Amendments (Education Regulation) Act 2022 commenced on 1 July 2023. This legislation provides a modern regulatory framework for education regulation in Tasmania.

One significant recommendation of the review was a full transition to a skills-based board for the Teachers Registration Board and Non-Government Schools Registration Board on or as soon as practical from 1 July 2023. This is being done at the same time as the establishment of the Tasmanian Assessment, Standards and Certification (TASC) Board to ensure equity across the three boards.

Another recommendation was the establishment of a Director, Education Regulation. The Director Education Regulation has been appointed and the *Review of Education Regulation* recommendations commenced implementation from 1 July 2023.

Other matters

Independent Inquiry into the Department of Education's Responses to Child Sexual Abuse

On 27 August 2020, the Tasmanian Government announced an Independent Inquiry into the (then) Department of Education's Responses to Child Sexual Abuse (Inquiry).

The Inquiry Report's main findings and recommendations – which were tabled in the Tasmanian Parliament on 9 November 2021 – made 21 recommendations.

Noting that recommendations 11 and 15 are duplicates, the Department of Education accepted all 20 recommendations in full and immediately commenced implementation.

Inappropriate behaviour of any nature towards children and young people is neither condoned nor accepted within the department. We recognise and regret our past failings, and the lasting, negative impact these failings have had on the lives of victims and survivors—and for this we are truly sorry. We will continue to work hard to correct the wrongs of the past and put in place measures to safeguard and protect the children in our care. By implementing the recommendations of the Inquiry Report, we will strengthen our systems, policies, processes, and procedures, and embed a culture in which child safety is everybody's responsibility; where no child or young person is put at risk of the pain, suffering and trauma that has been inflicted on victims and survivors in the past.

As at 30 June 2023, 14 out of 20 recommendations have been addressed. Of the six remaining recommendations, four are expected to be complete by the end of 2023, and two by the end of 2024.

RECOMMENDATION**IMPLEMENTATION UPDATE****Safeguarding Records**

1. All sexual abuse concerns, complaints, responses and outcomes be systematically recorded by DoE and that these records are periodically analysed to monitor patterns and trends.

UNDERWAY

Work is ongoing, with system development completed by the end of 2024.

Best interests of students

2. DoE's *Learners First* philosophy be extended to all aspects of student safeguarding, so that the principle of 'acting in the best interests of students' is embedded in all considerations, decisions and actions concerning student safeguarding.

COMPLETED

Work is ongoing through implementation of Our Safeguarding Framework and the Child and Youth Safe Organisations Framework.

Embedding prevention

3. DoE's student safeguarding systems are designed to prevent student sexual abuse from occurring, as well as to respond promptly, sensitively, and effectively to known concerns or allegations.

COMPLETED

Work is ongoing through implementation of Our Safeguarding Framework; the Child and Youth Safe Organisations Framework and training for all staff.

Student Safeguarding Policy

4. DoE develop and implement a comprehensive, integrated Student Safeguarding Policy.

COMPLETED

'Safe. Secure. Supported – Our Safeguarding Framework' was published in May 2023.

Implementation will continue throughout 2023-2024.

Director of Safeguarding

5. DoE establish a new permanent full-time position of Director of Safeguarding, to report directly to the Secretary, DoE to lead the development, coordination, monitoring and evaluation of a comprehensive student safeguarding system.

COMPLETED

Local Safeguarding Assessments

- | | |
|--|--|
| <p>6. Every government school principal be required to undertake a safeguarding risk assessment and to develop a risk management plan. DoE to develop guidelines and resources to assist schools for this purpose.</p> | <p>UNDERWAY</p> <p><i>Training completed and resources developed. Initial risk assessments will be completed by the end of 2023 and reviewed and updated annually.</i></p> |
|--|--|

School Safeguarding Officers

- | | |
|---|------------------|
| <p>7. Every government school principal be required to appoint a school staff person as the school Student Safeguarding Officer. The induction and training for persons appointed to these roles be overseen by the Director of Safeguarding.</p> | <p>COMPLETED</p> |
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Teacher Training

- | | |
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| <p>8. DoE enter into negotiations with the School of Education, UTAS, to introduce into the BEd and MTeach programs substantive content and assessment of understanding, preventing and responding to sexual abuse in schools.</p> | <p>UNDERWAY</p> <p><i>To be completed by the end of 2023.</i></p> |
| <p>9. Information about understanding, preventing, identifying and responding to sexual abuse be included in inductions, and in annual training, for all principals, teachers and teacher aides.</p> | <p>UNDERWAY</p> <p><i>DECYP staff have been required to complete Mandatory Reporting training. This training will be made available to volunteers on a web-based platform by the end of 2023.</i></p> <p><i>Training for all staff in understanding, preventing and responding to child sexual abuse is already available to Principals and Safeguarding Leads. This will be rolled out to all other staff, and volunteers by the end of 2023.</i></p> |

Early Intervention

10. DoE develop instructions, guidelines and training for teachers and student support staff for the purposes of responding to, reporting and recording concerns about staff and student behaviour that may be relevant to preventing sexual abuse, but that falls below the threshold required by DoE's Mandatory Reporting Procedures.

COMPLETED

Work will continue in this space.

11. DoE's Mandatory Reporting Procedures, and particularly its training in these procedures, should situate mandatory reporting within the wider context of a comprehensive safeguarding system – one that aims to prevent, and not just respond to, sexual and other abuse.

COMPLETED

Training will be reviewed and updated as required.

Code of Conduct

12. A formal Code of Conduct for DoE personnel be introduced to elevate the status of safeguarding obligations for DoE employees and volunteers and so create schools-specific disciplinary measures.

UNDERWAY

Amendments to the Conduct and Behaviour Standards, Professional Standards for Staff Policy and Professional Standards for Staff Guidelines are currently in the final stages of approval.

Integrating Safeguarding Policies

13. The Duty of Care policy be reviewed so as to more explicitly include safeguarding as a central duty of care consideration, and to better integrate this policy with DoE's other safeguarding policies and procedures.

COMPLETED

14. The Conditions of Use Policy for all Users of Information and Communications Technology be reviewed so as to more explicitly include student safeguarding as a key consideration, and to better integrate this policy with DoE's other safeguarding policies and procedures.

COMPLETED

RECOMMENDATION**IMPLEMENTATION UPDATE**

15. Mandatory Reporting Procedures, and particularly the annual staff training in these procedures, should situate mandatory reporting within the wider context of a comprehensive safeguarding system – one that aims primarily to prevent, and not just respond to, sexual and other abuse.

COMPLETED

REPEAT OF RECOMMENDATION 11

Response Protocols

16. DoE develop and implement a suite of protocols for responding to concerns or complaints about a) teacher-student abuse; b) student-student abuse; c) staff involved in non-school abuse; e) abuse involving the Internet and related technologies; and f) abuse incidents involving visitors or strangers.

COMPLETED

Resources to be regularly reviewed and revised in response to feedback.

17. DoE enter into negotiations with Tasmania Police to develop a Memorandum of Understanding (MoU) for preventing and responding to sexual abuse in government schools. The MoU to include agreements on respective roles and responsibilities; information gathering, exchange, and recording; and how outcomes for child complainants and their guardians are to be monitored.

COMPLETED

Work will be ongoing to ensure the MoU remains up to date.

Partnership with Department of Communities

18. DoE enter into negotiations with the Department of Communities to develop an MoU for preventing and responding to sexual abuse in government schools. The MoU to include agreements on respective roles and responsibilities; information gathering, exchange, and recording; and how outcomes for child complainants and their guardians are to be monitored.

COMPLETED

*Superseded by the creation of DECYP.
Work is ongoing to ensure that outcomes for child complainants and their guardians are monitored.*

RECOMMENDATION**IMPLEMENTATION UPDATE****Accessibility of Policies**

19. DoE review and re-organise its official website so as to improve public accessibility to relevant information about student safeguarding.

COMPLETED

Work will be ongoing to ensure resources remain up to date and relevant.

Response Protocols

20. DoE review its complaints and grievances procedures and processes so as to improve access by students, their parents, or other concerned persons.

UNDERWAY

To be completed in 2024.

Systems Reviews

21. Systems reviews be conducted at the earliest appropriate opportunity following all significant sexual abuse incidents or episodes. The aim should be to identify strengths and weaknesses in abuse prevention and response systems at school level and at department level and where appropriate to revise and improve these systems.

COMPLETED

System review process established and first review undertaken.

Process will be reviewed and prioritised as required to ensure alignment with best practice.

Commission of Inquiry into the Tasmanian Government's Responses to Child Sexual Abuse

On 31 August 2023, the Commission of Inquiry into the Tasmanian Government's Responses to Child Sexual Abuse in Institutional Settings concluded and a Report was handed to the Governor, Her Excellency the Honourable Barbara Baker AC.

The Commission was established on 15 March 2021 and its hearings concluded in September 2022.

Under its Terms of Reference, the Commission focused on the adequacy and appropriateness of the Tasmanian Government's responses to allegations and incidents of child sexual abuse in institutional contexts, in particular what the Tasmanian Government should do to:

- better protect children against child sexual abuse in institutional contexts in the future
- achieve best practice in the reporting of, and responding to reports or information about, allegations, incidents or risks of child sexual abuse in institutional contexts
- eliminate or reduce impediments that currently exist for responding appropriately to child sexual abuse in institutional contexts, including addressing failures in, and impediments to, reporting, investigation and responding to allegations and incidents of abuse
- address or alleviate the impact of, past and future child sexual abuse in institutional contexts, including, in particular, in ensuring justice for victims through, processes for referral for investigation and prosecution and support services.

The Tasmanian Government has committed to implementing all the Commission's recommendations. The Government has not waited for the Report in order to start the reform process. Over the course of 2022, thirty (30) interim actions were announced. As of 30 June 2023, twelve (12) of these actions are now complete, and work is well underway across Government on the remaining actions.

Significant amendments have been made to legislation to improve the prosecution of sexual offences, to hold people to account for failing to protect children and to provide better access to justice for those affected by sexual violence. Trauma-informed practice training has been rolled out across the State Service, starting with those in leadership positions, including Heads of Agency, and the accountability of Heads of Agency for child safety has been strengthened through revised Performance Agreements. The Government has also taken significant steps to establish the *Child and Youth Safe Organisations Framework* to improve the safety and wellbeing of children and young people in institutional settings.

Within the department, actions that have been taken include:

- Implementing a new *Safeguarding in Schools Model* with a safeguarding lead appointed in every Tasmanian Government School and the establishment of a statewide school safeguarding network. A staged roll-out of the model commenced in November 2022, with all schools nominating a safeguarding lead for the 2023 school year.
- Launching our new *Safeguarding Framework: Safe. Secure. Supported*. The Framework is a living document that underpins our commitment to promoting the rights and safety of children and young people, supported by the work we are doing to strengthen our governance, culture, systems and practices to keep children at the centre of our work and protect them from harm. The Framework is structured to directly align with the National Principles for Child Safe Organisations and Tasmania's Child and Youth Safe Standards, now embedded in the *Child and Youth Safe Organisations Act 2023*.

- Other education-related initiatives that have now been rolled out include employment of additional support staff in schools; updated resources and training for school staff related to preventing, identifying and responding to child sexual abuse; and revised mandatory reporting training, which is compulsory for all departmental staff, contractors and volunteers.
- Launching the *Tellsomeone* website which provides children and young people, their families and carers, and other members of the community with information and advice to help address their concerns about child abuse.
- Releasing the *Out of Home Care Standards* in August 2022. The standards are aligned with the *Child and Youth Safe Organisations Framework*, which adopts the *National Principles for Child Safe Organisations*. Planning is underway for development of an *Out of Home Care Accreditation Framework*.
- Undertaking workforce planning to support a skilled and ready workforce in child safety, with a focus on recruitment, retention, training and management strategies. In addition, work is being undertaken to create different entry points for new child safety officers into the workforce, including the appointment of 13 additional permanent unit coordinators.
- Releasing the final draft of the *Youth Justice Blueprint 2022-2032* in November 2022 for feedback. The finalised Blueprint is scheduled to be released following receipt of the Commission of Inquiry's recommendations.
- Developing the *Youth Justice First Action Plan 2023-25* that sets out seven actions that form the foundational elements required to deliver an integrated and connected youth justice system over the next 10 years, focussing on improving outcomes for young people. Work has commenced against a number of these actions, including immediate measures to improve the safety of young people at the Ashley Youth Detention Centre and take a therapeutic approach to their needs.
- Commencing development of a youth justice services workforce strategy, including an increased focus on ongoing recruitment.

Premier's Economic and Social Recovery Advisory Council (PESRAC)

The PESRAC interim and final reports identified recommendations for supporting students in areas that the department had already recognised in the design of its response to COVID-19.

The recommendations strongly align with our priorities to deliver improved educational opportunities in Tasmania and help vulnerable students to remain engaged in learning.

Final Report Recommendations

F-11

STATUS: COMPLETED

The *Year 9 to 12 Project* vocational learning elements have been finalised and implemented with ongoing consultation with industry. These elements include:

- Career education.
- Work-based learning, vocational education, and training.
- Apprenticeships and traineeships for school-aged learners.
- Industry engagement.

In consultation with industry, we have strengthened the four elements of vocational learning in Tasmanian Government Schools. Vocational learning helps secondary students explore the world of work, identify career options and pathways, and build career development skills.

We developed a *Vocational Learning in Tasmanian Schools Framework* for the delivery of career education, work-based learning, VET for school students and apprenticeships and traineeships for school-aged learners.

We also developed requirement and guideline documents in each of these areas. These documents contain information on best-practice program support and delivery for teachers and school staff.

The formation of seven established industry advisory groups have been instrumental in ensuring that the four elements on vocational learning have been strengthened.

F-12

STATUS: UNDERWAY

Additional funding should be provided to the Department of Education to support implementation of vocational learning elements in F-11.

Consultation with industry, education and training stakeholders was undertaken in 2018-19 to inform the direction of a work program to be delivered over two years to July 2023, including initiatives to optimise work-based learning; a *Vocational Placement Pilot Program*; high quality career education programs and services in schools and communities; and strengthened apprenticeships, traineeships, VET opportunities and industry engagement. This recommendation is expected to be completed in December 2023.

The State Government should prioritise access to Trade Training Centres for vocational training for both school-age and adult learners.

The following actions are underway:

- Upgrading infrastructure, for example upgraded sign-in and attendance infrastructure and a dedicated physical careers space in each Trade Training Centre was scheduled to be completed by June 2022 but was paused during Terms 1 and 2, 2022 as the Department prioritised supporting students and school communities in response to COVID-19.
- Full implementation of the *Trade Training Centre Policy and Procedure* by all school sites and the delivery of associated professional learning.
- Employment of Vocational Learning Network Leaders (contracted June 2021 – June 2023) and an enhanced governance structure.

This recommendation is expected to be completed in December 2023.

Interim Report Recommendations

The State Government should accelerate existing strategies to deliver improved educational opportunities that meet individual student needs as well as providing clearer pathways to jobs in identified post-COVID-19 industry priority areas, the training system and university.

Packages of Learning – Pilot – Health and Community Services

We delivered *Health and Community Services Packages of Learning* in a pilot with two schools in 2021.

Four schools (inclusive of the two pilot schools) delivered the *Package of Learning* in 2022. This is part of a suite of five *Packages of Learning* being delivered across the state to Years 9 and 10 students.

Scoping Work – Careers Pathways Maps and Career Selection Guides

Scoping work for the development of career planning resources including Career Pathway Maps and Career Selection Guides has been completed. The approach will be integrated into development of career pathway resources.

Six General Capabilities Short Qualifications

Six *General Capabilities Short Qualifications* were granted *Formal Recognition of Learning Status* by the Office of the Tasmanian Assessment, Standards and Certification (TASC) until the end of 2022. The qualifications were available for all Tasmanian government and non-government schools in 2021 and in 2022 for Years 11 and 12 students. Three schools delivered the short qualifications in 2021.

Vulnerable Students Panels across all sectors should be continued, appropriately resourced, embedded within the education system and bolstered by a comprehensive case management system.

Recommendation 51 delivery includes a cross-agency view of learners facing vulnerability, where appropriate officers can capture and update a learner's vulnerability level, and relevant indicators, in real time. Noting DECYP is currently the only user of the case management system. This was delivered to Government at the end of Term 1 in 2021.

Building upon this capability, additional functionality was developed to add cases and notes for individual learners. This was delivered to Government at the end of Term 2 in 2021.

All Tasmanian Government Schools will be required to use the Vulnerability Management Module to record learner's vulnerability information in Term 3, 2022.

Cyber security breach

During April 2023, a malicious actor exploited an unknown vulnerability in a third-party file transfer service used by the Tasmanian Government and many organisations globally.

As part of this third-party cyber breach, financial documents including personal information was stolen relating to our department. Following the breach, some stolen data was then released on the Dark Web.

Working as part of the State Government's response, which was led by the Department of Premier and Cabinet (DPAC), we communicated with those directly affected by the data breach and proactively communicated with individuals who may be potentially affected by the compromise in the future. As part of the response, we offered a variety of support services.

DPAC, along with their external cyber security vendors, worked with us to review and respond to the incident, including assessing processes and technical environments and the remediation undertaken. We continue to undertake planning for future scenarios.

As of 30 June, no further data has been released, with the department, and the State Government, continuing to closely monitor the situation.

03

Improvement and performance

Along with information published in this Report, we also publish a range of additional high value departmental data sets on our website at <https://www.decyp.tas.gov.au/about-us/data-and-statistics/>

Our approach to school improvement

External School Review is an integral part of our *Approach to School Improvement*. The *National School Improvement Tool* underpins the *External School Review Framework*, with reviews providing an external perspective to verify or challenge a school's current improvement initiatives. Each school receives approximately three recommendations that outline improvement priorities for the next three to four years. In 2022-23, reviews were conducted in 63 schools, with 188 recommendations made for inclusion in school improvement planning.

Improvement partnerships

We provide universal and differentiated support to schools and CFLCs to improve learner outcomes.

Support Partnerships provide intensive differentiated support to schools and CFLCs. The commencement of these partnerships are informed by evidence and they provide an intensive, collaborative partnership between a school or CFLC, Learning Services and other department business units (as required).

The primary goal is to work to address identified improvement needs through accessing, enacting, and bringing together the relevant resources from across our department. Examples of focus areas addressed through these partnerships include:

- Building school leadership capacity.
- Developing orderly learning environments.
- Collaborative inquiry.
- Asset management.
- Financial operations.
- Staffing.
- Curriculum, pedagogy and assessment.

A formalised plan is co-constructed for all partnerships including evidence based approaches, actions and progress measures to support schools to transition to universal support.

In 2022-23 there were 25 *Support Partnerships* with schools and none with CFLCs.

Assessment and rating of Education and Care Services

	SIGNIFICANT IMPROVEMENT REQUIRED	WORKING TOWARDS NQS	MEETING NQS	EXCEEDING NQS	TOTAL
Number of services with a final rating	0	39	128	48	215 ¹
Percentage of services at rating level	0%	18.14%	59.53%	22.33%	100%

1. 91 per cent (215 of 237) services have a quality rating.

Number of Education and Care and Licensed Child Care Services in Tasmania

	SERVICE TYPE	NUMBER OF SERVICES ON GOVERNMENT SCHOOL SITES	TOTAL NUMBER OF SERVICES
National Quality Framework services (in-scope)	Education and Care Services	83	237
Licensed services (out-of-scope)	Licensed Child Care Services	1	22
Total		84	259

Early years school improvement measures

Kindergarten students in our schools are assessed by teachers against the *Kindergarten Development Check* (KDC), involving 21 developmental markers in the areas of Gross Motor Skills; Fine Motor Skills; Personal and Social Behaviour; Listening, Speaking and Understanding; and Cognitive Development.

In 2021 changes were introduced into how the gross motor marker was calculated. To allow fair comparison across time, the department has also reported KDC against 20 markers which excludes gross motor.

The 2020 KDC outcome was impacted by COVID-19, as only one assessment was conducted. As a result, comparisons with 2021 and previous years should be exercised with caution.

Significant work has been undertaken since 2020 in response to the current and historical data. Increased supports for schools are currently in place to understand each student's and each school's KDC results, and to work with families to ensure students' developmental needs are addressed.

MEASURE ¹	2020	2021	2022
Percentage of children meeting the 21 Kindergarten Development Check markers	60.7	61.5	60.1
Percentage of children meeting the 20 Kindergarten Development Check markers	75.9	78.1	76.8

1. Students were assessed twice each calendar year, excepting KDC in 2020. These measures are based on assessments at the end of the school year.

Literacy and numeracy measures

National Assessment Program – Literacy and Numeracy (NAPLAN)

Students from Years 3, 5, 7 and 9 across Australia are tested on literacy and numeracy using a common test in Reading, Writing, Conventions of Language (spelling, grammar and punctuation) and Numeracy known as NAPLAN.

In May 2022, approximately 25,000 Tasmanian students in Years 3, 5, 7 and 9 from Government, Catholic and Independent schools completed NAPLAN tests online. Performance measures up to 2022 are based on percentages of students at or above the National Minimum Standards. From 2023, students undertake tests in March each year, not May. From 2023, reporting against minimum standards is being discontinued nationally, with new proficiency levels introduced, that will inform our future reporting.

MEASURE	2020 ¹	2021	2022
Reading Year 3	nr	94.7	93.8
Reading Year 5	nr	93.5	93.7
Reading Year 7	nr	90.6	92.9
Reading Year 9	nr	86.6	86.7
Numeracy Year 3	nr	95.7	94.0
Numeracy Year 5	nr	93.7	93.8
Numeracy Year 7	nr	90.0	90.0
Numeracy Year 9	nr	93.1	93.5

1. On 20 March 2020, Education Council agreed to cancel NAPLAN for 2020 as a consequence of the COVID-19 pandemic.

Progressive Achievement Testing – reading and mathematics

Progressive Achievement Testing (PAT) is used across Tasmania Government Schools to monitor student progress in reading and mathematics from Prep to Year 10.

The department has determined year-level appropriate standards that are reasonable expectations for the majority of students to achieve. Proportions of students meeting these standards in end-of-year testing in 2022 were about 70-80 per cent across year levels, noting in some cases, proportions may be influenced by participation rates.

YEAR LEVEL	% OF STUDENTS ACHIEVING YEAR-LEVEL APPROPRIATE STANDARDS FOR PAT READING	% OF STUDENTS ACHIEVING YEAR-LEVEL APPROPRIATE STANDARDS FOR PAT MATHEMATICS
Prep	81.8	80.5
Year 1	78.6	79.5
Year 2	77.6	78.0
Year 3	78.0	77.9
Year 4	80.3	75.5
Year 5	81.2	79.7
Year 6	80.3	80.2
Year 7	74.4	71.8
Year 8	72.2	75.0
Year 9	74.7	78.4
Year 10	75.3	75.2
All Year Levels	77.9	77.6

Notes – system rates may not be representative of all students because participation rates, while high, do vary by school and year level. Proportions across year levels or tests are not directly comparable, as standards differ slightly due to the nature of tests at each year level.

Aboriginal education outcomes

Closing the gap in Aboriginal and Torres Strait Islander students' educational outcomes is an essential part of ensuring we meet our commitment to inspire and support all our learners to succeed and that Aboriginal and Torres Strait Islanders are active members of our community.

Performance measures are based on the gap in the percentages of students at or above the National Minimum Standard. Tasmanian average gaps of 6 to 10 per cent across years are smaller than Australian gaps of 16 to 18 per cent.

MEASURE	2020	2021	2022
Education outcome gap across Years 3,5,7 and 9 reading and numeracy	NR	9.0	8.7

Note – A lower figure represents a better result in closing the gap.

Senior secondary student attainment measures

Performance measures related to senior secondary student attainment include proportions of students who attained a Tasmanian Certificate of Education (TCE), an Australian Tertiary Admission Rank (ATAR), or undertook nationally recognised Vocational Education and Training (VET).

Reporting against these measures for Tasmania is provided in annual reporting by the Office of Tasmanian Assessment, Standards and Certification (TASC). Refer to www.tasc.tas.gov.au.

Student attendance and retention measures

We report various measures of attendance, include attendance rates across the school years.

Attendance data for 2020 and 2021 has been adversely impacted by COVID-19. In 2020 this included periods of learning from home. Consequently, attendance data for 2020 excludes Term 1 Week 7 – Term 2 Week 6 inclusive.

Student retention performance reporting includes both Direct Retention (DR) and Apparent Retention Rates (ARR) from Years 10 to 12 among Tasmanian Government Schools.

DR is based on tracking individual students from the mid-year Census of Year 10 in government schools, to the mid-year Census of Year 12 in government schools.

ARR for Years 10-12 measure the number of Year 12 students in government schools divided by the number of Year 10 students in government schools two years prior, without tracking individual students. The Australian Bureau of Statistics (ABS) notes that care should be exercised in the interpretation of ARR as the method of calculation does not take into account a range of factors, such as movement between the government and non-government sector and interstate/international migration.

MEASURE	2020	2021	2022
<i>Tasmanian Government School students whose attendance is 90% or more</i>			
Prep to Year 6	53.6	63.4	45.1
Years 7 to 10	37.8	43.4	28.0
<i>Direct Retention Rate Years 10 to 12 among Tasmanian Government Schools</i>			
Percentage retained to year 12 (Census 1)	71.5	76.1	71.6
Percentage retained to year 12 (Census 2)	66.0	66.4	63.2
<i>Apparent Retention Rate Years 10 to 12</i>			
Rate among Tasmanian Government Schools	79.5	79.9	76.1
Rate among all Tasmanian schools	73.9	74.5	71.7

Services for Children and Families works with children, young people, families and their networks to help them reach their goals so that children and young people are known, safe and well.

Services are provided through a range of programs within:

- Adoption, Permanency and After Care Support
- Child Safety Service (CSS)
- Intensive Family Engagement Service
- Out of Home Care
- Strong Families Safe Kids Advice and Referral Line (ARL).

Key activities that we are undertaking in relation to these performance measures are outlined in *Chapter 2 – Our year*.

Children, Youth and Families

PERFORMANCE MEASURE ^{1,2}	UNIT OF MEASURE	2018-19 ACTUAL	2019-20 ACTUAL	2020-21 ACTUAL	2021-22 ACTUAL	2022-23 ACTUAL
Children Services						
Contacts to the Strong Families Safe Kids Advice and Referral Line ^{3,4}	Number	7 774	12 222	14 111	15 039	19,125
Children in notifications (per 1 000 of population)	Rate	36.0	14.8	15.8	15.5	20.7
Contacts to the Advice and Referral Line resolved with a referral to family support or other services ^{3,4}	Number	351	824	1 141	1 025	1,144
Referrals to the Child Safety Service for Assessment ^{3,5}	Number	1 353	797	855	717	991
Average daily children pending Child Safety Service assessment	Number	147.8	41.0	54.4	87.6	84.4
Assessment outcome determined within 28 days	%	7.1	6.8	13.7	12.6	16.6
Children who were the subject of a substantiation during the previous year, who were the subject of a subsequent substantiation within 12 months ⁶	%	19.6	15.7	16.3	11.9	13.8

PERFORMANCE MEASURE ^{1,2}	UNIT OF MEASURE	2018-19 ACTUAL	2019-20 ACTUAL	2020-21 ACTUAL	2021-22 ACTUAL	2022-23 ACTUAL
Average daily children in out of home care	Number	1 065.1	1 102.9	1 086.4	1049.4	1,007.9
Children with approved case and care plans ⁷	%	98.8	98.5	98.3	96.7	99.5
Foster care households with five or more foster children as at 30 June	%	5.2	4.7	4.8	4.7	4.7
Children in out of home care who had 3+ non respite placements in the last 12 months	%	6.9	4.1	4.0	3.5	3.0

Note: The Children and Young People Program (indicator included in 2021-22 measures now sits with Department of Health, and has been removed)

1. The continual entry of data means some figures above may be retrospectively updated from those previously published.
2. The 2022-23 actuals are preliminary and may differ from figures published in national reports.
3. This is a new measure for the activity of the Strong Families, Safe Kids Advice and Referral Line, which commenced in December 2018.
4. Figures for 2018-19 are partial year, as the Strong Families, Safe Kids Advice and Referral Line only commenced in December 2018.
5. This measure is the number of referrals from the Advice and Referral Line to the Child Safety Service for a Child Safety Assessment.
6. The 2022-23 actual for this measure is preliminary and may be revised in future periods.
7. The measure reports the proportion of children on care and protection orders who have a case and care plan developed and approved. The measure is different to the Report on Government Services case and care plan indicator.

Child Advocate

The Child Advocate received a total of 179 referrals in 2022-23. Of these, 102 were from the South, 37 from the North and 40 from the Northwest.

NATURE OF REFERRALS	2020-21	2021-22	2022-23
Amplifying the child's view	32	27	37
Capacity building and consultation with child	22	25	51
Direct advocacy	31	18	30
General enquiry and seeking advice	54	55	61
Total	139	125	179

We are committed to developing a youth justice system that achieves better outcomes young people and keeps our communities safe.

Youth Justice provide services to young people from the point of engagement with police if they are referred for a community conference, through the court process and any subsequent orders.

Key activities that we are undertaking in relation to these performance measures are outlined in *Chapter 2 – Our year*.

Custodial and Community Youth Justice

PERFORMANCE MEASURE ^{1,2}	UNIT OF MEASURE	2019-20 ACTUAL	2020-21 ACTUAL	2021-22 ACTUAL	2022-23 ACTUAL
Custodial Youth Justice					
Average daily young people in Youth Justice detention ³	Number	15.4	9.4	9.1	13.6
Distinct number of young people in Youth Justice detention ⁴	Number	54	47	43	58
Community Youth Justice					
Average daily young people in Community Youth Justice ³	Number	193.2	156.4	145.1	149.7
Distinct number of young people in Community Youth Justice	Number	391	360	347	331
Community Service Orders completed before the statutory expiry date	%	67.0	93.2	92.5	86.5
Youth Justice Community conferences held within six weeks of receipt of referral for conference	%	70.8	77.2	70.5	80.2

1. The continual entry of data means some figures above may be retrospectively updated from those previously published.
2. The 2022-23 actuals are preliminary and may differ from figures published in national reports.
3. The counting rules for these measures have been revised from 2021-22 onwards to include the last day of each episode of supervision.
4. The counting rules for these measures have been revised from 2021-22 onwards to exclude 18 year olds, to be consistent with nationally reported data.

Students – Government (as at the mid-year census 2022)^{1,2}

SCHOOL TYPE	FTE	HEADCOUNT
Combined	6,444.3	6,647
Primary	30,672.1	32,171
Secondary	14,115.3	14,140
Senior Secondary Only	6,128.3	6,246
Support	622.0	1,996
Total	57,987	60,400

1. Student FTE and headcount from the mid-year census conducted on the first Friday in August. If a student is enrolled in more than one school type, they are only included in the headcount and FTE of the school where the majority of the program is delivered.
2. Note that national enrolment statistics, published by ABS are based upon the National Schools Statistics Collection, which is a subset of states' and territories' mid-year census.

Students by school and region (as at the mid-year census 2022)¹

SCHOOL TYPE	NORTHERN REGION	SOUTHERN REGION
Combined	4,040	2,607
Primary	15,655	16,516
Secondary	7,645	6,495
Senior Secondary Only	3,004	3,242
Support	738	458
Total	31,082	29,318

1. Student headcount from the mid-year census conducted on the first Friday in August. If a student is enrolled in more than one school type or across regions, they are only included in the headcount of the school where the majority of the program is delivered.

Class sizes (as at the first-term census 2023)¹

YEAR LEVEL	2021	2022	2023
Kindergarten	17.8	18.1	17.6
Prep – Year 6	22.9	22.9	22.4
Year 7 - 10	22.7	23.1	22.6

1. Class size is based on FTE for Prep to Year 10 and headcount for Kindergarten. The FTE of students in classes containing the relevant year levels is divided by the number of classes containing those year levels. Secondary school students are not organised into classes which exclusively undertake a complete education program; therefore, the department has adopted the English class size as a proxy measure. Class size is only calculated at the start of the school year. It is based on the first term census conducted on the third Friday following the commencement of Term 1.



04

Libraries Tasmania

Key achievements

Promoted reading and literacy through close to 2,000 family programs delivered statewide that inspire a love of reading for pleasure, and support literacy and learning throughout life. These included our popular early learning programs, *Rock & Rhyme*, *Storytime*, and *Baby Play*, as well as school holiday programs. Attendance in our programs for children and families increased significantly to 44,505 in 2022-23, a 60 per cent increase on last financial year.

Our *Tasmania Reads* campaign engaged over 140 local community partners in a week-long initiative, encouraging all Tasmanians to discover and rediscover the joy of reading, and raising the profile of Tasmanian writers, authors, illustrators, and creators. This call to action was echoed statewide through print, broadcast, and social media, and embedded through 90 public events engaging over 6,000 people such as *Library on the lawn*, pop-up libraries, events held in schools, indigenous cultural performances, author talks and countless book sales, book swaps, book groups and book chats. Metro Tasmania supported the campaign by displaying posters on buses that included QR code links to free eBook chapters for passengers to read on their journey, and 20,000 free *Tasmania Reads* magazines were distributed in communities. There was extensive online, newspaper, radio, and TV coverage, promoting reading and literacy. Additional support was provided by partners such as Her Excellency the Honourable Barbara Baker AC, University of Tasmania's Peter Underwood Centre and Tasmania's basketball team, the Jackjumpers, who added their voice, recognisable brand and reputation to the campaign.

Invested in our public library collections with the purchase of 57,510 physical books for our lending collections, including over 18,000 adult fiction books, close to 9,000 adult non-fiction books, and over 16,000 Junior non-fiction books, with 91 per cent of users reporting they found what they were looking for in our collections.

Strengthened and supported school libraries to improve student reading outcomes by providing a subscription to the world's biggest eBook platform, Sora by OverDrive, to Tasmanian Government School students. Providing access to e-resources both online and offline was a fast and efficient way to make more titles available to students, and an effective response to the finding in our 2022 School Library Survey that school library collections required updating. The introduction of Sora has seen students from Prep to Year 12 embrace a whole new world of eResources. Students can search and borrow from thousands of age-appropriate items including eBooks, eAudiobooks, digital magazines, comics, graphic novels and easy reads. Since the introduction of Sora on 16 November 2022, 4,383 students from 168 schools have borrowed items 26,778 times.

We continued to provide to school libraries the library management system and associated training, as well as school library policies and guidelines. We arranged and supported access to professional learning by extending Libraries Tasmania's organisational registration to the ALIA Information Online – Shaping the Future conference (in May), enabling 21 Tasmanian Government School library staff to access the sessions live online or access the recordings post-event.

Gave Tasmanians a service they value, with the 2023 Client Survey results showing 93 per cent of users were satisfied with our services and enjoyed the free borrowing, safe and warm spaces, helpful staff and statewide services, especially the holds service. In 2023, an additional population survey found that 40 per cent of people had used Libraries Tasmania services in the previous 12 months, both in-person and online.

Reached more Tasmanians by continuing to provide a broad range of library and archive services from quiet spaces where young people can relax and catch up with friends after school, to 24/7 online access to Tasmania's archival records. Engagement with our services has grown in the last 12 months, with increases across our services and programs both in person and online. Physical and online visits increased by 6.1 per cent and 9.3 per cent respectively over the previous financial year. Physical item loans for the year totalled 2,295,055 with 827,560 eLibrary loans. Attendance in our programs and events increased by 46 per cent versus last year.

Increased our membership to a total of 106,380 members. At the end of June 2023, 19 per cent of Tasmanians were library members, with 24 per cent more new members joining in 2022-23 (16,088) than in the previous financial year (12,951). To continue expanding our membership, we launched the *Best Things in Life are Free* campaign in May 2023, initially targeting state service staff. To make it easier for people to join, we introduced an online-only membership option, providing instant access to our extensive range of eResources including eBooks, eMusic, eMagazines, eGraphic novels, eComics, newspapers, journals and more.

Continued to deliver library services to where people are, through outreach, pop-up libraries, our Home Library Service, and online services. We supported learners and families with access to the Studiosity homework help service, which was added to the suite of websites accessible to clients through their Libraries Tasmania membership. This free, 24/7 online homework help service includes access to core Australian curriculum subject specialists and writing feedback and quizzes for students in Years 3 to 12.

Improved our approach to diversity, inclusion, and access. In 2023, we developed a *Diversity and Inclusion Policy* and three Inclusion Action Plans for LGBTIQ+ Tasmanians, Culturally and Linguistically Diverse (CALD) Tasmanians, and Tasmanians with disability. We established a dedicated intranet page with resources to support inclusive practices by staff and provided training to staff to increase awareness of inclusive practices for the LGBTIQ+ community. In 2023, for the first time, our client survey included a question about inclusion with 95 per cent of respondents telling us Libraries Tasmania was a place for everyone.

Prioritised programs that provided the greatest benefit to Tasmanians, with a focus on literacy and digital inclusion, with 12,726 people participating in 1,483 lifelong learning programs. We helped 520 adults to develop their literacy and numeracy skills through our Adult Literacy Service, with more than 25 per cent demonstrating increased skills and 30 per cent achieving their learning goals. We delivered 400 programs to 2,877 CALD participants to practise their English speaking through the popular English Conversation Groups. We helped adults navigate their lifelong learning journey by improving our Lifelong Learning Information Service.

We delivered 943 digital inclusion programs to 3,749 participants to support digital capabilities including our popular basic computer and technology programs, and topics that reflect changing digital needs such as, *Can you spot a scam?* and *Buying and selling online*. Seventy three per cent said they felt more confident using digital technology after participating in our programs or receiving support from our staff or volunteers. We continued to provide public access to digital resources, technologies, and facilities, including WiFi, computers and digitally enabled meeting rooms and spaces to help large and small businesses connect, grow, and succeed.

Continued to improve our library service at Risdon Prison where around 70 per cent of the prison population are library members. Physical visits to the prison library totalled 48,547 for 2022-23, an average of 204 visits per day. Prisoners read 128 books aloud for their children (*CD to Books Program*) over the year. Book groups were established in both the Mary Hutchinson Women's Prison and the Ron Barwick Prison, which hosted several successful author talks.

Working with the Tasmania Prison Service, we developed an 18-month literacy pilot project for Risdon Prison with additional funding from the Department of Justice. This pilot program employed three additional staff and trialled two structured, intensive literacy programs, *Turning Pages* and *MultiLit*, which were offered to prisoners with low literacy to build their reading skills. Prisoners who have long struggled with their literacy experienced real and meaningful progress in their journey and have said the intensive literacy support they are receiving is critical to their success. As at the end of June 2023, 12 prisoners were engaged in the pilot program, three through the *MultiLit*, and nine supported through the *Turning Pages* resource.

Progressed actions to provide a culturally safe Library and Archive service supported by authentic engagement with Aboriginal communities by initiating removal of colonial furniture and collection items from the State Library History rooms and establishing a relationship with the Riawunna Centre for Education at UTas as a source of First Nations advice and guidance. We partnered with the Tasmanian Museum and Art Gallery to deliver and host live online digital excursions for school students of the *taypani milaythina-tu: Return to Country* exhibition, featuring responses from 20 Tasmanian Aboriginal artists and cultural makers, with stories of ancestors and cultural objects held in institutions around the world.

During the January 2023 school holidays, six department Aboriginal Education Workers joined Libraries Tasmania teams to deepen our engagement with Aboriginal culture and communities and provide opportunities for our clients to learn more about Aboriginal culture. Fourteen workshops delivered at Launceston, Burnie, Huonville, Kingston, Glenorchy, and Rosny libraries on traditional crafts, languages, and food, including traditional basket weaving, clap stick and bark rope making and bush food tasting, were attended by 320 people. These workshops led to significant benefits including introducing Aboriginal community members to our libraries, advice on making libraries more culturally safe, increased diversity in library programming, additional employment for Aboriginal Education Workers, and new connections between libraries and Aboriginal communities.

Increased engagement with our cultural collections with the third year of our multi-year *Get Curious* campaign. *Stories After Dark*, our signature annual event, at the State Library and Archives in Hobart on Saturday 17 June, was attended by 3,000 people. Part of the *Dark MOFO Program*, the event activated the entire building and showcased our Tasmanian archives and heritage collections through sound, art, light, storytelling, and performance. The event included six young creatives from Youth Arc who responded to State Library and Archives collections, and the event provided more opportunities for people to explore our collections and spaces with exhibitions and events such as, the exhibition *Fancy Dress: from Tutus to Cosplay* in the Allport Library and Museum of Fine Arts.

Made our internationally significant heritage and archive collections more accessible,

with Memory of the World listing for the Tasmanian convict records and more than 1.2 million archive and heritage items discoverable online. We continued to collect a copy of everything published in Tasmania and hold those state government records that have permanent evidential, historical and cultural value. At 30 June 2023, 13.8 per cent of our archive and heritage collection had been digitised, making previously difficult to access archive and heritage content more accessible. Preservation of the Tasmanian Archives' iconic audio-visual collection has been a recent key priority. With dedicated State Government funding, we converted just over 12,572 analogue audio/visual items to digital formats in the last 12 months. A new *Collection Digitisation Policy*, developed in 2022-23 will guide future decisions about what should be digitised in the context of finite resources.

Maintained the safety of digital collections for the future by implementing the Preservica digital management and preservation system. We conserved and rehoused approximately 986 items/series including the cased photographs of the Lewis family and a cemetery plan from the Colebrook Anglican Church. We also transferred 87 linear metres and 6.4 gigabytes of items to the Government Archives, including 12 convict records new to our collection, and digitised over 2,350 items for general and Government clients. Our new purpose-built archives repository at Geilston Bay, opened in December 2022, has ensured ongoing accommodation and safe storage of Tasmania's documented history.

Acquired significant items for our collections including several valued over \$10,000 for the heritage collection the broadside, *Urgent appeal in aid of Lady Franklin's final expedition 1857*, and *Glass plates (Whitlas Group)* for Archives collection. We contributed to the ongoing development of *The Convict Routes of Australian Democracy* after investigating.

Whole-of-government strategies 2022-23

Office of the State Archivist

In 2022-23, the Office of the State Archivist (OSA):

Initiated development of a new OSA website due for release in late 2023. The new website will meet accessibility requirements, have a more user-friendly site structure, and improve search functionality. This project has provided the opportunity to add relevant publications and retire outdated content. Further review and updates of existing publications will continue over 2024.

Experienced and responded to increased demand for our client enquiry service, with many more and complex queries, including requests for advice on digitisation, retention of digital content and new records disposal schedules.

Developed a Digitisation Toolkit for release in 2023 that promotes good records management, greater access to records and supports the *Commission of Inquiry into the Tasmanian Government's Responses to Child Sexual Abuse in Institution Settings*. The toolkit comprises a suite of documents including:

- *Digitisation Standard: Technical standard for permanent paper records*, new digitisation specifications.
- *Digitisation FAQs*, the entry point to the Toolkit.
- *Plan before you scan*, advice for large retrospective projects.
- *Disposal Schedule for Source Records (DA2159)*.
- *Three steps for better scanning*, poster.
- An application form for the destruction of permanent source records.
- The Australian Digital Recordkeeping Initiative's *Sustainable Digital File Formats*.

Released the Disposal Schedule for Commissions of Inquiry (DA2540) in December 2022. This schedule covers the *Commission of Inquiry into the Tasmanian Government's Responses to Child Sexual Abuse in Institution Settings*. It also covers any future Commissions set up under the *Commission of Inquiry Act 1995 (Tas)*.

Initiated a new Digital Dilemmas Community of Practice (CoP) for our government clients. Like our existing Local and Small Government Organisations CoP, this provides professional development, sharing of resources, ideas and best practice with a focus on digital issues, and networking opportunities to records and information management workers across the Tasmanian Government. Sessions covered a diverse range of topics including digital disposal, information management challenges associated with Chat GPT, and preservation of digital information.

26TEN

In 2022-23, 26TEN:

Celebrated 26TEN's 10 Year Anniversary: A decade of making a difference during 26TEN Week in 2022. Over 60 26TEN members attended a Government House event on 26 October hosted by Her Excellency the Honourable Barbara Baker AC for the launch of a mini documentary highlighting the impact of 10 years of 26TEN's collective impact approach in workplaces and communities.

Welcomed 18 new organisations as members of the expanding 26TEN Member Network, which had 237 members as at 30 June 2023. We continued to improve service to members through 6-month check-ins to assist with progress and implementation of their 26TEN action plans.

Continued direct support to communities through the \$3 million *26TEN Communities: Local Literacy for Work and Life Program*. Local 26TEN community coordinators continued to engage adult learners, libraries, literacy practitioners, businesses, workers and service providers to develop networks and deliver literacy and numeracy initiatives for local adults in four funded 26TEN communities (Glenorchy – Glenorchy City Council, Clarence Plains (Hobart City Mission), Launceston Northern Suburbs (Starting Point Neighbourhood House) and Huon Valley (Geeveston Community Centre). Tutors across the four communities provided 726 hours of support and there were 609 adult learner visits. Each 26TEN community continues to be guided by a local steering group.

Highlights of local activities include:

- Publication of *Lutruwita Love Stories* – an anthology of stories by local Aboriginal learners – Hobart City Mission.
- *Better than Garlic* – teaching literacy and numeracy skills through gardening and nutrition – Geeveston Community Centre.

Awarded more than \$500,000 in 26TEN Workplace grants across agriculture, community services, disability care, and manufacturing, to 10 organisations: Cameron of Tasmania, St Vincent Industries, Burnie Community House, Blueline Laundry Kings Meadows, Blueline Laundry New Town, Mitchell Plastic Welding, Choice Support, Launceston City Mission, Launceston City Mission – Burnie, and Hamlet Inc.

Supported employers to become ready to offer workplace literacy support, awarding an initial Get Ready Grant of \$5,000 to Hobart Soccer School (retail) to work with an Adult Literacy Trainer to develop a literacy plan, before applying for a larger grant.

Equipped six new workplace trainers skilled in lifting literacy and numeracy in the workplace to support the *26TEN Workplace Grants Program*.

Focused on numeracy in adult literacy professional development workshops, with approximately 30 participants per session attending Numeracy in the 21st Century – a series of online numeracy workshops with Dave Tout. This work contributed to the department's *Numeracy Plan for Action 2021-25*. The Big Six of Reading series of online workshops with Anne Bayetto also drew approximately 30 participants per session.

Promoted clear communication by building plain English skills in Tasmania. Plain English training is now a mandatory unit for UTAS Law Honours students, with an introductory workshop for first year students. 26TEN Plain English workshops were delivered state-wide to WorkSafe, Homes Tasmania, the Covid@Home Team, early career teachers, Metro Tasmania and the communications team for the Commissioner for Children and Young People.

Performance

PERFORMANCE MEASURE	2020-21 ACTUAL	2021-22 ACTUAL	2022-23 TARGET	2022-23 ACTUAL	% OF TARGET REACHED
Percentage of people satisfied with Libraries Tasmania services	95.2	93.1	95	93.2	98
Average of library loans per lending item per annum	5.74	5.24	5.8	5.22	90
Number of visits to archive and heritage pages on Libraries Tasmania websites	1,276,340	1,519,806	1,200,000	1,791,939	149.3 ¹
Attendance in Libraries Tasmania programs and events per annum per 1000 people	95.6	98.9	125	140.7	112.6
Percentage of people who feel more confident using digital technology after receiving support from Libraries Tasmania staff (including volunteers), or participating in courses	80.6	73.7	85	73.1	86 ²

- The increased number of visits to Archive and Heritage pages in 2022-23 can be attributed to:*
 - A large spike of artificial bot activity in March and April, comprising a huge number of views under 1 minute from one country, rather than people viewing our web pages.*
 - Improvements to the member newsletter and What's On (subscriber).*
 - Recent promotions of the Archive and Heritage Blog and newly digitised materials.*
- The decrease in the percentage of people reporting increased confidence in using digital technology as a result of support from Libraries Tasmania, in 2022-23 compared to 2021-22, reflects the increasingly complex digital world we are helping people, particularly older Tasmanians, to navigate. We will undertake a review of our digital inclusion programs and services in the second half of 2023 to ensure our programs and services best meet community needs and support increased digital inclusion.*

05

Our People

Please note that when referring to tables which include data from previous financial years, that this data is DoE only.

Our culture

The new department provides us with a unique opportunity to better coordinate our information, systems and supports to improve outcomes for children and young people and engage all learners. Over time this new level of collaboration and information sharing will lead to service improvements to benefit Tasmanian children and young people.

To support our transition, we established the Culture and Growth team in July 2022 as a dedicated resource to support the establishment of our new department.

This team's purpose is to lead and support the shaping of a culture that builds community, capacity, connection and trust.

They do this by:

- Coordinating major change functions and being the conduit that links people and processes together.
- Initiating, championing and leading improvement efforts, ensuring we stay focused on outcomes.
- Delivering policy, projects and services to support a culture of collaboration and growth.

Core outcome areas are:

- *Engaged people*: empower our people to effectively navigate change and drive a culture of improvement.
- *Organisational alignment*: supporting the integration of services, functions and agreed ways of working to achieve improved outcomes for children and young people.
- *Cultural performance*: lead and influence a culture that supports us to realise our strategic direction.

In March, April and May this year we asked our children and young people, their families and our staff who we need to be for children and young people to unleash their bright lives and positive futures.

Through this process we heard from over 5 700 people – 2 526 children and young people, 3 191 staff and a number of families across the state.

What we heard will be reflected in our department values and is being used to shape a culture that supports the important work we do.

Recruitment for our services

Schools

Since 2018, we have appointed 370 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 the Education Workforce Roundtable. The fifth annual campaign in 2022 resulted in 50 permanent appointments. The sixth campaign was launched in June 2023, with national advertising to attract quality teachers to the Tasmanian public education system with a focus on attracting external applicants throughout the State.

Other teacher recruitment strategies that are currently underway are:

- A recruitment campaign designed to strengthen the career pipeline for UTas graduates into public education, with an innovative and collaborative approach that will provide benefits for the department, schools, learners, and the graduates themselves.
- Retention of quality teachers with an internal early progression process to permanency designed to ensure that current, quality staff are retained.

During the year, funding was allocated to continue to expand the *Teacher Intern Placement Program*. In 2020, the Tasmanian Teacher Profile was developed to inform recruitment of quality teachers for Tasmania. Throughout 2022 and 2023, it has continued to support quality assessment protocols for the recruitment of new teachers.

The department will continue to leverage off the *National Teacher Workforce Action Plan* including the development of localised strategies.

Youth Justice Services

We are committed to achieving better outcomes for young people and their families, and keeping the community safe.

This includes a commitment to the safety and wellbeing of children and young people in our care in a custodial setting. We want them to be valued and productive members of the Tasmanian community so they can have the best chance to lead positive and successful lives.

While there have been operational challenges at AYDC, we have been undertaking rolling recruitment for more people, as part of the Tasmanian Government's *Keeping Kids Safe Plan*. Ten more Youth Workers are due to commence at AYDC in October 2023.

We are also employing an Admissions Support Officer, Operations Coordinator and Case Manager to ensure we have the appropriate levels of competencies, leadership and support in place to care for young people at AYDC.

We are also ensuring staff are supported and have what they need to do their job well, including by having Australian Childhood Foundation on site providing guidance to staff on therapeutic care for young people, and delivering new training to staff to assist them to respond to behaviours of concern.

We continue to focus on providing a therapeutic model of care while we move towards closing AYDC.

Services for Children and Families

Nothing is more important than protecting the most vulnerable members of our community.

The focus through 2022-23 was on integrating the service within DECYP and identifying and commencing opportunities that the larger department can provide.

Our Child and Family Services staff play a critical role in ensuring that Tasmanian children, young people and families are safe, nurtured and well.

Throughout 2023 we have created additional Child Safety Officer positions to ensure we can continue this important work.

We have increased staffing for the ARL to ensure that at-risk Tasmanian children, young people and families receive early and targeted support.

We have increased the number of out-of-home care placements to ensure that children and young people under guardianship and custody each have safe and suitable care arrangements where they are known, safe, well and learning.

We are also reviewing and implementing an improved after-hours service model to better meet the needs of children and young people and the adults who care for them.

Additional Child Advocacy positions have been funded for children in out-of-home care and to support the newly established *Statutory Guardianship Committee*.

In September we will launch the *Make a difference campaign* to raise the status of our Child Safety Officers and promote it as a rewarding and impactful career choice.

We are also delivering a new Intensive Restoration Service, which will continue to build on the Pathways Home program. This will give increased, intensive, assertive support to families that have been assessed by the Child Safety Service.

Performance and Development Framework

Before coming together as DECYP, both former agencies had established sets of performance and development processes in place, based on the requirements of *Employment Direction No. 26: Managing Performance in the State Service* (ED No. 26). These processes included a four stage performance and development annual cycle which fostered regular communication between employees and managers and promoted continuous improvement by the alignment of goals to strategic priorities.

Since October 2022, employees have continued to follow their respective processes while we work towards developing a new, integrated Performance and Development Policy to support the performance and growth of all our employees.

The development of *MyCareer* has continued throughout 2022-23. In addition to online performance and development plans, *MyCareer* functionality allows for the capture, maintenance and reporting of key workforce capability data through the integration of data from existing source systems including, initial data on teacher qualifications and teaching experience aligned to learning areas to allow for increased understanding of teacher specialisation. As *MyCareer* continues to be implemented across the department, broad capability profiles of our workforce will support improvements to system level workforce planning, strategic recruitment and targeted professional learning strategies. *MyCareer* learning functionality has been progressed in 2022 with the introduction of more learning modules for principals including school leadership and management pre-requisites, and school workplace health and safety risk management modules. *MyCareer* will continue to be implemented in 2023-24 and to ensure it provides the functionality to support all of our workforce.

Leader capability and performance

School leaders continue to have one of the biggest impacts on student outcomes. Throughout 2022-23 in our schools, we have continued our focus on building principal capability to inspire principals in their professional growth and set clear expectations about how they can impact learner outcomes. Investment has continued in a number of key projects to prepare current and aspiring principals with the skills, knowledge and capability to grow and thrive in their leadership practice, with an increased focus on how they can impact every learner, every day. These projects include:

- Partnering with the Australian Council for Educational Research to design and release the *Tasmanian Principal Capability Framework*, supporting resources and professional learning, to describe what high-performing principals need to know, do, and be like within the Tasmanian context.
- A strengthened performance and development process that supports the growth of principals and aims to enhance collective accountability and impact in improving learner outcomes.
- Release of the first modules of the *School Leadership and Management Prerequisites* to ensure current and aspiring principals have contemporary, foundational knowledge and skills to undertake the role.

Staff wellbeing

We know as an organisation that great outcomes can be achieved for children and young people in Tasmania when our staff are safe, healthy and well.

Findings from the inaugural *Staff Wellbeing Survey* in 2022, as well as evidence from service delivery, helped to identify priority cohorts and the type of actions likely to enhance wellbeing, including building leader capabilities to support staff, particularly in the areas of managing change processes and holding wellbeing conversations.

The current *Staff Wellbeing and Inclusion Plan* (SWIP) has actions to:

- Continue to raise awareness, knowledge and understanding of staff wellbeing and inclusion.
- Develop capability of staff and leaders to support their own and others' wellbeing.
- Establish and embed coordinated staff wellbeing responses for early intervention prioritising at-risk individuals and teams.
- Monitor staff wellbeing and evaluate key initiatives, applying the evidence to inform continuous improvement.
- Increase the availability and accessibility of systems and resources supporting staff wellbeing and inclusion.

Principal and leader wellbeing

The leadership of a principal or a CFLC leader is critical to creating conditions that support learners to thrive and achieve. Research at the national level continued to highlight that supporting the wellbeing of our principals and CFLC leaders in undertaking their complex roles should remain a departmental priority. Whilst the pressures of COVID-19 reduced somewhat in 2022-23, our survey data showed that workload balance remained the biggest derailer for them. This finding is in line with the nationwide *Australian Principal Occupational Health, Safety and Wellbeing Survey 2022*.

Building on the strong foundation of the first *Principal Wellbeing Action Plan* (PWAP) 2019-21 and in consultation with principals, CFLC leaders and other key stakeholders, the PWAP 2022-2024 was constructed to guide and support the wellbeing of our principals and CFLC leaders. The actions under the PWAP 2022-24 are largely grouped into four focus areas, namely:

- managing workload
- managing challenging behaviours
- supporting principal preparation and development
- embedding and expanding systems and supports.

Two principal wellbeing leaders continued to work across the department to implement the PWAP 2022-24 and ensure that its objectives are achieved. During 2022-23, the focus of actions has included:

- The development and delivery of a suite of professional learning wellbeing opportunities designed to support principals, CFLC leaders and their leadership teams. Recordings of the wellbeing webinars were also made available to allow greater access and flexibility for schools and CFLCs.

- The management of a range of existing wellbeing supports, including:
 - *Mentoring Program* – principals and CFLC leaders were eligible for up to 20 hours of one-on-one confidential mentoring support with a retired principal or CFLC leader.
 - *Proactive Wellbeing Supervision* – principals and CFLC leaders were able to access five one-on-one sessions per year with a suitably experienced psychologist.
 - *Alternative Dispute Resolution (ADR)* – principals and CFLC leaders had the option to access this support when resolving complex complaints with students and families. ADR involves multiple strategies that can be utilised when seeking a resolution to a complaint, provided by an independent service provider. This support also included conflict coaching, a skills development strategy that principals and CFLC leaders could access either proactively or when resolving a complex complaint.
- The continual building and maintenance of connections with internal and external stakeholders at the state and national levels including connecting with Australian Institute for Teaching and School Leadership (AITSL) and national educational wellbeing networks.
- The continuous capturing of principal and CFLC leader voice through various channels, including the Principal Wellbeing Working Group (consisting of 12 principals across the state representing different school contexts), the Principal Wellbeing Community of Practice site (which provides principals and CFLC leaders the opportunity to share best practices in relation to their wellbeing) and regular formal and informal meetings with principals and CFLC leaders.
- The embedding of our *Respectful Schools* campaign, a three-year community education campaign to encourage respectful behaviours in schools launched in 2021.
- The provision of leadership and expertise for programs and initiatives that could impact principal and CFLC leader wellbeing, either directly or indirectly. This has included engagement with the *Principal Induction Program* and with initiatives to address teacher shortages, encourage respectful behaviour at schools, reduce the administrative burden for school and CFLC leaders, streamline communication channels between the department and principals and CFLC leaders, among others.
- The principal wellbeing leaders also undertook proactive work to provide direct supports to principals and CFLC leaders, including:
 - conducting check-ins with principals and CFLC leaders who have begun new roles
 - providing timely support to principals and CFLC leaders on an as-needs basis.

Principal wellbeing support utilisation figures

SUPPORT	REGISTRATIONS
Principal Wellbeing professional learning opportunities for school and CFLC leaders	276 registrations/221 attendees across 14 sessions, and 15 enrolments in a 12-month program
Mentoring	43 individuals
Proactive Wellbeing Supervision	70 individuals/211 sessions/226 hours
<i>WorkWell</i> wellbeing survey	163 individuals
Alternative Dispute Resolution	9 cases

Employment

Employment status

EMPLOYMENT STATUS	FULL TIME EQUIVALENTS (FTE) ^{1,2,3}				HEADCOUNT ^{2,3}			
	FEMALE	MALE	NON-BINARY / DIFFERENT TERM / UNDIS-CLOSED	TOTAL	FEMALE	MALE	NON-BINARY / DIFFERENT TERM / UNDIS-CLOSED	TOTAL
Full-Time Fixed Term	406.78	219.74	0	626.52	410	223	0	633
Full-Time Permanent	3,089.49	1,452.37	5	4,546.86	3,117	1,455	5	4,577
Part-Time Fixed Term	873.78	246.38	1.67	1,121.83	1,542	442	4	1,988
Part-Time Permanent	2,544.11	471.96	0.8	3,016.87	4,024	698	1	4,723
TOTAL	6,914.16	2,390.45	7.47	9,312.08	9,093	2,818	10	11,921

1. Where staff proceed on unpaid leave (i.e. maternity leave without pay, sick leave without pay, and leave without pay) as at the reporting date the FTE will be reduced accordingly.
2. These figures do not include casual staff working in the department.
3. Teachers Registration Board, the Office of Tasmanian Assessment Standards and Certification, Office of the Education Registrar, Commissioner for Children and Young People, Education Regulation and Child Advocate (statutory authorities) are not included in these figures.

Staff employed

SERVICES ¹	FTE ²	HEADCOUNT
SCHOOL AND EARLY YEARS	7,830.10	10,245
Schools and Child and Family Learning Centres	7,372.05	9,670
School Support	458.05	575
CONTINUOUS IMPROVEMENT AND EVALUATION	115.31	127
DEVELOPMENT AND SUPPORT	269.51	309
SERVICES FOR YOUTH JUSTICE	119.81	128
Custodial Youth Justice	88.55	92
Community Youth Justice	22.82	27
KEEPING CHILDREN SAFE	315.38	345
Child Safety Service	189.72	205
Advice and Referral Service	37.95	43
BUSINESS OPERATIONS AND SUPPORT SERVICES	361.11	385
LIBRARIES TASMANIA	275.48	355
OFFICE OF THE SECRETARY	25.38	27
TOTAL	9,312.08	11,921

1. As per the Department's divisional structure as at 30 June 2023

Teachers employed

POSITIONS	FTE	HEADCOUNT
Base Grade Teachers ¹	3,537.29	4,432
Advanced Skills Teachers ²	678.88	707
Principals and Assistant Principals ³	515.91	526
Non-School Based Band 4	5.00	5
TOTAL	4,737.08	5,670

1,2,3. Includes both school and non-school based employees classified under the Teaching Service (Tasmanian Public Sector) Award, excluding school psychologists and education support specialists.

Employment status of teachers

EMPLOYMENT STATUS	FTE	HEADCOUNT
FEMALE		
Full-Time Fixed Term	216.86	228
Full-Time Permanent	1,818.46	1,932
Part-Time Fixed Term	183.01	376
Part-Time Permanent	988.66	1,642
All Female	3,206.99	4,178
MALE		
Full-Time Fixed Term	118.55	123
Full-Time Permanent	881.59	915
Part-Time Fixed Term	70.12	156
Part-Time Permanent	189.72	294
All Male	1,259.98	1,488
NON-BINARY / DIFFERENT TERM / UNDISCLOSED		
Full-Time Fixed Term	0.00	0
Full-Time Permanent	2.70	3
Part-Time Fixed Term	0.00	0
Part-Time Permanent	0.40	1
All Non-Binary / Different Term / Undisclosed	3.10	4
ALL TEACHERS	4,470.07	5,670

Support staff employed

SUPPORT STAFF ¹	FTE	HEADCOUNT
Teacher Assistants	1,294.24	2,296
School Psychologists	74.07	102
Social Workers	96.48	121
Speech Pathologists	45.50	60
Nurses	53.44	78
Education Support Specialists	53.64	62
TOTAL	1,617.37	2,719

1. Support staff who provide support to schools

Qualification of teachers¹

YEARS TRAINED	2021	2022	2023 ²
4 Year-Trained	67%	65%	64%
5 Year-Trained	29%	30%	31%

1. Percentage of teachers who were four or five-year trained (based on the total number of base grade staff).

2. Remaining 5 per cent are spread across lower qualification levels and specialist VET.

Total number of paid employees by age profile

AGE GROUPING	HEADCOUNT
15-19	75
20-24	474
25-29	902
30-34	1,200
35-39	1,463
40-44	1,652
45-49	1,511
50-54	1,604
55-59	1,439
60+	1,601
Total	11,921

Gender Diversity

Gender ratio

YEAR	FEMALE	MALE	NON-BINARY / DIFFERENT TERM / UNDISCLOSED	TOTAL
2021	8,248	2,619	-	10,867
2022	8,484	2,664	-	11,148
2023	9,093	2,818	10	11,921

School Based Teaching Award Classification by gender

CLASSIFICATION GROUP	2022			2023		
	FEMALE	MALE	NON-BINARY / DIFFERENT TERM / UNDISCLOSED	FEMALE	MALE	NON-BINARY / DIFFERENT TERM / UNDISCLOSED
Principal	130	78	0	138	72	0
Assistant Principal	146	74	0	154	75	0
Advanced Skills Teacher	482	185	0	473	187	0
Teachers	3,244	1,114	0	3,231	1,101	4
School Psychologist	2	0	0	1	0	0
Education Support Specialist	32	3	0	57	5	0
Total	4,036	1,454	0	4,054	1,440	4

Senior executive by gender

POSITION	2022		2023	
	FEMALE	MALE	FEMALE	MALE
Head of Agency	0	1	0	1
Associate Secretary	0	0	1	0
SES 1	4	7	9	9
SES 2	1	8	4	7
SES 3	3	0	3	1
SES 4	3	1	3	2
Total	11	17	20	20

All other classifications by gender

CLASSIFICATION GROUP	2022			2023		
	FEMALE	MALE	NON-BINARY / DIFFERENT TERM / UNDISCLOSED	FEMALE	MALE	NON-BINARY / DIFFERENT TERM / UNDISCLOSED
Non-School Based Teaching	80	15	0	78	18	0
Non-School Based Band 2 Teaching	33	9	0	41	6	0
Non-School Based Principals *	78	32	0	63	29	0
School Psychologist	85	14	0	89	12	0
Social Workers	108	11	0	109	12	0
Speech Pathologists	55	1	0	58	2	0
Teacher Assistant	1,789	327	0	1,933	360	3
School-Based Trainee	0	0	0	1	0	0
Facility Attendants	480	407	0	457	387	0
HaHSA Allied Health	0	0	0	214	40	1
Senior HaHSA Allied Health	0	0	0	9	0	0
HaHSA General Band 1 -3	0	0	0	48	4	0
HaHSA General Band 4 - 6	0	0	0	49	55	0
HaHSA General Band 7 - 8	0	0	0	15	9	0
HaHSA Graduate	0	0	0	1	0	0
Health Services Officer	0	0	0	26	10	0
Nurse Grade 4	71	6	0	63	7	0

CLASSIFICATION GROUP	2022			2023		
	FEMALE	MALE	NON-BINARY / DIFFERENT TERM / UNDISCLOSED	FEMALE	MALE	NON-BINARY / DIFFERENT TERM / UNDISCLOSED
Nurse Grade 6	2	0	0	3	0	0
Nurse Grade 7	4	0	0	4	0	0
Nurse Grade 8	1	0	0	1	0	0
ICT Technician	5	68	0	6	70	1
TSSA General Band 1 - 3	863	82	0	892	92	1
TSSA General Band 4 - 6	616	169	0	668	177	0
TSSA General Band 7 - 8	126	44	0	157	60	0
TSSA General Band 9	2	1	0	2	1	0
TSSA Professional Band 1	7	1	0	3	1	0
TSSA Professional Band 2	26	5	0	24	5	0
TSSA Professional Band 3	2	1	0	4	1	0
TSSA Professional Band 4	4	0	0	1	0	0
Total	4,437	1,193	0	5,019	1,358	6

Recruitment and staff movement

Advertising and Filling of Jobs

	2020-21	2021-22	2022-23
Permanent jobs that were advertised	428 ¹	635	802
Permanent jobs that were filled	327 ¹	622 ²	1,095
Permanent jobs that were filled by staff from within the department	262	471	849
Permanent jobs that were filled by people outside of the department but within the state public service	5	53	46
Permanent jobs that were filled by people outside of the state public service	60	98	201

1. Permanent jobs advertised (and filled) reduced in 2020-21 by Employment Direction 1A (COVID) measures.

2. 2021-22 onwards statistic is those filled (appointments) during 2021-22 (including those advertised prior to 1 July 2021). Prior years 'advertised and filled'.

Appointment of part-time employees

	2020-21	2021-22	2022-23
Part-time positions advertised	105	218	314
Full-time employees who reduced their hours to part-time	670	678	720
Part-time employees	6,109	6,322	6,711

Appointment of permanent base grade teachers

YEAR	NEW GRADUATES APPOINTED THROUGH SCHOLARSHIP PROGRAM	APPOINTMENTS THROUGH MERIT APPLICATION	CONVERSIONS TO PROGRAM PERMANENT STATUS	TOTAL
2023	23 (intern placement program only)	106	260	389
2022	19 (intern placement program only)	81	237	318
2021	13 (intern placement program only)	56	181	237

Separations

	2020-21	2021-22	2022-23
Permanent employees who resigned	182	271	324
Permanent employees who retired	313	370	336

Secondments and inter-agency transfers

	2020-21	2021-22	2022-23
Employees who were seconded	11	8	35
Employees who participated in an inter-agency transfer	83	86	94

Health and Safety

We are committed to leading a department where everyone works together to make people feel safe, and well at work.

Actions during 2022-23 include:

- Increasing our Work Health and Safety (WHS) team to improve the delivery of health and safety advice and guidance to support our people across the department.
- Combining our WHS and Security and Emergency Management teams to form a new Organisational Safety Branch with a focus on simplifying and integrating support across these areas.
- Reviewing and improving our guidance on risk registers and risk management to ensure that they are clear, easy to implement and fit for purpose.
- Reviewing and improving our hazard and incident reporting systems to ensure staff can report hazards and incidents to inform ongoing improvement.

Our Work Health and Safety (WHS) Management System details the statutory compliance requirements for working safely and proactively applies hazard-reduction strategies across all of our work sites, aimed at preventing, mitigating and reducing work-related injuries and protecting employees from harm.

The WHS Management System provides a portal to enable employees to access information on WHS topics including, office ergonomics, working at heights, preventing slips, trips and falls, and hazardous chemical management. The WHS Management System is maintained and regularly updated to ensure current and accurate information is available.

We undertake a range of activities to continuously improve WHS awareness, increase compliance and mitigate risks. All employees are encouraged to contribute to the ongoing development of the WHS Management System through workplace consultation on WHS matters.

There is a strong emphasis on the support and rehabilitation of injured workers and the removal of the hazards that may have caused or contributed to their injuries. This assists employees to return to work in the shortest possible timeframe after a work related injury or illness.

Workers compensation

Workers compensation claims made by nature of injury

NATURE OF INJURY	NUMBER OF CLAIMS 2021 -22	NUMBER OF CLAIMS 2022 -23	INJURY MANAGEMENT 2022 - 23 ¹
Physical/other	348	400	162
Psychological	91	133	133
TOTAL	439	533	295

1. Injury management is defined by lost time in injuries and those injuries that required formal return to work plans.

Employee conduct

We are committed to safeguarding the rights of all children and young people to be kept safe from harm and to upholding high professional standards among all of our employees.

Our *Ethical Conduct Framework* provides a range of policies and procedures, information and tools to support employees and officers to undertake their duties and fulfil their responsibilities, while behaving in a professional manner, upholding the reputation of the department and ensuring that children and young people are known, safe, well and learning. The Framework has been further reviewed and updated in 2022-23 to provide a range of additional information and resources focussed on reporting and responding to allegations, particularly as they relate to child sexual abuse. This has included a specific review of the *Conduct and Behaviour Standards* and *Professional Standards for Staff Policy and Guidelines* with a focus on keeping the safety of children and young people at the forefront.

All allegations of misconduct are treated very seriously and may result in a workplace investigation or a formal investigation pursuant to the *State Service Act 2000* Code of Conduct (the Code) and *Employment Direction No.5* (ED5).

Alleged breaches of the Code or professional conduct standards are investigated in a timely manner, through a fair and structured process in order to convey the message that inappropriate conduct is not tolerated, does have consequences, and to provide the safest possible environment for children and young people.

In 2022-23, 47 ED5 investigations were commenced, of these 32 remain active matters. In addition, there remain nine ED5 investigations ongoing from 2021-22 and six from 2020-21. In addition to ED5 matters, investigations were commenced in relation to allegations of misconduct against nine former or relief employees, of those one remains ongoing.

In the period 2021-22, we commenced 73 ED5 investigations in relation to the failure of departmental employees to comply with a direction that they provide evidence of vaccination for the disease COVID-19 if they did not have an approved medical exemption from the requirement to be vaccinated. In 2022-23, those ED5s were concluded with a finding that 46 employees had breached the Code on the basis that they had failed to comply with a lawful reasonable direction and the sanction of a formal reprimand was imposed.

We will use the recommendations of the Commission of Inquiry to inform the work we continue to do to keep children and young people safe.

Grievance resolution

Our *Grievance Policy* and *Grievance Procedures* detail the process employees can follow when they are dissatisfied with a work situation that results from an action, omission, situation or decision which is perceived by the complainant to be unfair, unjustified or a violation of their rights.

In 2022-23 one matter was received by Workplace Relations for consideration as a formal grievance. This matter was not accepted for formal investigation but advice about suggested outcomes and resolution was provided to the aggrieved employee and their manager for resolution without a formal investigation. A number of additional grievance matters were notified to Workplace Relations through informal processes and resulted in resolutions at a local level without requiring a formal investigation.

Employee participation in industrial matters

Unions and employees were represented on a range of departmental consultative committees and processes in relation to various professional, industrial and operational matters and specifically in relation to the negotiation and approval of several new industrial agreements including the *2022 Education Facility Attendants Salaries and Conditions of Employment Agreement*, the *2022 Public Sector Wages Agreement*, and the *2023 Teachers Agreement*. We also participated in the negotiations for the *Allied Health Professionals Public Sector Union Wages Agreement 2022* and have commenced negotiations for a Child Safety Service industrial Agreement.

A range of changes has also been agreed and reflected via variations to the *Teaching Service (Tasmanian Public Sector) Award*, the *Tasmanian State Service Award*, the *Facility Attendants Award* and the *Health and Human Services Award* including the introduction of improved new standard conditions.

Regular consultation with employees and unions occurred to ensure employees were able to provide input into and be informed on matters as they progressed.



06

Compliance, legislation and transparency

New arrangements

- Created a new Portfolio area of Keeping Children Safe under the Office of the Secretary
- Created COVID-19 Support under the Office of the Secretary
- Created 6 new CFLCs and renamed all CFCs to CFLCs
- The new Department for Education Children and Young People was created
- Merged Performance Monitoring and Evaluation into Education Performance and Review and renamed to Data, Systems and Insight
- Restructured CFLCs & School – Improvement under Development and Support
- Created Education Regulation under the Office of the Secretary
- Created Organisational Safety under Business Operations and Support Services
- Renamed Learning to Schools and Early Years
- Restructured and renamed Human Resources Management as People Services and Support
- Restructured Wellbeing and Inclusion, including renaming some areas within Development and Support
- Renamed COVID-19 Support to BOS Transition and Improvement
- Renamed Strategic Relationships to Evaluation
- Created George Town Child and Family Learning Centre (previously within George Town Hub) Restructured State Library and Archive Service under Collections
- Restructured Early Years Partnerships and Projects including sub-ordinate org unit creations
- Restructured Office of Tasmanian Assessment Standards and Certification, Office of the Education Registrar and Teachers Registration Board under Education Regulation

Risk management

A key element of our risk management activities is governance by the Risk Management and Audit Committee (RiMAC). RiMAC provides independent assurance and advice to the Secretary on the department's risk, control and compliance framework. The work of RiMAC included the monitoring of the department's educational, corporate, financial and business risks including fraud. Six meetings were held during the year. In 2022-23, work commenced to develop a new risk management framework to improve alignment to *AS/NZS ISO 31000:2018 Risk Management – Guidelines*. The new framework will aim to embed risk management throughout the department to support achieving our objectives. RiMAC also approved and monitored the implementation of the *Internal Audit Annual Work Plan*.

To further support risk management and governance within the department, we formed a new Governance, Risk and Performance (GRP) team.

In addition to work to develop a new risk management framework, work has also focused on:

- Provision of advice on operational risk policy development.
- Governance advice and support including for review of department committee governance.

Pricing policies

Department fees and charges subject to the *Fee Units Act 1997* are published annually in the Tasmanian Government Gazette as required under section 8(1) of the Act. We have a responsibility for some service delivery activities which, in accordance with the Government's policy on fees and charges, requires that fees and charges should be set at a level which ensures the full cost of providing a good or service can be accounted for explicitly and recovered at an appropriate level. Concessions are provided for some fees as determined by the Minister. Details on concessions are available at www.concessions.tas.gov.au.

Superannuation

I, Jenny Burgess, Acting Secretary, Department for Education, Children and Young People, hereby certify that the Department for Education, Children and Young People Tasmania has met its obligations under the *Australian Government's Superannuation Guarantee (Administration) Act 1992* in respect of those employees of the department who are members of complying superannuation schemes to which this department contributes.

Jenny Burgess
A/Secretary

Asset management

Assets are managed within whole-of-government policies and guidelines. Key strategies for the effective and efficient use of assets include:

- Optimising the use of built resources to support the provision of services and programs, accommodate new ways of teaching and learning, and help foster better outcomes for children and young people, manage capital funding for building improvements equitably and according to priorities, ensuring appropriate standards of accommodation to support best practice to deliver quality and functional infrastructure.
- Optimising maintenance effort through the use of condition data and ranking key infrastructure components. Managing resources in accordance with statutory obligations, occupational health and safety, optimum service delivery and asset retention.
- Undertaking Industry best practice in procurement practices and fully complying with Treasury requirements.
- Managing asset management information to inform both short and long term strategic decisions and maximise funding.
- Maximising the responsible use of facilities, facilitating partnership agreements for sharing facilities, and using community and shared facilities where appropriate.
- Supporting the Asset Strategy Executive Committee to provide strategic oversight and direction in asset management.
- Development and management of the *Strategic Asset Management Plan*.

Climate change

Our goal is to support the Tasmanian Government's approach to climate change and contribute to the reduction of greenhouse gas emissions from our operations.

We are doing this by encouraging recycling within our department, electrifying our transport fleet, installing solar arrays to support renewable energy use by facilities, and undertaking green building initiatives where practicable in moving towards low or carbon-neutral facilities.

Through these actions, we aim to:

- Use less energy.
- Reduce transport/travel related emissions while maintaining continuity of business operations.
- Reduce our levels of waste to landfill.

We work closely with partners like Renewables, Climate and Future Industries Tasmania (ReCFIT) in identifying opportunities and risks in development of a low carbon approach and how to build understanding and resilience within the department and communities more broadly.

We are supporting Tasmanian Government Schools to be environmentally sustainable, with students having the opportunity to participate and learn as part of a whole school approach to sustainability.

Sustainability is a cross-curriculum priority in the Australian Curriculum and therefore a focus in all Tasmanian Government Schools. We supports schools through initiatives such as the establishment of the Sustainability Learning Centre at Mt Nelson, with a dedicated Sustainability Manager for this facility.

As part of the 2021 Tasmanian Government's election commitments, a \$5 million *Renewable Energy Schools Program* has been established. The intent of the Program is that the savings generated from the installation of solar panels at our school sites will be captured and reinvested to fund further solar installations and sustainability improvements.

Under the Program, the installation of a 99.7kW solar array has been completed with a further 574kW of solar arrays to be delivered by September 2023 to finalise the rollout of Tranche 1. Tranche 2 will see a further 540kW of solar arrays delivered by the end of 2023-24 financial year.

This will significantly reduce the need for and reliance on electricity from the grid and provide substantial reduction in greenhouse emissions for these schools. Funding for the Program continues in future years and over time is expected to provide all Tasmanian Government Schools with solar arrays.

In addition, some of the other sustainability elements already in place or being progressed are:

- The selection whenever possible of hybrid or fully electric vehicles to replace internal combustion engine vehicles. As at 30 June 2023, we have four fully electric vehicles (EV) and 181 hybrid or plug-in hybrid vehicles in our fleet, and have installed EV charging stations at three department sites.
- Continuing the use of the innovative Sustainability Learning Centre (SLC) on the site of the Hobart College at Mount Nelson to promote and provide broad understanding of sustainability practices across the education sector. The SLC was the first building in Tasmania to be awarded a 6 star accreditation from the Australian Green Building Council. The centre operates as a unique partnership between the department, Hobart College, Greening Australia, EPA Tasmania, the Tasmanian Catholic Education Office and Independent Schools Tasmania.
- As part of our extensive building and construction program funded by the Capital Investment Program, opportunities to re-use existing materials in the building projects are progressed when feasible. Additionally, with all building works, the requirement to incorporate energy saving components are in each architectural commissioning brief.

- To promote the importance of effective waste management, we re-entered into a state-wide waste management contract with Veolia Environmental Services in December 2022. A key feature of the contract is the ability to report on different waste streams, their volumes and associated greenhouse gas emissions, which enables identification of opportunities for reducing waste to landfill and improvements in recycling.
- This contract will also support us to efficiently use and access the Container Refund Scheme. The Scheme being managed by the Department of Natural Resources and Environment and designed to further encourage recycling and reduce impacts on the environment. Public consultation on the draft Regulations for this scheme closed on 14 June 2023 and are under review.

Measuring and reporting

In 2019-20 the Tasmanian Government purchased and implemented a new whole-of-government energy and emissions reporting system provided by software as a service provider Envizi.

We are using data derived from the Envizi system for annual reporting purposes to ensure accuracy and alignment with the whole-of-government approach.

Greenhouse gas emissions during the financial year 2022–23 were approximately 14,231 tonnes. A major factor contributing to the increase is the change in the factor used to calculate electricity emissions as detailed in note 2 to the table below.

The following is a breakdown of 2022–23 figures, along with 2021–22 figures for comparison.

USE	2022-23		2021-22	
	VOLUME	EMISSIONS (T CO _{2e}) ¹	VOLUME	EMISSIONS (T CO _{2e}) ¹
Electricity (kWh) ²	58,895,917	10,012	58,447,718	9,351
Natural gas (MJ)	1,988,937	102	2,587,104	133
Transport fuel (litres) ³	456,961	1,119	321,204	775
Air travel (passenger kms) ⁴	487,678	120	22,513	6
Waste (tonnes) ⁵	4,327	2,878	4,161	2,873
Emissions total		14,231		13,138

1. t CO_{2e} = Tonnes of carbon dioxide equivalent.

2. Greenhouse gas emissions are calculated using emissions factors and methods from the National Greenhouse and Energy Reporting (Measurement) Determination 2008 and published in the National Greenhouse Accounts Factors for 2019 and 2020. Note that these emissions factors are calculated each year. The factor for scope 2 emissions from grid delivered electricity in Tasmania is slightly higher for 2023 than for 2022 (0.17 vs 0.16 kgCO_{2e}-e/kWh). Tasmania's scope 2 emission factor fluctuates from year to year due to the operation of the Tamar Valley Power Station and the imports of emissions-intensive electricity from Victoria. Prior year comparative figures for electricity use have been adjusted to recognize the results of quarterly billing which included consumption in May or June 2022 but was not billed until after Annual Report data was published for 2021-22.

3. Where data is available, fuel use is recorded as diesel, ethanol blend and unleaded petrol. Each fuel type has its own emissions factor calculation. Fuel figures are derived from fleet vehicles, vehicle hire and bulk fuel purchases on whole of government contracts managed by Department of Treasury and Finance. On 1 October 2022, the Department added 86 vehicles (28% increase) to its fleet as a result of the transition of assets formerly managed by the Department of Communities.

4. Air travel has significantly increased as a result of removal of COVID-19 restrictions placed on travel in prior periods.

5. Waste data is not contained in Envizi. The data in this table has been extracted from the Veolia Sustainability Reporting Platform.

Loss and damage

The Tasmanian Risk Management Fund (TRMF) covers the department's insurable risks including workers compensation, general liability and property damage and loss. Our contribution to the fund in 2022-23 totaled \$23.9 million (excluding GST). The contribution included \$18.4 million for workers compensation and \$4.8 million for property loss and damage.

In addition, we purchased legal liability insurance from a commercial insurer to protect hirers of our facilities against legal liability claims being made against them.

The potential exists for general liability claims to be brought against the department. Facilities, contents and motor vehicles are subject to loss and damage arising from various causes, including vandalism.

Under our *Asset Management Policy*, responsibility for the day-to-day management of facilities rests with individual site managers.

We also operate the *Property Protection Scheme*, which is a self-funded pool that covers the cost of damage and losses incurred up to \$56,000. Claims in excess of this amount become TRMF claims.

The following is a summary of insurance claims lodged with TRMF during the year:

Summary of claims lodged with the Tasmanian Risk Management Fund in 2022-23

ITEM	NUMBER OF CLAIMS	TOTAL VALUE OF CLAIMS \$
General property	13	\$8,991,140
General liability	13	\$1,133,010
Motor vehicle	62	\$169,735
Personal accident (for students engaged in workplace learning activities and volunteers)	1	\$7,043
Total	89	\$10,300,928

Summary of claims for the Property Protection Scheme in 2022-23

SUMMARY OF CLAIMS FOR 2022-23

Number of claims lodged	1,199
Total value of claims	\$4,138,521
Highest valued claim	\$54,483
Number of sites lodging claims	270
Average cost per claim	\$3,451

Statutory bodies

Statutory Bodies

The *Education Legislation Amendments (Education Regulation) Act 2022* amended the legislation for the Office of Tasmanian Assessment, Standards and Certification (TASC), the Teachers Registration Board (TRB), the Office of the Education Registrar (OER) and the Non-Government Schools Registration Board (NGSRB) effective from 1 July 2023. The arrangements that applied for all statutory bodies during 2022-23 are described below.

Tasmanian Assessment, Standards and Certification

TASC is an independent statutory office responsible to the Minister for Education, established by the *Office of Tasmanian Assessment, Standards and Certification Act 2003*.

The Executive Officer and staff work to ensure the development of appropriate standards, the accreditation of courses, and the assessment and certification of student achievement in the senior secondary years across all educational sectors.

TASC and the Minister are supported by the Framework Advisory Council, which is responsible for:

- Providing advice in relation to the development and review of the senior secondary accreditation framework.
- Providing advice on the implementation of the senior secondary accreditation framework.

Teachers Registration Board

The Board regulates the teaching profession in Tasmania. It promotes, maintains, and applies the Australian Professional Standards for Teachers. The Board is responsible to the Minister for Education, as established by the *Teachers Registration Act 2000*.

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

The Board is responsible for:

- Registering all teachers working in Tasmanian Government, Catholic and Independent schools and TasTAFE to ensure they are appropriately qualified and competent.
- Investigating, making findings and where appropriate, taking disciplinary action, regarding complaints about teacher competence, conduct, character, and fitness to teach.
- Working with teachers and other local and national stakeholders to develop and improve teaching standards.
- Increasing the professional standing of teachers and the desirability of teaching as a profession including through:
 - Supporting teachers to move from provisional to full registration.
 - Promoting the profession of teaching within the Tasmanian community.
 - Approving pre-service teacher education courses and collaborate with other registration authorities on national priorities.

Office of the Education Registrar

The Registrar, Education and the NGSRB were established under the *Education Act 2016*. The OER is accountable for administering and implementing parts of the Act and is primarily responsible for:

- Managing the compulsory conciliation conference for non-attendance at school.
- Administering the non-government school's registration process and for the operational aspects of the regulatory process.

The Registrar then reports to and advises the Non-Government Schools Registration Board.

Tasmanian Home Education Advisory Council

The OER is supported by the Tasmanian Home Education Advisory Council (THEAC), which is responsible for providing:

- Advice to the Registrar, Education in relation to applications for approval of a home education program.
- Advice to the Minister and the Registrar in relation to home education generally.
- A reference point for queries, responding to community concerns and maintaining liaison with other agencies about home education.

Non-Government Schools Registration Board

The Board is responsible for the registration of non-government schools in Tasmania with specific Standards to be met set out under the *Education Regulations 2017*. Its primary functions are to make decisions on applications for the registration of new non-government schools, and the renewal of registration of existing schools.

The NGSRB is supported by the Registrar and their Office. The NGSRB meets on a regular basis to consider matters relating to the registration of non-government schools. The Registrar manages the day-to-day operations and manages the operational aspects of the regulatory process. Reviews are undertaken by registration officers with educational qualifications. A report is then provided to the Registrar who then provides advice to the NGSRB in relation to the school's compliance with the Standards. The NGSRB then decides on the registration of the school.

Allport Library and Museum of Fine Arts Management Committee

Established under section 19 of the *Libraries Act 1984* the Committee administers the funds and property of the Allport Library and Museum of Fine Arts and of the Allport Bequest and gives effect to the provisions and general purpose of the will of Henry Allport.

State Library and Archives Trust

Established under section 16 of the *Libraries Act 1984*, the Trust administers property acquired by gift, bequest, or device, and ensures that all applicable conditions are met.

Tasmanian Library Advisory Board

Established under section 11 of the *Libraries Act 1984*, the Board considers and reports on matters referred to it by the Secretary of the department and to advise the Minister for Education, Children and Youth on any issues relating to library services. Its focus is service delivery in Tasmania including the public's right of access to information and ideas. It must also report to the Secretary of the department at the end of each financial year.

University of Tasmania Council

Established under section 9 of the *University of Tasmania Act 1992*, the Council appoints the Vice-Chancellor and Principal, who is the Chief Academic and Executive Officer of the University of Tasmania. The Council also appoints the Deans and the Heads of Schools, on the recommendation of the Vice-Chancellor. An Academic Senate advises the Council on all academic matters relating to the University.

Legislation administered

- *Adoption Act 1988*
 - Subordinate legislation: Adoption Regulations 2016
- *Allport Library and Museum of Fine Arts Agreement Act 1966*
 - Subordinate legislation: Allport Library and Museum of Fine Arts Regulations 2022
- *Archives Act 1983*
 - Subordinate legislation: Archives Regulations 2014
- *Child Care Act 2001*
 - Subordinate legislation: Child Care (Fees) Regulations 2023
- *Child Protection (International Measures) Act 2003*
- *Children, Young Persons and Their Families Act 1997*
- *Children, Young Persons and Their Families (Transitional and Savings Provisions) Act 1998*
- *Christ College Act 1926*
- *Commissioner for Children and Young People Act 2016*
- *Education Act 2016*
 - Subordinate legislation: Education Regulations 2017
- *Education and Care Services National Law (Application) Act 2011*
 - Subordinate legislation: Education and Care Services National Regulations
- *Libraries Act 1984*
 - Subordinate legislation: Libraries Regulations 2022
- *Tasmanian Assessment, Standards and Certification Act 2003*
 - Subordinate legislation: Office of Tasmanian Assessment, Standards and Certification (Fees) Regulations 2013
- *Teachers Registration Act 2000*
 - Subordinate legislation: Teachers Registration Regulations 2021
- *University of Tasmania Act 1992*
- *Youth Justice Act 1997*
 - Subordinate legislation: Youth Justice Regulations 2019

Community awareness of the department and our services

We actively engage with the Tasmanian community to promote the value of public education, along with services we provide that relate to youth justice and child and family services.

Our online presence is integral to how we share important information to the Tasmanian community. We are creating a new and improved department website as part of our transition to our new department. The new site is scheduled to launch during September 2023.

Our social media presence continues to grow with Facebook followers to our page now totalling over 29,000. Over 95 per cent of Tasmanian Government Schools also have their own Facebook page. Other social media channels that we are focusing our whole-of-department growth on are Instagram and LinkedIn.

We continue to improve the accessibility and readability of our websites. To further improve the online experience for the families and other community members we are supporting schools to upgrade their websites on to accessible platforms.

Additionally, the Libraries Tasmania website is a highly valued information resource. In the year to June 2023 the site received 3.4 million visits.

The site provides information about Tasmania's 45 public lending libraries, The State Library of Tasmania, Tasmanian Archives, and the Allport Library and Museum of Fine Arts. The website is a portal to the extensive Library catalogue, archive and heritage items, and a wide range of community research, information, literacy and learning services.

Libraries Tasmania's social media is focused across 17 Facebook pages with 35 000 followers, a monthly newsletter with 74 000 subscribers and a growing Instagram and LinkedIn presence.

Apps have made it easier for clients access our collections. The Libraries Tasmania lending app allows clients to log in to manage their account and borrow titles. An Australian first partnership between Sora, Libraries Tasmania and the department allows students to access library eResources through their Tasmanian Government school student login.

You can find a complete list of our publications, including websites we maintain, in the Appendices.

Open Data Policy

We continued to release data in line with the Tasmanian Government's *Open Data Policy* as part of our continued commitment to transparency and openness.

We continue to refine and improve the range and availability of the data we provide to the Tasmanian public. We have built a new data and statistics portal which will be available on the department's website. The new portal provides a better user experience and includes several new data sets relating to our services.

Public Interest Disclosures

The main objective of the *Public Interest Disclosures Act 2002* (the PID Act) is to encourage and facilitate disclosures about improper conduct or detrimental action by public officers and public bodies.

From 1 July 2022 through to 30 June 2023, neither DECYP, nor its predecessors, received any public interest disclosures.

Our *Public Interest Disclosures Procedures* are available on our department website.

Personal Information

In the 2022-23 year, DECYP and the former Department of Education processed 372 requests received under the *Personal Information Protection Act 2004*, (PIP Act).

From mid-2021, the former Department of Communities Tasmania directed applicants to use the *Right to Information Act 2009* (the RTI Act), as opposed to the PIP Act, as it provided a better mechanism for assessing the personal files held by the Department of Communities which were being sought by applicants. As such, the former Department of Communities did not receive any applications under the PIP Act but saw an increase in RTI applications.

	DCT 1 JULY 2022 – 30 SEPTEMBER 2022	DOE 1 JULY 2022 – 30 SEPTEMBER 2022	DECYP 1 OCTOBER 2022 – 30 JUNE 2023	TOTAL
Requests under the Personal Information Protection Act 2004	0	80	292	372

Right to Information

The RTI Act gives members of the public the right to obtain information the department holds unless that information is exempt. We are committed to meeting our legal obligations to respond to requests for information under the Act.

From 1 July 2022 – 30 September 2022, the parts of the former Department of Communities that joined with the Department of Education to form DECYP received 60 applications and the Department of Education received 59 applications. From 1 October 2022 – 30 June 2023, we received 200 applications. This is a total of 319 applications for the 2022-23 Financial Year, noting there may be some duplication between applications where one applicant applied to both former departments for their records.

Table 1 includes information from 1 October until 20 June 2023, and Tables 2 and 3 include information from the former departments between 1 July 2022 to 30 September 2022, the day prior to the establishment of our new department.

TABLE 1:

RIGHT TO INFORMATION REQUESTS –DEPARTMENT FOR EDUCATION, CHILDREN AND YOUNG PEOPLE

NUMBER

	NUMBER
Number of applications received for assessed disclosure – 1 October 2022 –30 June 2023	200
Number of applications withdrawn before acceptance	19
Number of applications withdrawn after acceptance	1
Number of applications transferred in full to another agency before acceptance	5
Number of applications transferred in full to another agency after acceptance	1
Number of applications not accepted	2
Number of applications not accepted (incomplete)	15
Number of applications accepted for assessed disclosure	157
Total number of applications determined by June 30, 2023	202
Number of applications determined by 30 June 2023 by DECYP	43
Number of applications determined by 30 June 2023 carried over from the former DCT Children Youth and Families	85
Number of applications determined by 30 June 2023 carried over from the former DOE	74
Released in full	55
Released in part with the balance refused or claimed as exempt	135
All information applied for was exempt	0
Information applied for not held by the agency	0
No information located	10
Refused after acceptance	2
Determined within 20 working days	19
Determined more than 20 working days	183
Determined more than 20 working days which involved an extension of time negotiated under s15(4)(a) by agreement with the applicant	81
Determined more than 20 working days which involved an extension gained through an application to the Ombudsman under s15(4)(b)	0

TABLE 1:

RIGHT TO INFORMATION REQUESTS – DEPARTMENT FOR EDUCATION, CHILDREN AND YOUNG PEOPLE

NUMBER

Determined more than 20 working days which involved consultation with a third party under s15(5)	3
Determined more than 20 working days with no extension of time negotiated	99
Internal reviews requested	5
Internal reviews finalised by 30 June	5
Internal reviews decision upheld in full	4
Internal reviews decision upheld in part	1
Internal reviews resolved by other means	0

TABLE 2:

RIGHT TO INFORMATION REQUESTS – PARTS OF THE FORMER DEPARTMENT OF COMMUNITIES TASMANIA THAT AMALGAMATED WITH THE FORMER DEPARTMENT OF EDUCATION

NUMBER

Number of applications received for assessed disclosure between 1 July – 30 September 2022	60
Number of applications withdrawn before acceptance	0
Number of applications withdrawn after acceptance	0
Number of applications transferred in full to another agency	0
Number of applications not accepted	2
Number of applications accepted for assessed disclosure	58
Number of applications determined before 1 October 2022	48¹
Released in full	1
Released in part with the balance refused or claimed as exempt	43
Information applied for not held by the agency	0
Refused	1
No information located	3
Internal reviews requested	2

1. 38 of which were carried over from the 2021-22 Financial Year

TABLE 3:

RIGHT TO INFORMATION REQUESTS – FORMER DEPARTMENT OF EDUCATION

NUMBER

Number of applications received for assessed disclosure between 1 July 2022 – 30 September 2022	59
Number of applications withdrawn before acceptance	5
Number of applications accepted for assessed disclosure	54
Number of applications accepted and proceeded to assessed disclosure	52
Number of applications withdrawn after acceptance for assessed disclosure	2
Number of applications transferred in full to another agency	0
Number of applications not accepted	0
Number of applications determined before 1 October 2022	38²
Released in full	11
Released in part with the balance refused or claimed as exempt	25
Information applied for not held by the agency	0
Refused	0
No information located	2
Internal reviews requested	0

2. 31 of which were carried over from the 2021-22 Financial Year.

07

Capital Projects, Contracts and Tenders

Capital Projects

Summary of major capital projects completed during 2022-23

CAPITAL PROGRAM	TOTAL COST \$'000
Capital Investment Program	41,800
Department-funded Major Projects	4,775
Total	46,575

List of individual major capital projects completed during 2022-23

SITE/PROGRAM	PROJECT	TOTAL COST \$'000
Education Act 2016 Implementation Capital	Funding to ensure kindergarten facilities comply with the NQF and meet the capital requirements associated with the later finishing age.	18,000
School Farm Redevelopment (Brighton)	Redevelopment of the school farm located at Brighton	4,300
Southern Support School	Upgrade to mechanical services	310
Tasmanian Archives Office	Redevelopment of vacant area at the former Geilston Bay High School and relocation of Tasmanian Archives from Berriedale.	7,465
Year 7-12 Implementation Plan	Capital works and new classroom construction to support the Years 7-12 Implementation Plan.	16,500
	Total	46,575

List of individual major capital projects ongoing during 2022-23

SITE/PROGRAM	PROJECT	ESTIMATED TOTAL COST \$'000	TOTAL REMAINING \$'000	ESTIMATED COMPLETION YEAR
Brighton High School	Construction of a new Years 7 – 12 high school at Brighton.	74,000	62,258	2025
Bothwell District School	Agricultural facilities at Bothwell District School will be upgraded and consolidated to enable the school to increase and expand the agricultural VET programs.	2,000	1,762	2024
Cambridge Primary School	Provision of additional contemporary learning environments, associated support spaces and amenities for a gymnasium, and traffic and car parking improvements.	15,100	15,028	2026
Campbell Street Primary School	Upgrades to stormwater infrastructure	315	288	2023
Campbell Town District School	Agricultural facilities at Campbell Town District School will be upgraded and consolidated to enable the school to increase and expand the agricultural VET programs.	2,000	1,879	2024
Contemporary Classrooms Program	This initiative provides for a co-ordinated state-wide program to renew and upgrade outdated classrooms, with a focus on schools in low socio-economic areas.	10,000	8,972	2027
Cosgrove High School	Revitalisation of the school to provide a contemporary school providing education to Year 12.	20,000	18,091	2025

SITE/PROGRAM	PROJECT	ESTIMATED TOTAL COST \$'000	TOTAL REMAINING \$'000	ESTIMATED COMPLETION YEAR
Exeter High School	Provision of contemporary learning spaces, associated support spaces and amenities, and specialist facilities such as kitchens, library and arts facilities.	11,000	10,348	2025
Electrical Switchboard Maintenance Program	An initiative to upgrade ageing electrical switchboard infrastructure within schools.	11,000	7,036	2026
Glen Dhu Pool	An initiative for the upgrade and reopening of the Glen Dhu pool.	3,400	3,400	2024
Hobart City Partner Schools	Funding for immediate requirements such as new bathroom amenities and learning area upgrades, with additional works for further priority infrastructure requirements identified through the Hobart City High School masterplan.	21,600	18,835	2027
Lauderdale Primary School	Provision of additional contemporary learning spaces, associated support spaces and amenities, and the redevelopment of outdoor play areas.	6,500	5,851	2024
Legana Primary School	Construction of a new primary school at Legana.	35,300	29,998	2025
Montello Primary School	Redevelopment to provide students with contemporary learning environments, associated support spaces and amenities.	7,100	6,662	2025
Outdoor Learning Areas	The program will enhance outdoor learning spaces to assist schools to provide rich outdoor learning experiences.	10,000	5,866	2024

SITE/PROGRAM	PROJECT	ESTIMATED TOTAL COST \$'000	TOTAL REMAINING \$'000	ESTIMATED COMPLETION YEAR
Penguin District School	Redevelopment as a K-12 school by consolidating the school on a single site within the existing secondary school site. The project also allows for an Early Childhood Education and Care Centre.	20,000	158	2023
Renewable Energy Schools Program	Funding is allocated to deliver a renewable energy program that will roll out solar panels to government schools.	5,000	4,562	2027
Rose Bay High School	Stormwater improvement works.	300	163	2023
Rosny College	Upgrade works to the Fly Bridge and Theatre to increase safety and amenity.	850	150	2023
Six New CFLCs	This project provides for the construction of six new CFLCs in the Sorell, Kingborough, Glenorchy, East Tamar, West Ulverstone and Waratah-Wynyard communities.	28,000	15,597	2024
Sorell School	Provision of contemporary learning areas.	25,750	6,114	2024
Springfield Gardens Primary School	This project provides for an extension of the existing multi-purpose hall.	2,070	380	2023
State Library	Upgrade of high voltage electrical infrastructure.	400	392	2024

SITE/PROGRAM	PROJECT	ESTIMATED TOTAL COST \$'000	TOTAL REMAINING \$'000	ESTIMATED COMPLETION YEAR
Supporting Safer Schools Program	This program of works provides for anti-bullying measures, with the upgrade of toilets at 42 high schools and district school sites improving the safety of student bathrooms.	6,300	5,014	2027
Support School Package including NW Support School	Funding is allocated to construct a brand new North West Support School on a new site, including a hydrotherapy pool. Additional funding for remaining works required at the Southern Support School, and for upgrades at the North West Support School, Burnie Campus.	20,000	16,819	2026
Youth Justice Facilities	Funding is allocated for new Youth Justice Facilities to replace the Ashley Youth Detention Centre.	50,000	39,846	2027
Total		387,985	285,470	

Contracts and tenders

Contracts and tenders 2022-23

Total number of contracts awarded	169
Total number of contracts awarded to Tasmanian businesses	147
Total value of contracts awarded	\$119,642,050
Total value of contracts awarded to Tasmanian businesses	\$114,710,847
Total number of tenders called and/or quotation processes run*	161
Total number of bids and/or written quotations received	388
Total number of bids and/or written quotations received from Tasmanian businesses	283

* Some processes result in the award of multiple contracts.

Information and communications technology >\$50,000

CONTRACTOR	LOCATION	DESCRIPTION	PERIOD OF CONTRACT	VALUE OF CONTRACT (\$)
Pricewaterhouse Coopers Consulting (Australia) Pty Ltd	Melbourne, VIC	Dynamics 365 – platform discovery	04/22 – 06/22	62,445
Fusion5 Pty Ltd	Melbourne, VIC	Dynamics 365 – Case Management Platform remediation	07/22-08/22	90,080
Pricewaterhouse Coopers Consulting (Australia) Pty Ltd	Melbourne, VIC	Azure DevOps implementation	06/22-08/22	65,069
Ionata Digital Pty Ltd	Hobart, TAS	Libraries Tasmania – development and supply of Online Community Noticeboard Web Application	05/23-04/25	102,100
Pricewaterhouse Coopers Consulting (Australia) Pty Ltd	Melbourne, VIC	Dynamics 365 environment implementation	07/22-09/22	53,701
Logbook Me Pty Ltd	Milsons Point, NSW	Fleet Management Booking System	02/23-02/24	69,030
Insight Enterprises Australia Pty Ltd	Melbourne, VIC	Microsoft Purview pilot	06/23-12/23	82,260
			Total	524,685

Building and construction > \$50,000

CONTRACTOR	LOCATION	DESCRIPTION	PERIOD OF CONTRACT	VALUE OF CONTRACT (\$)
De Jong & Sons Construction Pty Ltd	Ulverstone, TAS	North West Support School – renovation of Wright Centre	05/22-08/22	90,197
AJR Construct Pty Ltd	Spreyton, TAS	North West Support School – renovation of Wright Centre	06/22-07/22	50,470
Sutton Services	Molesworth, TAS	Glenora District School – bus park resurfacing	07/22-07/22	103,303
Ecologiq Pty Ltd	Melbourne, VIC	Solar array supply and installation – Newstead College and Riverside High School	07/22-09/22	180,510
Alltas Installation Pty Ltd	Fern Tree, TAS	Clarendon Vale Primary School – toilet refurbishment	08/22-11/22	154,000
Apex Building & Excavation	Kingston, TAS	Hobart College – redevelopment of media rooms	08/22-09/22	253,408
MSD Civil Services Pty Ltd	Magra, TAS	JRLF School Farm – Outdoor Learning Program – new amphitheatre	08/22-11/22	86,040
Vos Construction and Joinery Pty Ltd	Devonport, TAS	West Ulverstone Child and Family Learning Centre – construction	07/22-06/23	4,107,476
Fairbrother Pty Ltd	Sandy Bay, TAS	Hobart City High School – New Town Campus – student amenities	08/22-03/23	1,234,955
Contact Electrical Pty Ltd	North Hobart, TAS	JRLF Senior School – CCTV upgrade – phase 1	10/22-12/22	92,259
CDC Development (TAS) Pty Ltd	Derwent Park, TAS	Springfield Gardens Primary School – redevelopment	09/22-08/23	1,995,083
Select Plumbing Pty Ltd	Trevallyn, TAS	Swansea Primary School – stormwater drainage works	10/22-10/22	99,300

CONTRACTOR	LOCATION	DESCRIPTION	PERIOD OF CONTRACT	VALUE OF CONTRACT (\$)
Haven Built Pty Ltd	North Hobart, TAS	Rosny College – theatre upgrades	10/22-04/23	610,360
AJR Construct Pty Ltd	Spreyton, TAS	St Marys District School – Later Finishing Age Project	10/22-05/23	1,346,007
Powercom Systems Pty Ltd	Kingston, TAS	Solar Array supply and installation – Hobart City School (Ogilvie campus), Southern Support School and Clarence High School	11/22-02/23	195,503
Bennett Construction (Tas) Pty Ltd	Hobart, TAS	Clarence High School – Years 11 and 12 works	11/22-02/23	97,218
Mead Con	Quoiba, TAS	Safer Student Bathrooms – North-West – tranche 1	11/22-05/23	521,153
SDS Gates & Fencing	Prospect, TAS	Ashley Youth Detention Centre – internal fence replacement	11/22-03/23	95,000
Ecologiq Pty Ltd	Melbourne, VIC	Solar array supply and installation – Burnie and Prospect High Schools	11/22-02/23	124,396
Luke Crerar Landscape and Construction	Underwood, TAS	Exeter Primary School – Outdoor Learning Program – new play area	12/22-03/23	67,250
Batchelor Construction Group Pty Ltd	Kingston, TAS	Safer Student Bathrooms – South – tranche 1	12/22-05/23	648,001
Scapeform Pty Ltd	Launceston, TAS	Summerdale Primary School – Outdoor Learning Program – new nature based play area	03/23-04/23	75,105
Scapeform Pty Ltd	Launceston, TAS	Invermay Primary School – Outdoor Learning Program – new nature based play area	04/23-05/23	76,675

CONTRACTOR	LOCATION	DESCRIPTION	PERIOD OF CONTRACT	VALUE OF CONTRACT (\$)
Scapeform Pty Ltd	Launceston, TAS	Early Childhood Intervention Service (Launceston) – Outdoor Learning Program – new nature-based play area	02/23-03/23	85,230
Scapeform Pty Ltd	Launceston, TAS	East Launceston Primary School – Outdoor Learning Program – new nature based play area	03/23-03/23	88,270
Kings Outdoor Living	Sorell, TAS	Princes Street Primary School – Outdoor Learning Program – new shade structure	01/23-01/23	72,228
Kings Outdoor Living	Sorell, TAS	Albuera Street Primary School – Outdoor Learning Program – new shade structure	04/23-04/23	73,537
Kings Outdoor Living	Sorell, TAS	St Leonards Primary School – Outdoor Learning Program – new shade structure	04/23-04/23	80,270
Kings Outdoor Living	Sorell, TAS	Latrobe High School – Outdoor Learning Program – new shade structure	04/23-04/23	99,856
Jonathan Hearn Landscape Design & Construction	Invermay, TAS	Ravenswood Heights Primary School – Outdoor Learning Program – new playground	01/23-02/23	240,000
Darrin de Wit Constructions	Trevallyn, TAS	Brooks High School – Outdoor Learning Program – new shade structures	01/23-03/23	60,238
Batchelor Construction Group Pty Ltd	Kingston, TAS	Campbell Street Primary School – flood mitigation stage 1	04/23-05/23	270,804
R & T Rosier Constructions Pty Ltd	St Leonards, TAS	Beaconsfield Primary School – general purpose hall alterations	02/23-06/23	363,064

CONTRACTOR	LOCATION	DESCRIPTION	PERIOD OF CONTRACT	VALUE OF CONTRACT (\$)
Fairbrother Pty Ltd	Battery Point, TAS	Oatlands District School – staff toilet upgrade	01/23-02/23	156,770
Blacktac No.3 Pty Ltd	Prospect, TAS	Newstead College – Outdoor Learning Program – court resurfacing works	11/22-12/22	86,570
Blacktac No.3 Pty Ltd	Prospect, TAS	St Marys District School – Outdoor Learning Program – courtyard resurfacing	11/22-12/22	77,904
Blacktac No.3 Pty Ltd	Prospect, TAS	Burnie High School – Outdoor Learning Program – court resurfacing	01/23-03/23	93,265
Blacktac No.3 Pty Ltd	Prospect, TAS	Kings Meadows High School – Outdoor Learning Program – court resurfacing	01/23-03/23	58,391
Blacktac No.3 Pty Ltd	Prospect, TAS	Montagu Bay Primary School – Outdoor Learning Program – court resurfacing	02/23-05/23	66,081
AJR Construct Pty Ltd	Spreyton, TAS	Burnie Child and Family Learning Centre – Outdoor Learning Program – new shade structure	01/23-06/23	80,282
Kings Outdoor Living	Sorell, TAS	Hobart College – Outdoor Learning Program – new shade structures	01/23-05/23	76,352
Fairbrother Pty Ltd	Battery Point, TAS	New Brighton High School – construction	02/23-12/24	45,458,280
Sturdybilt Agencies Pty Ltd	East Devonport, TAS	Perth Primary School – Outdoor Learning Program – shade structures	01/23-02/23	61,340
Marcus Woodberry Painting and Decorating	Howrah, TAS	Snug Primary School – exterior and interior painting	01/23-04/23	99,818

CONTRACTOR	LOCATION	DESCRIPTION	PERIOD OF CONTRACT	VALUE OF CONTRACT (\$)
Kings Outdoor Living	Sorell, TAS	Warrane Primary School – Outdoor Learning Program – new shade structures	01/23-05/23	51,153
Vos Construction and Joinery Pty Ltd	Western Junction, TAS	New Legana Primary School – construction	02/23-09/24	23,415,318
Benson's Landscaping	Sisters Beach, TAS	Nixon Street Primary School – Outdoor Learning Program – new nature based play area	04/23-05/23	85,000
Kings Outdoor Living	Sorell, TAS	Youngtown Primary School – Outdoor Learning Program – new shade structures	02/23-05/23	77,795
Maveric Builders Pty Ltd	Kingston, TAS	Glenora District School – Years 11 and 12 redevelopment	02/23-05/23	554,500
Powercom Systems Pty LTD	Kingston, TAS	Solar array supply and installation – Bayview Secondary, Jordan River Learning Federation Senior and Hobart City High School	02/23-06/23	186,190
Bassett Building Pty Ltd	Relbia, TAS	Mole Creek Primary School – Outdoor Learning Program – new shade structure	04/23-06/23	66,892
Contact Electrical Pty Ltd	North Hobart, TAS	Riverside High School – switchboard upgrade	04/23-04/23	51,789
Fairbrother Pty Ltd	Battery Point, TAS	Bothwell District School – new agricultural facility	05/23-09/23	1,691,990
Landscape Now Pty Ltd	Penguin, TAS	Penguin District School – Outdoor Learning Program – new outdoor learning area	05/23-07/23	99,356
Kings Outdoor Living	Sorell, TAS	Parklands High School – Outdoor Learning Program – new shade structures	04/23-08/23	96,643

CONTRACTOR	LOCATION	DESCRIPTION	PERIOD OF CONTRACT	VALUE OF CONTRACT (\$)
Kings Outdoor Living	Sorell, TAS	Cooee Primary School – Outdoor Learning Program – new shade structures	04/23-05/23	89,861
Play Group Pty Ltd	Invermay, TAS	Port Dalrymple Primary School – playground resurface	11/22-01/23	116,500
Kings Outdoor Living	Sorell, TAS	Lindisfarne Primary School – Outdoor Learning Program – new shade structures	04/23-05/23	62,128
Seastone Landscapes	Glenlusk, TAS	Jordan River Learning Federation – East Derwent Primary School – Outdoor Learning Program – new nature based play area	05/23-09/23	89,180
R & T Rosier Constructions Pty Ltd	St Leonards, TAS	Waverley Primary School – Outdoor Learning Program – refurbishment of existing covered area	04/23-05/23	76,237
Akaroa Constructions Pty Ltd	St Helens, TAS	Bicheno Primary School – Outdoor Learning Program – new deck and seating area	06/23-07/23	94,980
Scapeform Pty Ltd	Launceston, TAS	Norwood Primary School – Outdoor Learning Program – outdoor seating and learning area	10/23-11/23	61,950
Ashdown Painting Services Pty Ltd	Devonport, TAS	Hillcrest Primary School – external painting	04/23-09/23	281,250
Landscape Now Pty Ltd	Penguin, TAS	Hillcrest Primary School – School Improvement Works – new kindergarten play area – stage 1	04/23-05/23	80,854
Seastone Landscapes	Glenlusk, TAS	Early Childhood Intervention Service Hobart – Outdoor Learning Program – new nature based play area	05/23-07/23	71,610

CONTRACTOR	LOCATION	DESCRIPTION	PERIOD OF CONTRACT	VALUE OF CONTRACT (\$)
Mead Con	Quoiba, TAS	Havenview Primary School – contemporary classroom upgrade	07/23-10/23	516,790
Bennett Construction (Tas) Pty Ltd	Hobart, TAS	Glenorchy Child and Family Learning Centre – construction	06/23-03/24	4,056,875
R & T Rosier Constructions Pty Ltd	St Leonards, TAS	Ravenswood Child and Family Learning Centre – Outdoor Learning Program – new shade structure	04/23-06/23	55,019
R & T Rosier Constructions Pty Ltd	St Leonards, TAS	Scottsdale High School – Outdoor Learning Program – new shade structure	04/23-06/23	71,284
Blacktac No.3 Pty Ltd	Prospect, TAS	Hillcrest Primary School – School Improvement Works – court resurfacing works	10/22-01/23	98,202
CDC Development (TAS) Pty Ltd	Derwent Park, TAS	Clarence High School – Outdoor Learning Program – covered learning area	06/23-08/23	74,828
R & T Rosier Constructions Pty Ltd	St Leonards, TAS	King Island District School – Outdoor Learning Program – new shade structure	05/23-05/23	98,051
Paul Whelan (Earthworm)	West Hobart, TAS	Hobart City High School (Ogilvie Campus) – Outdoor Learning Program – new outdoor tiered seating	09/23-11/23	80,000
AJR Construct Pty Ltd	Spreyton, TAS	Riana Primary School – Outdoor Learning Program – new shade structure	06/23-07/23	88,033
Kings Outdoor Living	Sorell, TAS	Miandetta Primary School – Outdoor Learning Program – new shade structure	05/23-08/23	86,355

CONTRACTOR	LOCATION	DESCRIPTION	PERIOD OF CONTRACT	VALUE OF CONTRACT (\$)
Batchelor Construction Group Pty Ltd	Kingston, TAS	Bridgewater Child and Family Learning Centre tagari lia – Outdoor Learning Program – shade structure	08/23-10/23	97,120
Vos Construction and Joinery Pty Ltd	Kingston, TAS	Kingborough Child and Family Learning Centre – construction	04/23-03/24	6,245,724
Phil Templeton Building Pty Ltd	West Ulverstone, TAS	Residence refurbishment – Smithton	08/23-09/23	54,055
Phil Templeton Building Pty Ltd	West Ulverstone, TAS	Residence refurbishment – Smithton	09/23-10/23	57,295
Phil Templeton Building Pty Ltd	West Ulverstone, TAS	Residence refurbishment – Smithton	10/23-11/23	54,838
Phil Templeton Building Pty Ltd	West Ulverstone, TAS	Residence refurbishment – Smithton	11/23-12/23	51,291
Tascon Construction Pty Ltd	Moonah, TAS	Raminea Road Office Refurbishment	12/22-02/23	178,720
H.A.R Contracting	Laccota, TAS	Flinders Island District High School – Outdoor Learning Program – new nature based play area	04/23-05/23	99,950
Tas City Building South Pty Ltd	Cambridge, TAS	Dodges Ferry Primary School – Outdoor Learning Program – outdoor area	07/23-08/23	63,235
Kings Outdoor Living	Sorell, TAS	New Town Primary School – Outdoor Learning Program – shade structures	10/22-10/22	71,912
			Total	99,652,973

Other > \$50,000

CONTRACTOR	LOCATION	DESCRIPTION	PERIOD OF CONTRACT	VALUE OF CONTRACT (\$)
Uniform City	North Hobart, TAS	Taroona Primary School – supply of uniforms	08/22-07/27	105,000
ABC Healthcare Services Pty Ltd	Glenorchy, TAS	Burnie Library – contract cleaning services	09/22-08/27	113,445
Lazaro Pty Ltd	Hobart, TAS	Chigwell Child and Family Learning Centre – contract cleaning services	10/22-09/27	75,462
Lazaro Pty Ltd	Hobart, TAS	Derwent Valley Child and Family Learning Centre – contract cleaning services	09/22-08/27	74,204
Lazaro Pty Ltd	Hobart, TAS	George Town Trade Training Centre – contract cleaning services	10/22-09/27	76,035
ABC Healthcare Services Pty Ltd	Glenorchy, TAS	Ravenswood Child and Family Learning Centre – contract cleaning services	10/22-09/27	149,745
ABC Healthcare Services Pty Ltd	Glenorchy, TAS	Clarence Plains Child and Family Learning Centre – contract cleaning services	10/22-09/27	92,112
Lazaro Pty Ltd	Hobart, TAS	East Devonport Child and Family Learning Centre – contract cleaning services	10/22-09/27	75,930
Grace Worldwide (Australia) Pty Ltd	Bridgewater, TAS	Tasmanian Archives and Heritage Office – Berriedale collection relocation	07/22-08/22	385,000
ABC Healthcare Services Pty Ltd	Glenorchy, TAS	T4 Engagement @ Glenorchy – contract cleaning services	10/22-10/27	43,050
Midford	Launceston, TAS	Spreyton Primary School – outsourced supply of uniforms	05/22-04/27	60,000
ABC Healthcare Services Pty Ltd	Glenorchy, TAS	Rosny Library – contract cleaning services	01/23-12/27	149,436
Lazaro Pty Ltd	Hobart, TAS	26 Bathurst Street – contract cleaning services	01/23-01/27	177,264

CONTRACTOR	LOCATION	DESCRIPTION	PERIOD OF CONTRACT	VALUE OF CONTRACT (\$)
ABC Healthcare Services Pty Ltd	Glenorchy, TAS	Kingston Library – contract cleaning services	02/23-01/28	155,520
ABC Healthcare Services Pty Ltd	Glenorchy, TAS	Bridgewater Library and Child and Family Learning Centre – contract cleaning services	02/23-02/28	116,586
Lazaro Pty Ltd	Hobart, TAS	Huon Valley Trade Training Centre – contract cleaning services	11/22-10/27	138,966
The School Locker	Cambridge, TAS	Hobart City High School – initial design and supply of school uniform	03/22-02/27	720,000
ABC Healthcare Services Pty Ltd	Glenorchy, TAS	Wynyard Library – contract cleaning services	04/23-03/28	53,064
ACM Transport Technologies Pty Ltd	Derrimut, VIC	Ashley Youth Detention Centre – secure vehicle fit out	12/22-12/22	85,750
Veolia Environmental Services (Australia) Pty Ltd	Cambridge, TAS	Waste management and recycling services	07/22-06/27	2,700,000
General and Window Cleaning Pty Ltd	Montrose, TAS	Hellyer College – contract cleaning services	05/23-04/28	701,788
Telstra Limited	Hobart, TAS	Ashley Youth Detention Centre – telephony solution	04/23-12/25	96,266
Biniris (Aust.) Pty Ltd	Midway Point, TAS	Beaconsfield Child and Family Learning Centre – contract cleaning services	03/23-02/28	116,992
Metering Dynamics Pty Ltd	Newstead, QLD	Metering and information services	06/23-05/28	426,905
Lazaro Pty Ltd	Hobart, TAS	Southern Central Trade Training Centre – contract cleaning services	04/23-04/28	83,647
Lazaro Pty Ltd	Hobart, TAS	Newstead College – contract cleaning services	07/23-06/28	769,931
Lazaro Pty Ltd	Hobart, TAS	Circular Head Trade Training Centre – contract cleaning services	07/23-06/28	102,816

CONTRACTOR	LOCATION	DESCRIPTION	PERIOD OF CONTRACT	VALUE OF CONTRACT (\$)
Scottsdale Cleaning Service Pty Ltd	Scottsdale, TAS	Scottsdale Library – contract cleaning services	08/23 - 07/28	100,620
Aflexsive Pty Ltd	Ambleside, TAS	<i>MyCareer</i> technical project management services	05/23-03/24	75,320
Standing Panel arrangement created comprising the following providers:		Autism Diagnostic Services	03/23-03/27	667,500
Humanity Health Group Pty Ltd	Milton, QLD			
Healthy Mind Centre Launceston Pty Ltd	Prospect, TAS			
SRD Psychology Pty Ltd	Moonee Ponds, VIC			
Psychology Services Tasmania Pty Ltd	Latrobe, TAS			
O'Meager Consulting Pty Ltd	West Hobart, TAS			
LQ Enterprises Pty Ltd trading as Emerge Allied Health	South Launceston, TAS			
Family Based Care Association North West Inc	Burnie, TAS			
Dr Tristan Anne Pawsey	Bridgewater, SA			
Autism Spectrum Australia (ASPECT)	Chatswood, NSW			
			Total	8,688,355

Contracts for consultancies >\$50 000

Building and construction

CONSULTANT	LOCATION	DESCRIPTION	PERIOD OF CONTRACT	VALUE OF CONTRACT (\$)
Gaetano Palmese Architects	Hobart, TAS	Dodges Ferry Primary School – contemporary learning areas	08/22-06/24	57,200
Design Intent Architecture & Management Pty Ltd	South Launceston, TAS	Lilydale District School – contemporary learning space redevelopment	09/22-06/23	71,450
Bence Mulcahy Pty Ltd	North Hobart, TAS	Cambridge Primary School – major redevelopment	11/22-06/25	502,965
Design Intent Architecture and Management Pty Ltd	South Launceston, TAS	Ulverstone Secondary College – Years 11 and 12	09/22-07/23	69,700
1 Plus 2 Architecture Pty Ltd	Hobart, TAS	Risdon Vale Primary School – contemporary classrooms	12/22-10/24	83,800
Archadia Architecture	Battery Point, TAS	East Derwent Primary School – contemporary classrooms	12/22-12/24	60,495
Mike Wilkinson Architect Pty Ltd	East Launceston, TAS	South George Town Primary School – contemporary learning area redevelopment	12/22-12/24	81,820
Dock4 Architects	Hobart, TAS	Bowen Road Primary School – new development	01/23-06/25	92,020
Thomson Rossi Associates Pty Ltd	Adelaide, SA	Hobart City Partner Schools Project – redevelopment	02/23-12/26	1,189,022
LOOP Architecture Pty Ltd	Launceston, TAS	Ringarooma Primary School – contemporary learning redevelopment	03/23-01/25	94,371
LOOP Architecture Pty Ltd	Launceston, TAS	Glen Dhu Primary School – contemporary learning area	06/23-12/25	68,006
			Total	2,370,849

Services

CONSULTANT	LOCATION	DESCRIPTION	PERIOD OF CONTRACT	VALUE OF CONTRACT (\$)
Gwen Pinnington Pty Ltd	Rosny, TAS	Independent adviser – critical friend	07/22-06/25	164,250
Murdoch Children's Research Institute	Parkville, VIC	Working Together – Supporting Early Learning – review of data usage and performance measures	08/22-12/22	77,893
KPMG	Hobart, TAS	Review of Educational Adjustments Funding Model	12/22-05/23	245,526
Sarah Elizabeth Lethborg	Sandy Bay, TAS	Consultancy services and jurisdictional support for NAPLAN	12/22-12/24	114,000
Alexander James Consulting Pty Ltd	Hobart, TAS	Security and Emergency Management Framework – review consultancy	03/23-06/23	60,000
Egeria International Pty Ltd	Kingston, ACT	Youth Justice policy and procedures support	05/23-06/23	56,000
KPMG	Hobart, TAS	Safeguarding risk framework and tools	05/23-03/24	122,395
				840,064

Contract awarded as a result of direct/limited sourcing process

CONTRACTOR	LOCATION	DESCRIPTION	REASON	PERIOD OF CONTRACT	VALUE OF CONTRACT (\$)
Teach for Australia	Melbourne, VIC	Teach for Australia – 2022 Cohort	No reasonable alternative or substitute	04/22-03/24	441,600
Gwen Pinnington Pty Ltd	Rosny, TAS	Executive Culture Development Program	Change of suppliers isn't possible/difficult, would cause significant inconvenience and substantial duplication of cost	07/22-06/25	60,500
DCS Civil TAS Pty Ltd	Kingston, TAS	South Hobart Primary School – Flood Mitigation Works – Stage 2	Additional services by original supplier	10/22-01/23	845,050
Jane Franklin Hall Inc	South Hobart, TAS	Student Boarding Services	No reasonable alternative or substitute	01/23-12/23	109,440
Deloitte Consulting Pty Ltd	Hobart, TAS	Teacher Workload Analysis	Urgent requirements	12/22-03/23	100,000
R&T Rosier Constructions Pty Ltd	St Leonards, TAS	King Island District School – Stimulus and Associated Works	No tenders submitted to original tender	10/22-05/23	946,998
Ferret Consulting Pty Ltd	Shenton Park, WA	Independent Advisor – Children & Families	Additional services by original supplier.	01/23-03/23	83,080
Teach for Australia	Carlton, VIC	Teach for Australia 2023 & 2024 Cohorts	Additional services by original supplier	07/22-02/26	1,257,000

CONTRACTOR	LOCATION	DESCRIPTION	REASON	PERIOD OF CONTRACT	VALUE OF CONTRACT (\$)
Security Services Tasmania Pty Ltd	Prospect, TAS	Ashley Youth Detention Centre – Anti-climb Perimeter Fencing	Exceptional circumstances	02/23-05/23	156,300
Australian Childhood Foundation	Hobart, TAS	Ashley Youth Detention Centre – Provision of Therapeutic Services	Other exceptional circumstances	02/23-08/23	149,500
Murray Robinson	Melbourne, TAS	Youth Justice Expert Advisor Services	Urgent requirements	06/23-07/24	199,795
Honeywell Ltd	Derwent Park, TAS	Ashley Youth Detention Centre – Security System Upgrade and Maintenance	Additional services and goods by original supplier	05/23-08/23	506,470
W A Walker Builder	Bellerive, TAS	Jordan River Learning Federation Senior School – Classroom Improvements	Urgent requirements	03/23-06/23	197,036
TasNetworks	Cambridge, TAS	Brighton High School – Kiosk Substation and Outdoor Switching Station	Single supplier	11/22-03/24	159,483
TasNetworks	Cambridge, TAS	Brighton High School – Street Lighting, Overhead Works and Conduits	Single supplier	01/23-03/24	556,162
TasNetworks	Cambridge, TAS	Brighton High School – Install Switch Station Kiosk Sub UG Cable and Street Lighting	Single supplier	04/23-03/24	778,067

CONTRACTOR	LOCATION	DESCRIPTION	REASON	PERIOD OF CONTRACT	VALUE OF CONTRACT (\$)
Australian Childhood Foundation	Hobart, TAS	Ashley Youth Detention Centre – Therapeutic Support	Additional services from original representative	12/22-04/23	95,857
Trevor Moses	Darwin, NT	Office of the Solicitor General Appointment – External Junior Counsel	Other exceptional circumstances	10/22-10/22	90,000
Ken Read	Battery Point, TAS	Office of the Solicitor General Appointment – External Senior Counsel	Other exceptional circumstances	08/22-09/22	350,000
				Total	7,082,339

Contract extensions approved by the Head of Agency

CONTRACTOR	LOCATION	DESCRIPTION	PERIOD OF CONTRACT	VALUE OF CONTRACT (\$)
Aintree Contracting Pty Ltd	North Hobart, TAS	Electrical safety extension	02/23-06/23	417,000
Australian Childhood Foundation	Hobart, TAS	Ashley Youth Detention Centre – Therapeutic Support Services	04/23-10/23	65,786
			Total	482,786

08

Financial Statements

Statement of Comprehensive Income

for the year ended 30 June 2023

	NOTES	2023 ORIGINAL BUDGET \$'000	2023 RESTRUC- TURE BUDGET \$'000	2023 ACTUAL \$'000	2022 ACTUAL \$'000
Income from continuing operations					
Revenue from Government					
Appropriation revenue – operating	5.1	1 185 663	1 279 432	1 305 326	1 122 063
Appropriation revenue – capital	5.1	61 415	63 915	43 812	29 234
Other revenue from Government	5.1	9 248	13 556	22 165	22 113
Grants	5.2	15 804	14 971	23 650	14 413
Sales of goods and services	5.3	49 006	49 843	43 781	38 625
Interest		158	159	1 213	309
Contributions received	5.4	...	...	4 858	30 665
Other revenue	5.5	19 005	24 598	25 035	20 348
Total income from continuing operations		1 340 299	1 446 474	1 469 840	1 277 771
Net gain/(loss) on non-financial assets	6.1	243	255	(3 673)	(415)
Net gain/(loss) on financial instruments and statutory receivables/payables	6.2	...	...	(1 038)	(889)
Total income from continuing operations		1 340 542	1 446 729	1 465 129	1 276 466
Expenses from continuing operations					
Employee benefits	7.1	1 018 305	1 059 805	1 046 954	930 619
Depreciation and amortisation	7.2	62 879	63 411	75 297	66 115
Supplies and consumables	7.3	237 529	296 170	291 434	229 411
Grants and subsidies	7.4	15 673	10 284	37 805	13 555
Finance costs	7.5	68	68	189	218
Contributions provided	7.6	...	...	1 574	1 768
Other expenses	7.7	13 823	13 581	18 849	14 886
Total expenses from continuing operations		1 348 277	1 443 319	1 472 102	1 256 572
Net result from continuing operations	12.2	(7 735)	3 410	(6 973)	19 894
Other comprehensive income					
Items that will not be reclassified subsequently to profit or loss					
Changes in property, plant and equipment revaluation surplus	11.1	43 517	55 434	233 001	234 824
Other movements taken directly to equity		...	(4 064)	...	...
Total other comprehensive income		43 517	51 370	233 001	234 824
Comprehensive result		35 782	54 780	226 028	254 718

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

Budget information refers to the Original budget as published in the 2022-23 State Budget papers and the Restructure Budget as published in the 2023-24 State Budget papers. This budget information has not been subject to audit. Explanations of material variances between budget and actual outcomes are provided in Note 3 of the accompanying notes.

Statement of Financial Position

for the year ended 30 June 2023

	NOTES	2023 ORIGINAL BUDGET \$'000	2023 RESTRUC- TURE BUDGET \$'000	2023 ACTUAL \$'000	2022 ACTUAL \$'000
Assets					
<i>Financial Assets</i>					
Cash and cash equivalents	12.1	77 353	83 625	126 677	108 121
Receivables	8.1	9 288	10 153	12 714	8 207
Other financial assets	8.2	6 007	6 107	2 228	9 605
<i>Non-Financial Assets</i>					
Assets held for sale	8.3	307	307	3 899	3 508
Property, plant and equipment	8.4	1 764 918	1 788 874	2 110 407	1 869 076
Infrastructure	8.5	147 659	147 659	174 953	163 141
Right-of-use assets	8.6	7 154	7 207	3 114	7 771
Library book stock	8.7	3 619	3 619	3 112	3 768
Heritage collections	8.8	47 539	47 539	70 029	69 975
Intangibles	8.9	4 654	8 471	7 199	8 096
Inventories	8.10	2 048	2 048	3 108	3 193
Other Assets	8.11	1 956	2 115	4 620	4 279
Total Assets		2 072 502	2 107 724	2 522 059	2 258 738
Liabilities					
Payables	9.1	10 462	11 462	16 822	15 333
Lease Liabilities	9.2	7 958	7 957	4 068	7 592
Employee benefit liabilities	9.3	213 073	226 986	226 672	197 459
Contract Liabilities	9.4	2 648	2 648	3 417	3 159
Other liabilities	9.5	2 857	4 169	3 855	2 759
Total Liabilities		236 998	253 222	254 834	226 302
Net Assets		1 835 504	1 854 502	2 267 226	2 032 436
Equity					
Reserves	11.1	766 092	766 092	1 146 883	913 882
Contributed capital	11.2	...	(4 064)	8 761	...
Accumulated Surplus		1 069 412	1 092 474	1 111 582	1 118 554
Total Equity		1 835 504	1 854 502	2 267 226	2 032 436

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

Budget information refers to the Original budget as published in the 2022-23 State Budget papers and the Restructure Budget as published in the 2023-24 State Budget papers. This budget information has not been subject to audit. Explanations of material variances between budget and actual outcomes are provided in Note 3 of the accompanying notes.

Statement of Cash Flows

for the year ended 30 June 2023

	NOTES	2023 ORIGINAL BUDGET \$'000	2023 RESTRUC- TURE BUDGET \$'000	2023 ACTUAL \$'000	2022 ACTUAL \$'000
Cash flows from operating activities					
Cash inflows					
Appropriation receipts - operating		1 247 078	1 343 347	1 305 326	1 122 063
Other revenue from Government		8 270	12 578	21 633	23 148
Grants – continuing operations		16 782	15 949	30 561	11 885
Sales of goods and services		47 740	48 574	41 879	38 503
GST receipts		28 503	40 046	43 358	36 652
Interest received		158	159	1 246	277
Other cash receipts		18 005	23 598	26 661	21 588
Total cash inflows		1 366 536	1 484 251	1 470 664	1 254 115
Cash outflows					
Employee benefits		(1 008 088)	(1 049 460)	(1 028 864)	(931 602)
Borrowing costs		(68)	(68)	(189)	(218)
GST payments		(29 207)	(40 640)	(45 772)	(36 841)
Supplies and consumables		(245 907)	(304 492)	(285 284)	(207 420)
Grants and subsidies		(15 673)	(10 284)	(39 747)	(12 554)
Contributions provided		...	...	...	...
Other cash payments		(13 823)	(13 590)	(18 419)	(14 983)
Total cash outflows		(1 312 766)	(1 418 534)	(1 418 275)	(1 203 618)
Net cash from (used by) operating activities	12.2	53 770	65 717	52 389	50 497
Cash flows from investing activities					
Cash inflows					
Receipts from non-operational capital funding		...	...	43 812	29 234
Receipts from repayment of loans		...	...	...	5 000
Proceeds from the disposal of non-financial assets		...	12	(25)	1
Total cash inflows		...	12	43 787	34 235
Cash outflows					
Payments for acquisition of non-financial assets		(58 999)	(64 669)	(75 867)	(58 630)
Total cash outflows		(58 999)	(64 669)	(75 867)	(58 630)
Net cash from (used by) investing activities		(58 999)	(64 657)	(32 080)	(24 395)
Cash flows from financing activities					
Cash outflows					
Repayment of Lease liabilities (excluding interest)		(1 176)	(1 193)	(1 754)	(2 842)
Net cash from (used by) financing activities		(1 176)	(1 193)	(1 754)	(2 842)
Net increase (decrease) in cash and cash equivalents held		(6 405)	(133)	18 555	23 261
Cash and deposits at the beginning of the reporting period		83 758	83 758	108 122	84 861
Cash and deposits at the end of the reporting period	12.1	77 353	83 625	126 677	108 122

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

Budget information refers to the Original budget as published in the 2022-23 State Budget papers and the Restructure Budget as published in the 2023-24 State Budget papers. This budget information has not been subject to audit. Explanations of material variances between budget and actual outcomes are provided in Note 3 of the accompanying notes.

Statement of Changes in Equity

for the year ended 30 June 2023

	NOTES	RESERVES \$'000	CONTRIB- UTED CAPITAL \$'000	ACCUMU- LATED FUNDS \$'000	TOTAL EQUITY \$'000
Balance as at 1 July 2022		913 882	...	1 118 557	2 032 439
Administrative restructure	11.2	...	8 761	...	8 761
Net Result		...	...	(6 973)	(6 973)
Other comprehensive income		233 001	...	...	233 001
Total comprehensive result		233 001	8 761	(6 973)	234 789
Balance as at 30 June 2023		1 146 883	8 761	1 111 584	2 267 228
Balance as at 1 July 2021		679 058	...	1 098 659	1 777 717
Net Result		...	...	19 898	19 898
Other comprehensive income		234 824	...	...	234 824
Total comprehensive result		234 824	...	19 898	254 722
Balance as at 30 June 2022		913 882	...	1 118 557	2 032 439

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

Notes to and forming part of the financial statements

for the year ended 30 June 2023

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Note 1: Administered Financial Statements

The Department administers, but does not control, certain resources on behalf of the Government as a whole. It is accountable for the transactions involving such administered resources but does not have the discretion to deploy resources for the achievement of the Department's objectives.

1.1 Schedule of Administered Income and Expenses

	NOTES	2023 ORIGINAL BUDGET \$'000	2023 RESTRUC- TURE BUDGET \$'000	21023 ACTUAL \$'000	2022 ACTUAL \$'000
1.1 Schedule of Administered Income and Expense					
Revenue from Government					
Appropriation revenue – operating	15.2	478 387	478 387	496 227	462 973
Other revenue from Government		...	...	...	121
Sales of goods and services		434	434	1	...
Total administered revenue and other income from transactions		478 821	478 821	496 228	463 094
Administered expenses from transactions					
Grants and subsidies	15.3	478 387	478 387	496 227	463 093
Transfers to the Consolidated Fund		434	434	1	1
Total administered expenses from transactions		478 821	478 821	496 228	463 094
Administered net result from transactions attributable to the State		...	...	...	...
Other economic flows		...	...	...	...
Administered comprehensive result		...	...	...	...

This Schedule of Administered Income and Expenses should be read in conjunction with the accompanying notes. Budget information refers to original estimates and has not been subject to audit.

Explanations of material variances between budget and actual outcomes are provided in Note 15.1 of the accompanying notes.

1.2 Schedule of Administered Assets and Liabilities

The Department does not hold any Administered Assets or Liabilities.

Note 2: Departmental Output Schedules

2.1 Output Group Information

In February 2022, the Government announced that the Department of Communities Tasmania would be restructured and abolished. The restructure was undertaken in accordance with State Service Restructuring Orders made during 2022 and resulted in the progressive transfer of functions from the former Department of Communities Tasmania (DCT) to a number of other departments and to the newly established Homes Tasmania. On 1 October 2022, State Service (Restructuring) Order (No. 6) 2022, amalgamated the Children, Youth and Families, the Office of the Commissioner for Children and Young People, the Tasmanian Autism Diagnostic Service, the Inquiry Support Unit, and the Child Advocate parts of DCT with the Department for Education, Children and Young People.

Two new output groups, Output Groups 4 - Children Services and 5 – Independent Children’s and Young Persons’ Review Service, have been created within the Department to reflect these changes.

Outputs of the Department for Education, Children and Young People are provided under the following output Groups:

- Output Group 1 – Education;
- Output Group 2 – Libraries Tasmania;
- Output Group 3 – Education Regulation;
- Output Group 4 – Children Services;
- Output Group 5 – Independent Children’s and Young Persons’ Review Services; and
- Output Group 89 – Public Building Maintenance Program.

Budget information refers to the Original budget as published in the 2022-23 State Budget papers and the Restructure Budget as published in the 2023-24 State Budget papers. This budget information has not been subject to audit.

Output Group 1 – Education

	2023 ORIGINAL BUDGET \$'000	2023 RESTRUC- TURE BUDGET \$'000	2023 ACTUAL \$'000	2022 ACTUAL \$'000
Continuing operations				
Revenue and other income from transactions				
Revenue from appropriation	1 135 227	1 135 932	1 143 242	1 074 008
Other revenue from government	...	517	9 555	6 506
Interest revenue	158	158	1 213	309
Grants	15 804	15 804	20 086	14 381
Sales of goods and services	47 745	48 020	41 252	36 252
Contributions received	...	...	3 258	22 579
Other revenue	18 207	18 207	24 549	19 784
Total revenue and other income from transactions	1 217 141	1 218 638	1 243 155	1 173 820
Expenses from transactions				
Employee benefits	980 934	982 304	968 698	893 905
Depreciation and amortisation	58 227	58 227	69 041	60 808
Grants and subsidies	14 633	14 633	17 123	12 158
Supplies and consumables				
Communications	1 969	1 976	1 869	2 064
Consultants	4 244	4 256	1 093	1 608
Covid supplies and consumables	...	...	4 239	30 477
Information and technology	39 969	39 969	45 597	35 723
Lease expenses	4 065	4 065	6 634	3 906
Maintenance and property services	74 431	74 451	72 590	70 234
Other supplies and consumables	76 000	76 068	76 715	66 421
Travel and transport	10 331	10 349	5 124	3 283
Other expenses	13 740	13 742	17 066	14 747
Total expenses from transactions	1 278 543	1 280 040	1 285 976	1 195 337
Net result from transactions (net operating balance)	(61 402)	(61 402)	(42 822)	(21 517)
Other economic flows included in net result				
Net gain/(loss) on sale of non-financial assets	243	243	(3 963)	(1 338)
Net gain/(loss) on financial instruments and statutory receivables/payables	...	...	(1 041)	(881)
Total other economic flows included in net result	243	243	(5 005)	(2 218)
Net Result	(61 159)	(61 159)	(47 826)	(23 735)
Other comprehensive income				
Items that will not be reclassified subsequently to profit or loss				
Changes in property, plant and equipment revaluation surplus	41 731	41 731	220 379	206 618
Total other comprehensive income	41 731	41 731	220 379	206 618
Comprehensive result	(19 428)	(19 428)	172 553	182 883
Expense by Output				
1.1 In School Education	1 257 326	1 257 326	1 265 298	1 181 519
1.2 Early Learning	22 714	22 714	20 659	13 818
	1 280 040	1 280 040	1 285 976	1 195 337
Net assets				
Total assets deployed for Education			2 256 257	2 037 746
Total liabilities incurred for Education			(222 981)	(210 714)
Net assets deployed for Education			2 033 276	1 827 032

Budget information refers to the Original budget as published in the 2022-23 State Budget papers and the Restructure Budget as published in the 2023-24 State Budget papers. This budget information has not been subject to audit.

Output Group 2 – Libraries Tasmania

	2023 ORIGINAL BUDGET \$'000	2023 RESTRUC- TURE BUDGET \$'000	2023 ACTUAL \$'000	2022 ACTUAL \$'000
Continuing operations				
Revenue and other income from transactions				
Revenue from appropriation	40 271	40 271	41 292	40 512
Other revenue from government	...	...	1 015	705
Sales of goods and services	665	665	920	850
Contributions received	...	...	1 600	8 086
Other revenue	285	285	446	595
Total revenue and other income from transactions	41 221	41 221	45 273	50 748
Expenses from transactions				
Employee benefits	30 506	30 506	31 273	29 315
Depreciation and amortisation	4 035	4 035	5 184	4 817
Grants and subsidies	1 040	1 040	1 295	1 396
Contributions provided	...	...	1 574	1 768
Supplies and consumables				
Communications	190	190	155	154
Consultants	48	48	77	35
Covid supplies and consumables	...	...	17	66
Information and technology	955	955	1 075	1 042
Lease expenses	...	...	85	...
Maintenance and property services	2 540	2 540	3 127	2 765
Other supplies and consumables	5 834	5 834	3 574	3 556
Travel and transport	167	167	240	194
Other expenses	110	110	156	121
Total expenses from transactions	45 425	45 425	47 831	45 230
Net result from transactions (net operating balance)	(4 204)	(4 204)	(2 558)	5 518
Other economic flows included in net result				
Net gain/(loss) on sale of non-financial assets	...	...	291	(458)
Net gain/(loss) on financial instruments and statutory receivables/payables	...	...	5	(8)
Total other economic flows included in net result	...	...	295	(466)
Net Result	(4 204)	(4 204)	(2 263)	5 052
Other comprehensive income				
Items that will not be reclassified subsequently to profit or loss				
Changes in property, plant and equipment revaluation surplus	1 786	1 786	10 281	29 451
Total other comprehensive income	1 786	1 786	10 281	29 451
Comprehensive result	(2 418)	(2 418)	8 017	34 503
Expense by Output				
2.1 Libraries Tasmania	45 425	45 425	47 831	45 230
	45 425	45 425	47 831	45 230
Net assets				
Total assets deployed for Libraries Tasmania			176,224	163 985
Total liabilities incurred for Libraries Tasmania			(9 104)	(9 564)
Net assets deployed for Libraries Tasmania			167 121	154 422

Budget information refers to the Original budget as published in the 2022-23 State Budget papers and the Restructure Budget as published in the 2023-24 State Budget papers. This budget information has not been subject to audit.

Output Group 3 – Education Regulation

	2023 ORIGINAL BUDGET \$'000	2023 RESTRUC- TURE BUDGET \$'000	2023 ACTUAL \$'000	2022 ACTUAL \$'000
Continuing operations				
Revenue and other income from transactions				
Revenue from appropriation	10 165	10 165	9 005	7 543
Sales of goods and services	596	596	1 545	1 523
Other revenue	513	513	0	1
Total revenue and other income from transactions	11 274	11 274	10 550	9 066
Expenses from transactions				
Employee benefits	6 865	6 865	8 775	7 203
Depreciation and amortisation	617	617	406	489
Supplies and consumables				
Communications	61	61	43	45
Consultants	205	205	45	331
Information and technology	511	511	34	100
Lease expenses	...	...	236	88
Maintenance and property services	22	22	181	134
Other supplies and consumables	2 870	2 870	1 914	1 053
Travel and transport	139	139	231	168
Other expenses	41	41	30	18
Total expenses from transactions	11 331	11 331	11 895	9 629
Net result from transactions (net operating balance)	(57)	(57)	(1 345)	(563)
Other economic flows included in net result				
Net gain/(loss) on sale of non-financial assets	...	...	...	...
Net gain/(loss) on financial instruments and statutory receivables/ payables	...	...	...	...
Total other economic flows included in net result	...	...	...	...
Net Result	(57)	(57)	(1 345)	(563)
Other comprehensive income				
Items that will not be reclassified subsequently to profit or loss				
Changes in property, plant and equipment revaluation surplus	...	...	2	2
Total other comprehensive income	...	...	2	2
Comprehensive result	(57)	(57)	(1 343)	(561)
Expense by Output				
3.1 Education Regulation	11 331	11 331	11 895	9 630
	11 331	11 331	11 895	9 630
Net assets				
Total assets deployed for Education Regulation			2 300	2 651
Total liabilities incurred for Education Regulation			(2 906)	(2 455)
Net assets deployed for Education Regulation			(605)	196

Budget information refers to the Original budget as published in the 2022-23 State Budget papers and the Restructure Budget as published in the 2023-24 State Budget papers. This budget information has not been subject to audit.

Output Group 4 – Children Services

	2023 ORIGINAL BUDGET \$'000	2023 RESTRUC- TURE BUDGET \$'000	2023 ACTUAL \$'000	2022 ACTUAL \$'000
Continuing operations				
Revenue and other income from transactions				
Revenue from appropriation	...	91 848	110 363	...
Other revenue from government	...	3 791	2 729	...
Grants	3 460	...
Sales of goods and services	...	560	65	...
Other revenue	...	4 724	9	...
Total revenue and other income from transactions	...	100 923	116 626	...
Expenses from transactions				
Employee benefits	...	39 054	36 802	...
Depreciation and amortisation	...	532	666	...
Grants and subsidies	19 386	...
Supplies and consumables				
Accommodation Support, server provider hours and other client services	...	42 157	55 435	...
Communications	...	525	260	...
Consultants	...	691	374	...
Covid supplies and consumables	19	...
Information and technology	...	3 551	1 648	...
Lease expenses	...	415	507	...
Maintenance and property services	...	2 465	2 630	...
Other supplies and consumables	...	2 242	1 669	...
Travel and transport	...	694	560	...
Other	1 580	...
Total expenses from transactions	...	92 326	121 536	...
Net result from transactions (net operating balance)	...	8 597	(4 910)	...
Other economic flows included in net result				
Net gain/(loss) on sale of non-financial assets	...	12	...	...
Net gain/(loss) on financial instruments and statutory receivables/payables	(2)	...
Total other economic flows included in net result	...	12	(2)	...
Net Result	...	8 609	(4 911)	...
Other comprehensive income				
Items that will not be reclassified subsequently to profit or loss				
Changes in property, plant and equipment revaluation surplus	...	11 917	2 337	...
Other movements taken directly to equity	...	(3 853)	...	...
Total other comprehensive income	...	11 917	2 337	...
Comprehensive result	...	20 526	(2 575)	...
Expense by Output¹				
4.1 Services for Children and Families	...	79 557	104 816	...
4.2 Services for Youth Justice	...	12 769	16 720	...
	...	92 326	121 536	...
Net assets				
Total assets deployed for Children Services			23,254	...
Total liabilities incurred for Children Services			(14 884)	...
Net assets deployed for Children Services			8 370	...

1. This output was amalgamated with the Department for Education, Children and Young People effective 1 October 2022. Original budgets did not include this output. Budget information refers to the Original budget as published in the 2022-23 State Budget papers and the Restructure Budget as published in the 2023-24 State Budget papers. This budget information has not been subject to audit.

Output Group 5 – Independent Children’s and Young Persons’ Review Services

	2023 ORIGINAL BUDGET \$'000	2023 RESTRUC- TURE BUDGET \$'000	2023 ACTUAL \$'000	2022 ACTUAL \$'000
Continuing operations				
Revenue and other income from transactions				
Revenue from appropriation	...	1 216	1 423	...
Grants	136	...
Sales of goods and services	...	2	...	...
Other revenue	...	36	...	...
Total revenue and other income from transactions	...	1 254	1 559	...
Expenses from transactions				
Employee benefits	...	1 076	1 243	...
Supplies and consumables				
Communications	...	27	16	...
Consultants	...	16	3	...
Information and technology	...	32	12	...
Lease expenses	...	8	68	...
Maintenance and property services	...	56	161	...
Other supplies and consumables	68	...
Travel and transport	18	...
Other expenses	...	4	19	...
Total expenses from transactions	...	1 219	1 608	...
Net result from transactions (net operating balance)	...	35	(49)	...
Other economic flows included in net result				
Net gain/(loss) on sale of non-financial assets
Net gain/(loss) on financial instruments and statutory receivables/payables
Total other economic flows included in net result
Net Result	...	35	(49)	...
Other comprehensive income				
Items that will not be reclassified subsequently to profit or loss				
Changes in property, plant and equipment revaluation surplus		
Other movements taken directly to equity	...	(211)	...	...
Total other comprehensive income	...	(211)	...	...
Comprehensive result	...	(176)	(47)	...
Expense by Output¹				
5.1 Office for the commissioner of Children and Young People	...	1 219	1 608	...
	...	1 219	1 608	...
Net assets				
Total assets deployed for Independent Children’s and Young Persons’ Review Service		
Total liabilities incurred for Independent Children’s and Young Persons’ Review Service		
Net assets deployed for Independent Children’s and Young Persons’ Review Service		

1. This output was amalgamated with the Department for Education, Children and Young People effective 1 October 2022. Original budgets did not include this output. Budget information refers to the Original budget as published in the 2022-23 State Budget papers and the Restructure Budget as published in the 2023-24 State Budget papers. This budget information has not been subject to audit.

Output Group 89 – Public Building Maintenance Program

	2023 ORIGINAL BUDGET \$'000	2023 RESTRUC- TURE BUDGET \$'000	2023 ACTUAL \$'000	2022 ACTUAL \$'000
Continuing operations				
Revenue and other income from transactions				
Grant revenue	978	978	1 758	4 036
Total revenue and other income from transactions	978	978	1 758	4 036
Expenses from transactions				
Expenditure program	978	978	1 758	4 036
Total expenses from transactions	978	978	1 758	4 036
Net result from transactions (net operating balance)	...	...	...	...
Net Result				
Comprehensive result	...	...	...	...
Net assets				
Total assets deployed for Public Building Maintenance Program			...	...
Total liabilities incurred for Public Building Maintenance Program			...	...
Net assets deployed for Public Building Maintenance Program			...	...

Budget information refers to the Original budget as published in the 2022-23 State Budget papers and the Restructure Budget as published in the 2023-24 State Budget papers. This budget information has not been subject to audit.

Capital Investment Program

	2023 ORIGINAL BUDGET \$'000	2023 RESTRUC- TURE BUDGET \$'000	2023 ACTUAL \$'000	2022 ACTUAL \$'000
Revenue from government				
Appropriation revenue - works and services	61 415	61 415	43 812	29 234
Other revenue from government	8 270	8 270	7 108	10 866
Total non-operational capital funding	69 685	69 685	50 920	40 100
Expenses from transactions				
Expenditure program ¹	12 000	12 000	1 500	2 206
Total expenses from transactions	12 000	12 000	1 500	2 206
Net result from transactions (net operating balance)	12 000	12 000	1 500	2 206
Non-operational capital funding				
Net result from transactions (net operating balance)	57 685	57 685	49 420	37 894
Net Result				
Other economic flows - other non-owner changes in equity	...	...	...	...
Comprehensive result	57 685	57 685	49 420	37 894
Net assets				
Total assets deployed for Capital Investment Program			64 024	54 357
Total liabilities incurred for Capital Investment Program			(4 959)	(3 570)
Net assets deployed for Capital Investment Program			59 064	50 787

1. Expenditure program relates to maintenance programs and capital expenditure which falls under the Department's capitalisation threshold.

Budget information refers to the Original budget as published in the 2022-23 State Budget papers and the Restructure Budget as published in the 2023-24 State Budget papers. This budget information has not been subject to audit.

2.2 Reconciliation of Total Output Groups Comprehensive Result to Statement of Comprehensive Income

	2023 ORIGINAL BUDGET \$'000	2023 RESTRUC- TURE BUDGET \$'000	2023 ACTUAL \$'000	2022 ACTUAL \$'000
Total comprehensive result of Output Groups	35 782	54 780	226 028	254 719
Comprehensive result	35 782	54 780	226 028	254 719

2.3 Reconciliation of Total Output Groups Net Assets to Statement of Financial Position

	2023 ACTUAL \$'000	2022 ACTUAL \$'000
Total net assets deployed for Output Groups	2 267 226	2 032 437
Reconciliation to net assets		
Assets unallocated to Output Groups	2 522 059	2 258 739
Liabilities unallocated to Output Groups	(254 834)	(226 302)
Net assets	2 267 226	2 032 437

2.4 Administered Output Schedule

Budget information refers to the Original budget as published in the 2022-23 State Budget papers and the Restructure Budget as published in the 2023-24 State Budget papers. This budget information has not been subject to audit.

	2023 ORIGINAL BUDGET \$'000	2023 RESTRUC- TURE BUDGET \$'000	2023 ACTUAL \$'000	2022 ACTUAL \$'000
Administered Income				
Revenue from appropriation	478 387	478 387	496 227	462 973
Other revenue from Government	...	...	...	121
Sales of goods and services	434	434	1	...
Total administered income	478 821	478 821	496 228	463 094
Administered expenses from continuing operations				
Australian Government: Grants to non-government schools	478 387	478 387	402 103	370 704
State Government: Grants to non-government schools			91 685	91 216
State Government: Capital assistance to non-government schools			2 439	1 173
Transfers to the Public Account	434	434	1	1
Total administered expenses	478 821	478 821	496 228	463 094
Net result from transactions (net operating balance)	...	...	...	...
Administered Net Result	...	...	...	...
Net assets				
Total administered assets deployed			...	...
Total administered liabilities deployed			...	...
Administered net assets deployed			...	...

Note 3: Explanations of Material Variances between Budget and Actual Outcomes

Budget information refers to the Original budget as published in the 2022-23 State Budget papers and the Restructure Budget as published in the 2023-24 State Budget papers. This budget information has not been subject to audit.

Variances are considered material where the variance exceeds the greater of 10 per cent of Budget estimate and \$2 million.

3.1 Statement of Comprehensive Income

	NOTES	ORIGINAL BUDGET \$'000	RESTRUC- TURE BUDGET \$'000	ACTUAL \$'000	VARIANCE \$'000	VARIANCE %
Appropriation revenue – operating	1	1 185 663	1 279 432	1 305 326	25 894	2
Appropriation revenue – capital	2	61 415	63 915	43 812	(20 103)	(31)
Other revenue from Government	3	9 248	13 556	22 165	8 609	64
Grants	4	15 804	14 971	23 650	8 679	58
Sales of goods and services	5	49 006	49 843	43 781	(6 062)	(12)
Contributions received	6	...	...	4 858	4 858	100
Grants and subsidies	7	15 673	10 284	37 805	27 521	268
Other expenses	8	13 823	13 581	18 849	5 268	39

1. The increase in operating appropriation is detailed in note 5.1 Revenue from Government.
2. The decrease in capital appropriation is detailed in note 5.1 Revenue from Government.
3. The increase in other revenue from government relates to an increase in appropriation rolled over from 2021-22 to 2022-23 for the programs Minor Works and maintenance and Additional Measures to Keep Tasmanians safe.
4. The increase in grants relates to increases in reimbursements relating to expenditure funded from National Partnerships that is funded by State and Australian Governments, this includes funding for the Student Wellbeing Boost a new partnership introduced during 2022-23 by the Australian Government.
5. The decrease in Sales of goods and services relates to reductions in fees from international Students and lower than estimated revenue from other sales of goods and services.
6. Contributions provided relates to the recognition of volunteer services for Libraries and Covid tests supplied by the Department of Health.
7. The increase mainly relates to the 2022-23 Budget restructure and reflects the impacts of the transfer of part year funding from the former Department of Communities Tasmania to the Department for Education, Children and Young People as at the date that functions were transferred.
8. The increase relates to increases in the cost of Workers Compensation premiums.

3.2 Statement of Financial Position

Budget estimates for the 2023 Statement of Financial Position were compiled prior to the completion of the actual outcomes for 2022. As a result, the actual variance from the Original Budget estimate will be impacted by the difference between estimated and actual opening balances for 2023. The following variance analysis therefore includes major movements between the 30 June 2022 and 30 June 2023 actual balances.

	NOTES	ORIGINAL BUDGET \$'000	RESTRUCTURE BUDGET \$'000	2023 ACTUAL \$'000	2022 ACTUAL \$'000	BUDGET VARIANCE \$'000	ACTUAL VARIANCE %
Cash and cash equivalents	1	77 353	83 625	126 677	108 121	43 052	18 556
Receivables	2	9 288	10 153	12 714	8 207	2 561	4 507
Other financial assets	3	6 007	6 107	2 228	9 605	(3 879)	(7 377)
Property, plant and equipment	4	1 764 918	1 788 874	2 110 407	1 869 076	321 533	241 331
Infrastructure	5	147 659	147 659	174 953	163 141	27 294	11 813
Right-of-use assets	6	7 154	7 207	3 114	7 771	(4 093)	(4 657)
Heritage collections	7	47 539	47 539	70 029	69 975	22 490	54
Other Assets	8	1 956	2 115	4 621	4 279	2 506	342
Payables	9	10 462	11 462	16 822	15 333	5 360	1 488
Lease Liabilities	6	7 958	7 957	4 068	7 592	(3 889)	(3 524)
Employee benefit liabilities	10	213 073	226 986	226 672	197 459	(314)	29 213

- The increase is impacted by the difference between estimated and actual opening balances for 2022-23. This includes the impact of cash used by schools which fluctuate over the course of the calendar year. The end of calendar year position is a better reflection of school's position. The variance on budget to actual also reflects a lower requirement to draw down on trust funds as part of management of global budget and school balances increased due to additional initiatives provided through the School Resource Package.
The variance on actual 2023 to actual 2022 for cash reflects a lower requirement to draw down on trust funds as part of management of global budget, asset sale receipts retained to support key capital projects in schools and school balances increased due to additional initiatives provided through the School Resource Package.
- The decrease in receivables reflects the decrease in GST Asset due to timing of expenditure in June.
- The decrease in other financial assets relates to Accrued Revenue for National Partnerships and Asset sales from 2022 that are not required in 2023.
- The increase in Infrastructure and Property, Plant and equipment is due to indexation to reflect significant increases in the market value of land and buildings.
- The decrease for Right-of-Use Assets and Lease Liabilities to both budget and actuals reflects a correction of error and other significant movements in 2023.
- The decrease in employee benefit liabilities is due to the impact of inflation rates being markedly higher than the wage inflation rate.
- The increase in heritage collections is predominately due to the impact of the increase in value due to revaluations occurring in the 2021-22 financial year. Due to the timing of the revaluation, it was not complete before the 2022-23 budget, this has been reflected in the 2023-24 budget onwards.
- The increase in other assets relates to prepayments and this will be reviewed for future budgets.
- The increase payables relates to creditors and accrued expenses due to the timing of receipt of invoices.
- The variance in actuals reflects an increase due to staff transferring as a result of the restructured Department from 1 October 2023.

3.3 Statement of Cash Flows

	NOTES	ORIGINAL BUDGET \$'000	RESTRUC- TURE BUDGET \$'000	ACTUAL \$'000	VARIANCE \$'000	VARIANCE %
Other revenue from Government	1	8 270	12 578	21 633	9 055	72
Grants – continuing operations	2	16 782	15 949	30 561	14 612	92
Sales of goods and services	3	47 740	48 574	41 879	(6 695)	(14)
Interest received	4	158	159	1 246	1 087	684
Other cash receipts	5	18 005	23 598	26 661	3 063	13
Grants and subsidies	6	(15 673)	(10 284)	(39 747)	(29 463)	286
Other cash payments	7	(13 823)	(13 590)	(18 419)	(4 829)	36

1. The decrease in other revenue from Government is detailed in note 5.1 Revenue from Government.
2. The increase in grants relates to increases in payments and associated reimbursements relating to expenditure funded from National Partnerships that is funded by State and Australian Governments, this includes funding for the Student Wellbeing Boost a new partnership introduced during 2022-23 by the Australian Government.
3. The decrease in Sales of goods and services relates to reductions in fees from international Students and lower than estimated revenue from other sales of goods and services.
4. The increase in Interest received relates to the increase in interest rates.
5. The increase in Other cash receipts against budget is due to donations and sponsorships paid to schools.
6. The increase in Grants and Subsidies relates to increased payment of grants to Community Sector organisations to support Children Services.
7. The increase relates to increases in the cost of Workers Compensation premiums.

Note 4: Underlying Net Result

Non-operational capital funding is the income from continuing operations relating to funding for capital projects. This funding is classified as revenue from continuing operations and included in the net result from continuing operations. However, the corresponding capital expenditure is not included in the calculation of the net result from continuing operations. Accordingly, the net result from continuing operations will portray a position that is better than the true underlying financial result.

For this reason, the net result from continuing operations is adjusted to remove the effects of funding for capital projects.

	NOTES	2023 ORIGINAL BUDGET \$'000	2023 RESTRUC- TURE BUDGET \$'000	21023 ACTUAL \$'000	2022 ACTUAL \$'000
Net Result from continuing operations		(7 735)	3 410	(6 973)	19 894
Less impact of:					
Non-operational capital funding					
Revenue from Government - works and services	5.1	61 415	63 915	43 812	29 234
Other revenue from Government	5.1	9 248	13 556	22 165	22 113
Fair value of assets assumed at no cost	5.4	...	...	4 858	30 665
Total		70 663	77 471	70 835	82 012
Underlying net result from continuing operations		(78 398)	(74 061)	(77 807)	(62 118)

Note 5: Revenue from Transactions

Income is recognised in the Statement of Comprehensive Income when an increase in future economic benefits related to an increase in an asset or a decrease of a liability has arisen that can be measured reliably. Income is recognised in accordance with the requirements of AASB 15 *Revenue from Contracts with Customers* or AASB 1058 *Income of Not-for-Profit Entities*, dependent on whether there is a contract with a customer defined by AASB 15.

5.1 Revenue from Government

Appropriations, whether operating or capital, are recognised as revenues in the period in which the Department gains control of the appropriated funds as they do not contain enforceable and sufficiently specific obligations as defined by AASB 15. Except for any amounts identified as carried forward, control arises in the period of appropriation. Revenue from Government includes revenue from appropriations, appropriations rolled over under section 23 of the *Financial Management Act 2016* and Items Reserved by Law.

Revenue from Government includes revenue from appropriations, unexpended appropriations rolled over under section 23 of the *Financial Management Act 2016* and Items Reserved by Law.

Section 23 of the Financial Management Act allows for an unexpended appropriation at the end of the financial year, as determined by the Treasurer, to be issued and applied from the Public Account in the following financial year. The amount determined by the Treasurer must not exceed five per cent of an Agency's appropriation for the financial year.

NOTES	2023 ORIGINAL BUDGET \$'000	2023 RESTRUC- TURE BUDGET \$'000	2023 ACTUAL \$'000	2022 ACTUAL \$'000
Income from Continuing Operations				
Appropriation Revenue - operating	1 185 663	1 279 432	1 305 326	1 122 063
Appropriation revenue - capital	61 415	63 915	43 812	29 234
Total Revenue from Government from continuing operations	1 247 078	1 343 347	1 349 138	1 151 297
Other Revenue from Government				
Appropriation Rollover under section 23 of the Financial Management Act 2016	8 270	12 578	17 799	10 866
Government Stimulus Funding	978	978	4 365	11 247
Total other revenue from Government	9 248	13 556	22 165	22 113
Total	1 256 326	1 356 903	1 371 303	1 173 410

The increase in Appropriation revenue of \$25.9 million compared to restructured budget is as follows:

	\$'000
Department of Communities - Restructure	3 727
Department of Communities - Restructure Indexation	4 185
Public Sector Union Wages Agreement 2022	14 463
Request for Additional Funding: Specific Purpose Payments (SPP): Schools Upgrade Fund - Round 1A and 1B - Government Schools	1 605
Request for Additional Funding: Ashley Youth Detention Centre Refurbishment Costs	320
Request for Additional Funding: Ashley Youth Detention Centre - Operational Costs	2 110
Request for Additional Funding: Out of Home Care	16 500
Request for Additional Funding: Youth Justice Reform	1 570
Request for Additional Funding: Commission of Inquiry	270
Request for Additional Funding: Kirksway Place	4 500
Rollover: Response to Many Colours One Direction	(2 000)
Rollover: Sure Start Initiative	(400)
Rollover: Youth Housing Initiatives - U16 Lighthouse Project	(1 306)
Rollover: Digital Literacy for 21st Century	(925)
Rollover: IT Infrastructure	(4 000)
Rollover: Minor Works Program	(1 200)
Rollover: Student Systems Renewal	(1 425)
Rollover: Additional Education Measures to Keep Tasmanians Safe	(4 400)
Rollover: Tasmanian Autism Diagnostic Service	(822)
Saving: Stable Permanent Placements Support	(1 250)
Saving: Child and Family Learning Centres	(2 000)
Saving: Government Schools SPP Update (June 2023)	(3 628)
Total	25 894

The decrease in Appropriation revenue - works and services of \$20.1 million compared to restructured budget is as follows:

\$'000

Funding Rolled Forward	
Bothwell District School - Agriculture in Schools	(600)
Cambridge Primary School - Major School Redevelopment	(420)
Campbell Town District School - Agriculture in Schools	(350)
Electrical Switchboard Maintenance	(750)
Exeter High School - Major School Redevelopment	(100)
Lauderdale Primary School - Major School Redevelopment	(770)
Legana Primary	(400)
New K-12 Penguin School	(140)
Outdoor Learning Areas	(6 000)
Renewable Energy Schools Program	(580)
Six New Child and Family Learning Centres	(3 473)
Springfield Gardens Primary School	(430)
Youth Justice Facilities	(2 400)
Savings	
Education Act - Capital	(375)
Glen Dhu Pool	(250)
Hobart City High School (Ogilvie and New Town High)	(500)
Montello Primary School - Major School Redevelopment	(1 000)
New K-12 Penguin School	(900)
Revitalising Cosgrove High School	(2 850)
Springfield Gardens Primary School	(15)
Support School Package including North West Support School	(300)
Funding brought forward	
New K-12 Sorell School	2 500
	(20 103)

The adjustment in appropriation for these projects represents a change in the timing of project expenditures and do not reflect any overall change in the project appropriation.

5.2 Grants

Grants revenue, where there is a sufficiently specific performance obligation attached, is recognised when the Department satisfies the performance obligation and transfers the promised goods or services. The Department typically satisfies its performance obligations when services have been completed and invoiced under contract terms. The Department recognises revenue associated with performance obligations using the input method based on direct measurement of the value of goods or services transferred to date in comparison with the remaining goods or services to be provided.

Grants revenue without a significantly specific performance obligation is recognised when the Department gains control of the asset (typically cash).

Grants to acquire/construct a recognisable non-financial asset to be controlled by the Department are recognised when the Department satisfies its obligations under the transfer. The Department satisfies its performance obligations over time as the non-financial assets are being constructed using either the stage-of completion method or as the associated expenditure has been incurred.

	2023 \$'000	2022 \$'000
Grants with sufficiently specific performance obligations		
Grants from the Australian Government		
National Partnership grants	17 892	11 370
Total	17 892	11 370
Grants without sufficiently specific performance obligations		
Other Grants	5 758	3 043
Total	5 758	3 043
Total revenue from Grants	23 650	14 413

5.3 Sales of Goods and Services

Revenue from Sales of goods are recognised when the Department satisfies a performance obligation by transferring the goods to the customer. The Department recognises revenue associated with performance obligations upon effective provision of the supplies. Rendering of services is recognised at a point in time upon the services being provided.

	2023 \$'000	2022 \$'000
Goods		
School Supplies	9 614	9 144
Services		
Overseas students	9 646	6 834
Adult education fees	242	255
School levies	12 970	12 673
Other student collections	2 776	1 623
Teachers' registration fees	1 532	1 510
TasTAFE service provision and reimbursement of costs	3 217	3 339
Rental properties	1 061	984
Other	2 723	2 264
Total	43 781	38 625

5.4 Contributions Received

Services received free of charge by the Department, are recognised as income when a fair value can be reliably determined and when the services would have been purchased if they had not been donated. Use of those resources is recognised as an expense.

Contributions of assets at no cost of acquisition or for nominal consideration are recognised at their fair value when the Department obtains control of the asset, it is probable that future economic benefits comprising the contribution will flow to the Department and the amount can be measured reliably. However, where the contribution received is from another government department as a consequence of restructuring of administrative arrangements, they are recognised as contributions by owners directly within equity. In these circumstances, book values from the transferor department have been used.

The Department has recognised an inflow of resources in the form of volunteer services as an asset where the fair value of those services can be measured reliably, and the services would have been purchased if they had not been donated.

	2023 \$'000	2022 \$'000
Donations	1 454	1 464
Fair value of volunteer services provided ¹	1 573	1 768
Fair value of assets assumed at no cost ²	...	6 304
Fair value of Covid supplies provided at no cost ³	1 814	21 116
Fair value of library books donated	17	13
Total	4 858	30 665

1. The Department recognises Library volunteers based on recorded hours. These volunteers provide services relating to adult literacy and learning mentors, State library archives, home library couriers and programs and services support.
2. Assets assumed at no cost refers to Community Archive collections capitalised for the first time in the 2021-22 valuations.
3. Covid supplies provided at no cost refer to Rapid Antigen Tests provided by the Department of Health.

5.5 Other Revenue

Revenue from other sources, is recognised as revenue when the Department obtains control over the assets comprising the contributions. Control is normally obtained upon their receipt.

	2023 \$'000	2022 \$'000
Workers' compensation refunds	7 173	4 505
Miscellaneous school revenue	10 193	9 047
Paid Parental Leave Funding	3 013	2 520
Salary recovered from external bodies	337	341
Other	4 319	3 936
Total	25 035	20 348

Note 6: Net Gains/(Losses)

6.1 Net Gain/(Loss) on Non-Financial Assets

Gains or losses from the sale of non-financial assets are recognised when control of the assets has passed to the buyer.

Key Judgement

Impairment exists when the recoverable amount of an asset is less than its carrying amount. Recoverable amount is the higher of fair value less costs to sell and value in use.

Specialised non-financial assets are not used for the purpose of generating cash flows; therefore, their recoverable amount is expected to be materially the same as fair value, as determined under AASB 13 *Fair Value Measurement*.

All other non-financial assets are assessed to determine whether any impairment exists, with impairment losses recognised in Statement of Comprehensive Income.

Impairment losses recognised in prior periods are assessed at each reporting date for any indications that the loss has decreased or no longer exists. An impairment loss is reversed if there has been a change in the estimates used to determine the recoverable amount. An impairment loss is reversed only to the extent that the asset's carrying amount does not exceed the carrying amount that would have been determined, net of depreciation or amortisation, if no impairment loss had been recognised.

	2023 \$'000	2022 \$'000
Net gain/(loss) on disposal of physical assets	(3 375)	42
Net gain/(loss) on disposal of library / P&E	(297)	(458)
Net gain/(loss) on revaluation of physical assets	...	...
Total net gain/(loss) on non-financial assets	(3 673)	(415)

6.2 Net Gain/(Loss) on Financial Instruments and Statutory Receivables/Payables

Financial assets are impaired under the expected credit loss approach required under AASB 9 *Financial Instruments*. The expected credit loss is recognised for all debt instruments not held at fair value through profit or loss.

Key Judgement

An impairment loss using the expected credit loss method for all trade debtors uses a lifetime expected loss allowance. The expected loss rates are based upon historical observed loss rates that are adjusted to reflect forward looking macroeconomic factors. For other financial instruments that are not trade receivables, contract assets or lease receivables, the Department has measured the expected credit loss using a probability-weighted amount that takes into account the time value of money and forward-looking macroeconomic factors.

	2023 \$'000	2022 \$'000
Impairment of receivables	(1 038)	(889)
Total Net Gain/(loss) on Financial Instruments	(1 038)	(889)

Note 7: Expenses from Transactions

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

7.1 Employee Benefits

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

(a) Employee Expenses

	2023 \$'000	2022 \$'000
Wages and salaries	827 364	755 163
Annual Leave	30 224	23 128
Sick leave	38 712	33 054
Long service leave	29 242	12 657
Superannuation - contribution scheme	107 880	91 967
Superannuation - defined benefits scheme	13 062	14 262
Other employee expenses	472	389
Total	1 046 954	930 619

Superannuation expenses relating to defined benefits schemes relate to payments into the Public Account. The amount of the payment is based on an employer contribution rate determined by the Treasurer, on the advice of the State Actuary. The current employer contribution is 12.95 per cent (2022: 12.95 per cent) of salary.

Superannuation expenses relating to contribution schemes are paid directly to superannuation funds at a rate of 10.5 per cent (2022: 10 per cent) of salary. In addition, Departments are also required to pay into the Public Account a "gap" payment equivalent to 3.45 per cent (2022: 3.45 per cent) of salary in respect of employees who are members of contribution schemes.

(b) Remuneration of Key Management Personnel

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

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

Acting Arrangements

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

2023	SHORT-TERM BENEFITS		LONG-TERM BENEFITS		TOTAL \$'000
	SALARY \$'000	OTHER BENEFITS \$'000	SUPERANNUATION \$'000	OTHER BENEFITS AND LONG SERVICE LEAVE \$'000	
<i>Key management personnel</i>					
Timothy Bullard, Secretary	458	19	28	27	532
Jenny Burgess, Associate Secretary	333	19	35	22	409
Kane Salter, Deputy Secretary Business Operations and Support	242	19	31	12	304
Jodee Wilson, Deputy Secretary Development and Support	254	19	33	(11)	295
Trudy Pearce, Deputy Secretary Schools and Early Years	272	19	35	20	346
Claire Lovell, Executive Director Services for Children and Families - commencement date 1/10/2022	135	14	14	14	177
Chris Simcock, Executive Director Services for Youth Justice - commencement date 1/10/2022	160	14	17	8	199
<i>Acting key management personnel</i>					
Jason Szczerbanik, Acting Deputy Secretary Continuous Improvement and Evaluation - 4 January 2023 to 30 June 2023	119	9	12	4	144
Liz Jack, Acting Deputy Secretary Keeping Children Safe - 17 March 2023 to 30 June 2023	31	2	4	2	39
Ann Fedyk, Acting Deputy Secretary Support and Development - 6-23 March 2023, 9-30 June 2023	29	2	4	1	36
Trevor Hill, Acting Deputy Secretary Business Operations and Support - 19 October to 4 November 2022, 21 December 2022 to 8 January 2023, 21-30 April 2023	30	2	4	...	36
Craig Woodfall, Acting Deputy Secretary Schools and Early Years - 21-27 September 2022, 19-27 November 2022, 12-16 April 2023, 16-27 June 2023	19	2	3	2	26
Total	2 082	140	220	101	2 543

2022	SHORT-TERM BENEFITS		LONG-TERM BENEFITS		TOTAL \$'000
	SALARY \$'000	OTHER BENEFITS \$'000	SUPERAN- NUATION \$'000	OTHER BENEFITS AND LONG SERVICE LEAVE \$'000	
<i>Key management personnel</i>					
Timothy Bullard, Secretary	402	19	25	9	455
Kane Salter, Deputy Secretary Corporate and Business Services – Commencing 6 December 2021	134	11	17	17	179
Jodee Wilson, Deputy Secretary Support and Development	247	19	32	17	315
Trudy Pearce, Deputy Secretary Learning	256	19	33	16	324
Jenny Burgess, Deputy Secretary Strategy and Performance	228	17	23	10	278
<i>Acting key management personnel</i>					
Kane Salter, Acting Deputy Secretary Corporate and Business Services – to 5 December 2021	101	8	13	13	135
Liz Jack, Acting Deputy Secretary Strategy and Performance - 8 January to 6 March 2022	43	3	6	1	53
Jenny Burgess, Acting Secretary 7-18 July 2021, 8-23 January 2022, 15 - 25 April 2022	38	2	4	1	45
Total	1 449	99	153	84	1 784

(c) Related Party Transactions

There are no significant related party transactions requiring disclosure.

7.2 Depreciation and amortisation

All applicable Non-financial assets having a limited useful life are systematically depreciated over their useful lives in a manner which reflects the consumption of their service potential. Land, being an asset with an unlimited useful life, is not depreciated.

Key estimate and judgement

Depreciation is provided for on a straight-line basis, using rates which are reviewed annually. Major depreciation periods are:

Plant and equipment	3 - 20 years
Buildings and Infrastructure	40 - 60 years
Library Book Stock	10 - 25 years
Right of use assets	2 - 35 years

All intangible assets having a limited useful life are systematically amortised over their useful lives reflecting the pattern in which the asset's future economic benefits are expected to be consumed by the Department. The Department has assessed amortisation for intangible assets as 10 - 15%.

(a) Depreciation and amortisation

	2023 \$'000	2022 \$'000
Depreciation		
Plant & equipment	2 911	2 294
Buildings	57 745	50 504
Infrastructure	8 217	7 261
Library book stock	1 984	1 955
Right of Use Assets	2 959	2 777
Total	73 817	64 791
Amortisation		
Intangibles Work in progress	1 125	968
Leasehold Improvements	355	355
Total	1 480	1 324
Total depreciation and amortisation	75 297	66 115

7.3 Supplies and Consumables

	2023 \$'000	2022 \$'000
Accommodation Support, server provider hours and other client services ¹	55 517	...
Advertising and promotion	1 535	1 381
Audit fees - financial audit ²	210	203
Books & periodicals	3 176	3 261
Communications	2 346	2 278
Consultants	1 900	1 459
Contractors	12 524	7 714
Covid supplies ³	4 275	30 544
Finance and administration expenses	2 706	1 877
Information technology ⁴	48 368	36 865
Lease expense ⁵	7 343	3 603
Maintenance	29 015	28 676
Materials & supplies	31 336	31 137
Miscellaneous School expenses	19 939	16 679
Postage & freight	1 422	1 266
Property services	52 299	49 911
Training & development	5 700	3 814
Travel and transport	6 176	3 654
Other supplies and consumables	5 646	5 086
Total	291 434	229 408

1. These functions were transferred from the former Department of Communities Tasmania from 1 October 2023.

2. Audit fees paid or payable to the Tasmanian Audit Office for the audit of the Department's financial statements were \$0.181m (2022 \$0.176m).

3. Covid supplies includes rapid antigen tests, air purifiers, sanitiser and personal protective equipment.

4. Information Technology includes rollout of replacement devices across the Department.

5. Lease expense includes lease rentals for short-term leases, leases of low value assets and variable lease payments. Refer to note 9.2 for breakdown of lease expenses and other lease disclosures.

7.4 Grants and Subsidies

Grant and subsidies expenditure is recognised to the extent that:

- the services required to be performed by the grantee have been performed; or
- the grant eligibility criteria have been satisfied.

A liability is recorded when the Department has a binding agreement to make the grants but services have not been performed or criteria satisfied. Where grant monies are paid in advance of performance or eligibility, a prepayment is recognised.

	2023 \$'000	2022 \$'000
Education Grants		
24 Carrot Gardens	250	250
A fairer world - Let's Get Together	89	89
Australian Early Development Census (AEDC)	146	...
Alannah and Madeline Foundation - Cyber Safety in Schools	...	40
Australian Music Examinations Board	113	111
Beacon Foundation	1 316	1 434
Big Picture Education	152	...
Bravehearts	150	200
Catholic Schools ¹	3 327	1 389
Duke of Edinburgh	20	20
Education and Care	663	858
First aid in Schools	81	25
GETI - International – transfers to TasTAFE	2 252	1 694
Independent Schools ¹	2 080	1 445
Life without Barriers	138	139
North West Youth Career Facilitation Project	100	...
Other grant payments	241	409
Save the Children Australia – Out Teach Mobile Education Program	478	368
School Food Matters	144	...
School Sports Associations	261	262
Senior secondary accommodation allowance	331	299
Sexual Assault Support Service	104	102
Smith family - learning for life	...	120
Spectacles and uniforms	345	355
Stay ChatTy - Relationships Australia	350	250
Studentworks	...	283
Tasmanian School Canteen Association	...	142
Tasmanian Youth Orchestra	104	102
TASSO	213	209
Teacher Intern Scholarships	697	478
University of Tasmania – Schools Engagement Project	43	43
Vision Australia	48	47
Working it out – Program to Combat Bullying	250	200
Working Together for 3 Year Olds	2 623	798
Total	17 111	12 160

7.4 Grants and Subsidies (continued)

	2023 \$'000	2022 \$'000
Libraries Tasmania Grants		
Digital Connections Grants Program	425	426
26 Ten	923	969
Total	1 348	1 395
Services for Children and Families Grants²		
Family Intervention and Support Capability	10 078	...
Out of Home Care Capability	5 996	...
Young People at Risk Support and Intervention Capability	1 249	...
Prevention of Family Violence	2 022	...
Total	19 345	...
Total Grants and Subsidies	37 805	13 555

1. The increase in payments to Catholic and Independent schools relates to increased funding for Universal Access and Boost to Wellbeing.
2. Services for Children and Families Grants were previously paid by the former Department of Communities Tasmania until 1 October 2023.

7.5 Finance costs

All finance costs are expensed as incurred using the effective interest method.

	2023 \$'000	2022 \$'000
Interest on lease liabilities	189	218
Total	189	218

7.6 Contributions provided

Contributions provided free of charge by the Department, to another entity, are recognised as an expense when fair value can be reliably determined.

	2023 \$'000	2022 \$'000
Volunteer services provided	1 574	1 768
Total	1 574	1 768

7.7 Other Expenses

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

	2023 \$'000	2022 \$'000
Salary on-costs - Workers' compensation premiums	18 849	14 886

Note 8: Assets

Assets are recognised in the Statement of Financial Position when it is probable that the future economic benefits will flow to the Department and the asset has a cost or value that can be measured reliably.

8.1 Receivables

Receivables are initially recognised at fair value plus any directly attributable transaction costs. Trade receivables that do not contain a significant financing component are measured at the transaction price.

Receivables are held with the objective to collect the contractual cash flows and are subsequently measured at amortised cost using the effective interest method. Any subsequent changes are recognised in the net result for the year when impaired, derecognised or through the amortisation process. An allowance for expected credit losses is recognised for all debt financial assets not held at fair value through profit or loss. The expected credit loss is based on the difference between the contractual cash flows and the cash flows that the entity expects to receive, discounted at the original effective interest rate.

For trade receivables, a simplified approach in calculating expected credit losses is applied, with a loss allowance based on lifetime expected credit losses at each reporting date. The Department has established a provision matrix based on its historical credit loss experience for trade receivables, adjusted for forward-looking factors specific to the receivable.

	2023 \$'000	2022 \$'000
Central Office receivables	9 264	6 256
Library receivables	3	2
Less: Expected credit loss	(825)	(1 020)
Total	8 442	5 238
School receivables	7 385	5 117
Less: Expected credit loss	(3 113)	(2 148)
Total	4 272	2 969
Total Receivables	12 714	8 207
Comprising		
Sale of goods and services (inclusive of GST)	7 221	5 167
GST Receivable	5 493	3 040
Total	12 714	8 207
Settled within 12 months	12 714	8 207
Total	12 714	8 207

A) Reconciliation of movement in expected credit loss and provisions for impairment of receivables

	2023 \$'000	2022 \$'000
Carrying amount at 1 July	3 169	2 371
Amounts written off during the year	(61)	(279)
Increase/decrease in provision recognised in profit or loss	831	1 076
Carrying amount at 30 June	3 939	3 169

For ageing analysis of the financial assets, refer to note 13.1.

8.2 Other Financial Assets

Other financial assets are classified and measured at amortised cost. Impairment losses are recorded in the Statement of Comprehensive Income. Any gain or loss arising on derecognition is recognised directly in net results and presented in other gains/(losses).

The Department does not recognise an allowance for an expected credit loss for these financial assets that are held at fair value.

	2023 \$'000	2022 \$'000
Accrued Revenue	2 228	9 605
Total	2 228	9 605

8.3 Assets Held for Sale

Assets held for sale (or disposal groups comprising assets and liabilities) that are expected to be recovered primarily through sale rather than continuing use are classified as held for sale. Immediately before classification as held for sale, fair value assets (or components of a disposal group) are remeasured in accordance with Departmental policy. Upon initial classification to assets held for sale, assets are remeasured at the lower of carrying amount and fair value less costs to sell. An impairment loss is recognised in profit or loss for any initial and subsequent write-down from the carrying amount measured immediately before re-measurement to fair value less costs of disposal. Such assets are no longer amortised or depreciated upon being classified as held for sale.

A) Carrying amount

	2023 \$'000	2022 \$'000
Land held for sale	1 756	713
Buildings held for sale	2 026	2 795
Infrastructure held for sale	112	...
Total	3 899	3 508
Settled within 12 months	3 899	3 508
Total	3 899	3 508

B) Reconciliation of movement in assets held for sale

	2023 \$'000	2022 \$'000
Carrying amount at 1 July	3 508	4 490
Additions to assets held for sale	2 250	56
Asset sales	(1 859)	(1 038)
Carrying amount at 30 June	3 899	3 508

The assets held for sale consist of land, buildings and associated infrastructure which have become surplus to the Department's requirements. It is intended that these be disposed of by way of sale. Steps have been taken for this purpose and it is likely that the disposals could occur within the next twelve months. Assets sold during the year include land, buildings and associated infrastructure sold due to surplus in the Department's requirements.

C) Fair value measurement of assets held for sale (including fair value levels)

Key judgement

The recognised fair value of non-financial assets is classified according to the fair value hierarchy that reflects the significance of the inputs used in making these measurements.

Level 1 the fair value is calculated using quoted prices in active markets;

Level 2 the fair value is estimated using inputs other than quoted prices included in Level 1 that are observable for the asset or liability, either directly (as prices) or indirectly (derived from prices); and

Level 3 the fair value is estimated using inputs for the asset or liability that are not based on observable market data.

The assets held for sale are carried at fair value less costs of disposal.

The building assets are written down against reserves if the building is classified as a specialised building.

The non-specialised buildings are retained at their current fair value at the time at which they were transferred to assets held for sale.

Where possible, assets have been valued on the basis of market value with reference to observable prices in an active market, using traditional methods such as sales comparison (level 2 fair value basis). However, due to the nature of some of the Department's assets, including schools, they are unlikely to transact in the market for their existing use. Accordingly, these assets have been valued on a current replacement cost basis (level 3 fair value basis).

	CARRYING VALUE AT 30 JUNE \$'000	FAIR VALUE MEASUREMENT AT END OF REPORTING PERIOD LEVEL 2 \$'000
2023		
Land	1 756	1 756
Buildings	2 026	2 026
Infrastructure	112	112
Total	3 899	3 899
2022		
Land	713	713
Buildings	2 795	2 795
Total	3 508	3 508

8.4 Property, Plant and Equipment

Key estimate and judgement

(i) Valuation basis

Land, Buildings and leasehold improvements are recorded at fair value less accumulated depreciation. All other non-current physical assets, including work in progress, are recorded at historic cost less accumulated depreciation and accumulated impairment losses. All assets within a class of assets are measured on the same basis.

Cost includes expenditure that is directly attributable to the acquisition of the asset. The costs of self-constructed assets include the cost of materials and direct labour, any other costs directly attributable to bringing the asset to a working condition for its intended use, and the costs of dismantling and removing the items and restoring the site on which they are located. Purchased software that is integral to the functionality of the related equipment is capitalised as part of that equipment.

When parts of an item of property, plant and equipment have different useful lives, they are accounted for as separate items (major components) of property, plant and equipment.

Fair value is based on the highest and best use of the asset. Unless there is an explicit Government policy to the contrary, the highest and best use of an asset is the current purpose for which the asset is being used or build occupied.

(ii) Subsequent costs

The cost of replacing part of an item of property, plant and equipment is recognised in the carrying amount of the item if it is probable that the future economic benefits embodied within the part will flow to the Department and its costs can be measured reliably. The carrying amount of the replaced part is derecognised. The costs of day-to-day servicing of property, plant and equipment are recognised in profit or loss as incurred.

(iii) Asset recognition threshold

The asset capitalisation thresholds adopted by the Department is \$10 000 for plant and equipment and infrastructure and \$150 000 for the combined land and building value. Assets valued at less than these thresholds are charged to the Statement of Comprehensive Income in the year of purchase (other than where they form part of a group of similar items which are material in total).

(iv) Revaluations

Assets are grouped on the basis of having a similar nature or function in the operations of the Department. Assets are revalued every five years to ensure they reflect fair value at balance date. The Department's Land and Buildings were valued as at 31 December 2019 by independent valuers. The revaluation was undertaken in accordance with relevant Valuation and Accounting Standards and is based on fair value.

Assets are assessed for material value movements regularly and indexed where necessary to reflect movements in fair value. Based on a review of construction costs by the Office of the Valuer General with appropriate allowance for regional influences across Tasmania the preliminary percentage variation in building and infrastructure cost between 1 January 2020 and 30 June 2023 is calculated at 27% increase.

The market movement in value of residential land between 1 January 2020 and 30 June 2023 has shown a significant increase of 65%. Although schools are predominantly zoned "public purposes" their location is normally within residential areas and the market change in value of surrounding residential land is considered the best evidence of value for land under school buildings.

Where possible, assets have been valued on the basis of market value with reference to observable prices in an active market, using traditional methods such as sales comparison (level 2 fair value basis). However, due to the nature of some of the Department's assets, including schools, they are unlikely to transact in the market for their existing use. Accordingly these assets have been valued on a current replacement cost basis (level 3 fair value basis).

These valuations take into account market prices for construction costs, the economic life of the buildings, the condition of the buildings and any design aspects which would alter their value.

(v) Assets in respect of leases where the Department is the lessor

The Department leases buildings under operating leases with rental payments payable monthly in advance. Lease payments include a CPI component.

A) Carrying amount

	2023 \$'000	2022 \$'000
Land		
At fair value	427 510	342 585
Total land	427 510	342 585
Buildings		
At fair value	3 800 329	3 583 832
Less: Accumulated Depreciation	(1 949 718)	(1 891 973)
Less: Impairment	(265 721)	(240 671)
	1 584 889	1 451 189
Works in progress (at cost)	60 031	47 935
Total Buildings	1 644 920	1 499 124
Leasehold improvements		
At fair value	19 450	15 258
Less: Accumulated amortisation	(2 472)	(2 116)
Total	16 978	13 142
Plant and equipment		
At cost	53 422	44 879
Less: Accumulated Depreciation	(33 707)	(30 796)
	19 715	14 083
Works in progress (at cost)	1 283	143
Total plant and equipment	20 998	14 225
Total Property Plant and equipment	2 110 407	1 869 076

B) Reconciliation of movements (including fair value levels)

Reconciliations of the carrying amounts of each class of property, plant and equipment at the beginning and end of the current and previous financial year are set out below. Carrying value means the net amount after deducting accumulated depreciation and accumulated impairment losses. In accordance with advice by the Office of the Valuer General, land has been indexed by 27% (16% in 2022) to reflect the movement in value of residential land. Buildings have been indexed by 10% (11% in 2022)) to reflect increases to costs of construction. Capital works carried out in the current year are excluded from the indexation as they reflect current replacement cost.

2023	NOTE	\$'000	\$'000	BUILDINGS LEVEL 2 (VACANT LAND IN ACTIVE MARKETS)	LAND WITH NO ACTIVE MARKETS AND/OR SIG- NIFICANT RESTRIC- TIONS)	BUILDINGS LEVEL 2 (GENERAL OFFICE BUILDINGS)	BUILDINGS LEVEL 3 (SPECIFIC PURPOSE/ USE BUILD- INGS)	BUILDINGS WORKS IN PROGRESS	LEASEHOLD IMPROVE- MENTS	PLANT AND EQUIPMENT	TOTAL	\$'000
		27 048	315 536	41 111	1 410 077	47 935	13 142	14 225	1 869 075			
Additions		...	1 150	...	...	51 100	4 192	9 332	65 774			
Assets acquired through administrative restructure ¹	...	...	725	...	19 389	...	...	161	20 275			
Assets disposed / transferred to held for sale	8.3	...	(49)	...	(2 089)	...	...	...	(2 138)			
Capitalised works to assets	...	...	...	...	38 813	(38 813)	...	...	...
Change in asset class	...	...	...	...	(191)	...	...	191	...			
<i>Gains/losses recognised in operating result</i>												
Depreciation and amortisation	7.2	...	...	(1 643)	(56 102)	...	(355)	(2 911)	(61 011)			
<i>Gains/losses recognised in other comprehensive income</i>												
Revaluation increments (decrements)	11.1	6 231	76 869	3 964	131 369	...	...	...	218 443			
Carrying value at 30 June		33 279	394 230	43 432	1 541 457	60 031	16 979	20 998	2 110 407			

1. Land and Buildings acquired through the administrative restructure reflect the Ashley Youth Detention Centre.

	NOTE	\$'000	LAND LEVEL 2 (VACANT LAND IN ACTIVE MARKETS)	LAND WITH NO ACTIVE MARKETS AND/OR SIGNIFICANT RESTRICTIONS)	LAND LEVEL 3 (LAND WITH NO ACTIVE MARKETS)	BUILDINGS LEVEL 2 (GENERAL OFFICE BUILDINGS)	BUILDINGS LEVEL 3 (SPECIFIC PURPOSE/USE BUILDINGS)	BUILDINGS WORKS IN PROGRESS	LEASEHOLD IMPROVEMENTS	PLANT AND EQUIPMENT	TOTAL
		\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000
2022											
Carrying value at 1 July		23 267	267 010	37 580	1 283 179	35 055	13 497	12 171	1 671 759		
Additions ¹		...	537	...	...	47 722	...	4 329	...	52 588	
Assets transferred to held for sale	8.3	...	(56)	...	...	...	...	...	...	(56)	
Disposals		(360)	...	...	...	...	...	(6)	...	(366)	
Capitalised works to assets		...	...	397	34 421	(34 818)	...	...	...	...
Change in asset class ²		...	...	...	...	(25)	...	25	...	...
Transfer to Infrastructure		...	...	...	...	...	...	...	...	...
Gains/losses recognised in operating result		...	...	(1 437)	(49 067)	...	(354)	(2 294)	...	(53 152)	
Depreciation and amortisation	7.2	...	...	...	...	...	...	...	...	...
Gains/losses recognised in other comprehensive income		...	...	...	...	...	...	...	...	...
Revaluation increments (decrements)	11.1	4 141	48 045	4 571	144 545	...	...	...	...	201 302	
Impairment losses	11.1	...	...	...	(3 000)	...	...	...	...	(3 000)	
Carrying value at 30 June		27 048	315 536	41 111	1 410 078	47 934	13 142	14 225	1 869 076		

1. Land acquired for construction and development of New Legana Primary School.

2. Public artwork previously carried within WIP projects were capitalised to Plant and equipment.

C) Level 3 significant valuation inputs and relationship to fair value

DESCRIPTION	FAIR VALUE AT 30 JUNE \$'000	SIGNIFICANT UNOBSERVABLE INPUTS USED IN VALUATION	POSSIBLE ALTERNATIVE VALUES FOR LEVEL 3 INPUTS	SENSITIVITY OF FAIR VALUE TO CHANGES IN LEVEL 3 INPUTS
Land – with no active markets and/or significant restrictions	394 230	A economic conditions B availability of and demand for similar assets for sale C costs of credit	Note 1	Land values have increased significantly over the last 12 months. Demand is at historical highs and is expected to remain at those levels. As a result land values have been indexed at 27% based on assessment by the Office of the Valuer General.
Buildings – specific purpose/use buildings	1 541 457	A Construction costs B Design life C Age and condition of asset D Remaining useful life E Utility factor for school buildings	Note 1	Tasmanian construction indexes have increased over the last 12 months. Design and useful lives are reviewed regularly but generally remain unchanged. As a result, building values have been indexed at 10% based on assessment by the Office of the Valuer General.

Note 1: When valuing these assets, their existing use and unlikely alternative uses, are taken into account by valuers. As a result, it is most unlikely that alternative values will arise unless there are more changes in known inputs.

D) Assets where current use is not the highest and best use

The Department holds land and building assets that are used specifically for the provision of services to the community. Unless there is an explicit government policy to the contrary, the highest and best use of an asset is the purpose for which that asset is currently being used / occupied.

8.5 Infrastructure

The Department recognises Infrastructure assets where:

- it is probable that an expected future benefit attributable to the asset will flow to the Department; and
- the cost of the asset can be reliably measured.

Infrastructure assets held by the Department are valued at fair value less any subsequent accumulated depreciation and any subsequent impairment losses where an active market exists.

Infrastructure is recognised with useful lives ranging from 40 – 60 years.

Assets are grouped based on having a similar nature or function in the operations of the Department. Infrastructure assets are revalued every five years to ensure they reflect fair value at balance date. The Department's Infrastructure assets were last revalued as at 31 December 2019 by independent valuers. The revaluation was undertaken in accordance with relevant Valuation and Accounting Standards and is based on fair value.

Assets are assessed for material value movements regularly and indexed where necessary to reflect movements in fair value. Based on a review of construction costs by the Office of the Valuer General with appropriate allowance for regional influences across Tasmania the preliminary percentage variation in building and infrastructure cost between 1 January 2020 and 30 June 2023 is calculated at 27% increase, the indexation for this financial year is calculated at 10% (2022: 11%).

Where possible, assets have been valued on the basis of market value with reference to observable prices in an active market, using traditional methods such as sales comparison (level 2 fair value basis). However, due to the nature of some of the Department's assets, including schools, they are unlikely to transact in the market for their existing use. Accordingly, these assets have been valued on a current replacement cost basis (level 3 fair value basis).

These valuations consider market prices for construction costs, the economic life of the buildings, the condition of the buildings and any design aspects which would alter their value.

A) Carrying amount

	2023 \$'000	2022 \$'000
At fair value - underground infrastructure	366 193	348 465
Less: Accumulated depreciation	(194 313)	(186 097)
Works in progress	3 073	773
	174 953	163 141

B) Reconciliation of movements

	2023 \$'000	2022 \$'000
Carrying Value at 1 July	163 141	147 659
Additions	5 571	5 997
Transfers to held for sale	(112)	...
Revaluation increments	14 568	16 746
Depreciation expense	(8 215)	(7 261)
Carrying Value at 30 June	174 953	163 141

C) Level 3 significant valuation inputs and relationship to fair value

DESCRIPTION	FAIR VALUE AT 30 JUNE \$'000	SIGNIFICANT UNOBSERVABLE INPUTS USED IN VALUATION	POSSIBLE ALTERNATIVE VALUES FOR LEVEL 3 INPUTS	SENSITIVITY OF FAIR VALUE TO CHANGES IN LEVEL 3 INPUTS
Infrastructure – specific purpose/use buildings	174 953	<ul style="list-style-type: none"> A Construction costs B Design life C Age and condition of asset D Remaining useful life 	Note 1	Tasmanian construction indexes have increased over the last 12 months. Design and useful lives are reviewed regularly but generally remain unchanged. As a result, building values have been indexed at 10% based on assessment by the Office of the Valuer General.

Note 1: When valuing these assets, their existing use and unlikely alternative uses, are taken into account by valuers. As a result, it is most unlikely that alternative values will arise unless there are more changes in known inputs.

8.6 Right of Use Assets

AASB 16 requires the Department to recognise a right-of-use asset, where it has control of the underlying asset over the lease term. A right-of-use asset is measured at the present value of initial lease liability, adjusted by any lease payments made at or before the commencement date and lease incentives, any initial direct costs incurred, and estimated costs of dismantling and removing the asset or restoring the site.

The Department has elected not to recognise right-of-use assets and lease liabilities arising from short-term leases, rental arrangements for which Finance-General has substantive substitution rights over the assets and leases for which the underlying asset is of low-value. Substantive substitution rights relate primarily to office accommodation. An asset is considered low-value when it is expected to cost less than \$10 000.

Right-of-use assets are depreciated over the shorter of the assets' useful life and the term of the lease. Where the Department obtains ownership of the underlying leased asset or if the cost of the right-of-use asset reflects that the Department will exercise a purchase option, the Department depreciates the right-of-use asset over its useful life.

	BUILDINGS	PLANT AND EQUIPMENT	TOTAL
2023			
Carrying value at 1 July	5 818	1 953	7 771
Additions	589	1 176	1 765
Correction of prior year error ¹	(3 464)	...	(3 464)
Depreciation and amortisation	(680)	(2 278)	(2 958)
Carrying value at 30 June	2 263	851	3 114
2022			
Carrying value at 1 July	6 850	2 083	8 933
Additions	604	1 010	1 615
Depreciation and amortisation	(1 637)	(1 140)	(2 777)
Carrying value at 30 June	5 818	1 953	7 771

1. A calculation error occurred in 2022 based on revised frequency of lease payments resulting in both Right of Use Assets and Lease liabilities being overstated. The net impact of this error was \$0.068m.

8.7 Library Book Stock

A) Carrying amount

	2023 \$'000	2022 \$'000
At Cost	23 270	23 017
Less: Accumulated depreciation	(20 158)	(19 249)
Total Library book stock	3 112	3 768

B) Reconciliation of movements

	2023 \$'000	2022 \$'000
Carrying Value at 1 July	3 768	4 118
Additions	1 643	2 077
Disposals	(315)	(472)
Depreciation expense	(1 984)	(1 955)
Carrying Value at 30 June	3 112	3 768

8.8 Heritage Collections

All heritage assets are considered to be level 2 in the fair value hierarchy.

The Department holds a number of heritage assets. These assets were revalued effective 30 June 2022 by Astrolabe Books, Warwick Oakman and Wright Valuers. These items are not depreciated as they do not have limited useful lives as appropriate curatorial policies are in place.

A significant component of these assets relate to the Allport Library and Museum of Fine Arts and the Crowther Library.

The State Library of Tasmania is the beneficiary of the Crowther Collection through the donation of the WL Crowther Library, and of the Allport collection by bequest of the Allport Library and Museum of Fine Arts.

The Allport library, donated by the late Henry Allport, comprises books, pamphlets, prints, historical maps and charts relating to Australia and the Pacific including art works by convict and colonial landscape artists.

Dr (later Sir) William Edward Lodewyk Hamilton Crowther donated his large collection of books, manuscripts, pictures and objects to the State Library of Tasmania in 1964. This generous gift shows his passion and determination for saving records that now paint a rich picture of colonial life, including important evidence of the mistreatment of Tasmanian Aboriginal people. Crowther descendants were instrumental in the return of land at Oyster Cove to the Tasmanian Aboriginal community in the 1980s.

As a cultural institution, the State Library of Tasmania respectfully acknowledges the lasting trauma experienced by palawa / Tasmanian Aboriginal people that has resulted from the actions of W L Crowther, Morton Allport and other individuals in the name of scientific research.

A) Carrying amount

	2023 \$'000	2022 \$'000
At fair value	70 029	69 975
Total heritage collections	70 029	69 975

B) Reconciliation of movements

	2023 \$'000	2022 \$'000
Carrying Value at 1 July	69 975	43 819
Additions	54	15
Revaluation increments	...	19 837
Assets recognised through statement of comprehensive income	...	6 304
Carrying Value at 30 June	70 029	69 975

8.9 Intangibles

An intangible asset is recognised where:

- it is probable that an expected future benefit attributable to the asset will flow to the Department; and
- the cost of the asset can be reliably measured.

Intangible assets held by the Department are valued at fair value less any subsequent accumulated amortisation and any subsequent impairment losses where an active market exists. Where no active market exists, intangibles are valued at cost less any accumulated amortisation and any accumulated impairment losses.

All intangible assets are recorded at cost and amortised over 7 - 10 years.

A) Carrying amount

INTANGIBLES WITH A FINITE USEFUL LIFE	2023 \$'000	2022 \$'000
Software at cost	21 140	21 140
Less: Accumulated amortisation	(14 169)	(13 044)
	6 972	8 096
Work in progress	227	...
Total intangibles	7 199	8 096

B) Reconciliation of movements

	2023 \$'000	2022 \$'000
Carrying Value at 1 July	8 096	8 689
Additions	227	375
Amortisation	(1 125)	(968)
Carrying Value at 30 June	7 199	8 096

8.10 Inventories

The Department recognises inventories and livestock held on school farms for educational programs.

A) Carrying amount

INVENTORIES	2023 \$'000	2022 \$'000
Inventories	2 578	2 612
Livestock	530	581
Total	3 108	3 193
Turned over within 12 months	3 108	3 193
Total	3 108	3 193

B) Reconciliation of movements

	2023 \$'000	2022 \$'000
Carrying Value at 1 July	3 193	5 837
Additions	3 108	1 145
Assets expensed	(3 193)	(3 789)
Carrying Value at 30 June	3 108	3 193

8.11 Other Assets

The Department recognises some other small assets such as prepayments of expenditure.

A) Carrying amount

OTHER ASSETS	2023 \$'000	2022 \$'000
Prepayments	4 620	4 279
Total	4 620	4 279
Recovered within 12 months	4 620	4 279
Total	4 620	4 279

B) Reconciliation of movements

	2023 \$'000	2022 \$'000
Carrying Value at 1 July	4 279	5 837
Additions	4 620	1 145
Assets expensed	(4 279)	(2 703)
Carrying Value at 30 June	4 620	4 279

Note 9: Liabilities

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

9.1 Payables

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

	2023 \$'000	2022 \$'000
Creditors	14 767	12 900
Accrued expenses	2 054	2 433
Total	16 822	15 333
Settled within 12 months	16 822	15 333
Total	16 822	15 333

Settlement is usually made within 14 days

9.2 Lease Liabilities

A lease liability is measured at the present value of the lease payments that are not paid at that date. The discount rate used to calculate the present value of the lease liability is the rate implicit in the lease. Where the implicit rate is not known and cannot be determined the Tascorp indicative lending rate including the relevant administration margin is used.

The Department has elected not to recognise right-of-use assets and lease liabilities arising from short-term leases, rental arrangements for which Finance-General has substantive substitution rights over the assets and leases for which the underlying asset is of low-value. Substantive substitution rights relate primarily to office accommodation. An asset is considered low-value when it is expected to cost less than \$10 000.

The Department has entered into the following leasing arrangements:

Class of right-of-use asset	Details of leasing arrangements
Plant and equipment	Office equipment leased at between 2-5 years
Property leases	Buildings leased up to 50 years

	2023 \$'000	2022 \$'000
Carrying value at 1 July	7 592	8 819
Additions	1 700	1 615
Correction to prior year error*1	(3 532)	...
Lease payments excluding interest	(1 692)	(2 842)
Total	4 068	7 592

*1 - a calculation error occurred in 2022 based on revised frequency of lease payments resulting in both Right of Use Assets and Lease liabilities being overstated. The net impact of this error was \$0.068m.

MATURITY ANALYSIS OF LEASE LIABILITIES	2023 \$'000	2022 \$'000
One year or less	1 651	2 637
From two to three years	2 130	3 801
From four to five years	659	1 745
More than five years	775	662
Total	5 215	8 845

The lease liability in the maturity analysis is presented using undiscounted contractual amounts before deducting finance charges.

THE FOLLOWING AMOUNTS ARE RECOGNISED IN THE STATEMENT OF COMPREHENSIVE INCOME	2023 \$'000	2022 \$'000
Interest on lease liabilities included in note 7.5	189	218
Lease expenses included in note 7.3	7 343	3 603
	7 532	3 822

9.3 Employee Benefit Liabilities

Liabilities for wages and salaries and annual leave are recognised when an employee becomes entitled to receive a benefit. Those liabilities expected to be realised within 12 months are measured as the amount expected to be paid. Other employee entitlements are measured as the present value of the benefit at 31 May, where the impact of discounting is material, and at the amount expected to be paid if discounting is not material.

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

	2023 \$'000	2022 \$'000
Accrued salaries	31 304	22 969
Annual leave	24 066	16 526
Long service leave	170 209	156 808
State Service Accumulated Leave Scheme	1 094	1 156
Total	226 672	197 459

	2023 \$'000	2022 \$'000
Expected to settle wholly within 12 months	77 838	61 051
Expected to settle wholly after 12 months	148 834	136 408
Total	226 672	197 459

9.4 Contract Liabilities

	2023 \$'000	2022 \$'000
Revenue received in advance		
Revenue received in advance	3 417	3 159
Settled within 12 months	2 870	2 671
Settled in more than 12 months	547	488
Total	3 417	3 159

9.5 Other Liabilities

	2023 \$'000	2022 \$'000
Other liabilities		
Provision for Workers compensation	3 681	2 601
Other liabilities	174	158
Total	3 855	2 759
Settled within 12 months	1 021	560
Settled in more than 12 months	2 834	2 199
Total	3 855	2 759

Note 10: Commitments and Contingencies

10.1 Schedule of Commitments

Commitments represent those contractual arrangements entered by the Department that are not reflected in the Statement of Financial Position.

Leases are recognised as right of-use assets and lease liabilities in the Statement of Financial Position, excluding short-term leases and leases for which the underlying asset is of low value, which are recognised as an expense in the Statement of Comprehensive Income.

Property and tenancies include major accommodation and other arrangements held between the Department and other Government Agencies, including the Department of Treasury and Finance. These agreements do not meet the reporting requirements of AASB 16 *Leases* and are excluded from the Right of Use Asset and Lease Liability calculations.

	2023 \$'000	2022 \$'000
By type		
Capital commitments		
Buildings	96 617	28 480
Total capital commitments	96 617	28 480
Other commitments		
Property and tenancies	33 112	34 480
Motor vehicle fleet	4 787	3 942
Total other commitments	37 899	38 422
By maturity		
Capital commitments		
One year or less	33 104	398
From one to five years	63 513	28 082
Total capital commitments	96 617	28 480
Other commitments		
One year or less	6 081	3 059
From one to five years	13 772	14 843
More than five years	18 046	20 520
Total other commitments	37 899	38 422

Note: Commitments are GST inclusive where relevant.

Capital commitments generally relate to the outstanding contractual amounts on building works but may be subject to contract variations.

10.2 Contingent Assets and Liabilities

Contingent assets and liabilities are not recognised in the Statement of Financial Position due to uncertainty regarding the amount or timing of the underlying claim or obligation.

(a) Unquantifiable contingencies

During 2018-19 the Tasmanian Government agreed to participate in the Australian Government's National Redress Scheme for Institutional Child Sexual Abuse. The Scheme allows for redress to be provided to individuals who suffered abuse (sexual abuse and related non-sexual abuse) which occurred when the person was a child while in the care of an institution. Survivors are able to lodge an application with the Scheme, including where they suffered abuse in more than one institution.

The National Scheme will operate for a period of 10 years, from 1 July 2018 to 30 June 2028.

The Scheme is operated by the Australian Government's Department of Social Services. The Department provides verifying information for applications via the Department of Justice and delivers elements of the redress as requested.

The Department for Education, Children and Young People has received a number of applications for redress from individuals who have suffered abuse under the National Redress Scheme for Institutional Child Sexual Abuse. Additionally, a number of civil claims have been made against various Government agencies, including the Department for Education, Children and Young People relating to child abuse in state care.

The fund to meet the cost of claims is held within the Department of Justice.

A number of these claims have been assessed as quantifiable contingent liabilities, however an additional number of these claims have not yet been assessed and it is not possible at the reporting date to accurately estimate the amounts of any eventual payments that may be required in relation to these claims, as a result they are currently

classified as unquantifiable contingent liabilities. As the Department of Justice will meet the cost of these civil claims, all quantifiable contingent liabilities regarding legal claims related to child abuse in state care can be found in the financial statements within the Department of Justice 2023) Annual Report.

At 30 June 2023, the Department had 18 legal claims against it for negligence. The Crown Solicitor has advised the Department that the estimated potential liability to be \$4.256 million for 2023) (\$1.554 million for 2022)). It is not possible at the reporting date to accurately estimate the amounts of any eventual payments that may be required in relation to these claims.

The Department has a number of leases on property it occupies, these are predominately managed through the Department of Treasury and Finance. Some of these leases contain a "make good provision". A liability for these provisions has not been recognised in the Statement of Financial Position as they are managed by the Department of Treasury and Finance. Leases managed through the Department are reported through notes 8.6 Right of Use Assets and 9.2 Lease Liabilities.

Note 11: Reserves

11.1 Reserves

	LAND \$'000	BUILDINGS \$'000	INFRA- STRUCTURE \$'000	HERITAGE \$'000	TOTAL \$'000
2023					
Asset Revaluation Reserve					
Balance at the beginning of financial year	140 281	730 805	21 712	21 084	913 882
Indexation	82 751	135 683	14 568	...	233 001
Balance at end of financial year	223 031	866 488	36 280	21 084	1 146 883
2022					
Asset Revaluation Reserve					
Balance at the beginning of financial year	88 155	584 690	4 966	1 247	679 058
Indexation	52 126	149 115	16 746	...	217 987
Revaluation increments (decrements)	...	...	...	19 837	19 837
Reversals of impairment losses	...	(3 000)	...	...	(3 000)
Balance at end of financial year	140 281	730 805	21 712	21 084	913 882

(a) Nature and purpose of reserves

Asset revaluation reserve

The asset revaluation reserve is used to record increments and decrements on the revaluation of non-financial assets.

11.2 Administrative Restructuring

Net assets received under a restructuring of administrative arrangements are designated as contributions by owners and adjusted directly against equity. Net assets relinquished are designated as distributions to owners. Net assets transferred are initially recognised at the amounts at which they were recognised by the transferring department immediately prior to the transfer.

In respect of activities assumed, the net book values of assets and liabilities transferred to the Department from Communities Tasmania for no consideration and recognised as at the date of transfer were:

AS AT
1 OCTOBER 2023
\$'000

Contributions by owners	
Assets	
<i>Financial Assets</i>	
Cash and Cash equivalents	5
Receivables	145
<i>Non financial assets</i>	
Property, plant and equipment	20 275
Right-of-use assets	211
Total assets recognised	20 637
Liabilities	
Lease liabilities	207
Employee benefit liabilities	11 202
Other liabilities	468
Total liabilities recognised	11 876
Net Assets recognised	8 761

Prior year comparatives have not been adjusted or realigned to reflect the restructure.

Note 12: Cash Flow Reconciliation

Cash means notes, coins, any deposits held at call with a bank or financial institution, as well as funds held in the Special Deposits and Trust Fund, being short term of three months or less and highly liquid. Deposits are recognised at amortised cost, being their face value.

12.1 Cash and Cash Equivalents

Cash and cash equivalents include the balance of the Special Deposits and Trust Fund Accounts held by the Department, and other cash held, excluding those accounts which are administered or held in a trustee capacity or agency arrangement.

	2023 \$'000	2022 \$'000
Special Deposits and Trust Fund balance		
Department of Education Operating Account	55 604	43 419
Department of Education School Banking Account	70 776	64 410
Total	126 380	107 830
Other bank accounts	169	169
Cash floats	128	123
Total	297	292
Total cash and deposits	126 677	108 122

12.2 Reconciliation of Net Result to Net Cash from Operating Activities

	2023 \$'000	2022 \$'000
Net result from transactions (net operating balance)	(6 973)	19 898
Non-Operational capital funding	(43 812)	(29 234)
Non-cash contributions and provisions	(3 387)	(27 733)
Covid supplies distributed free of charge	2 016	21 368
Depreciation and amortisation	75 297	66 115
(Gain)/Loss from sale of non-financial assets	3 673	1 876
Expected credit and impairment losses	(75)	797
Decrease/(increase) in Net Assets through administrative restructure	(8 761)	...
Decrease/(increase) in Receivables	(2 054)	...
Decrease/(increase) in Prepayments	(341)	(490)
Decrease/(increase) in Accrued revenue	7 377	(3 598)
Decrease/(increase) in Inventories	85	(1 147)
Decrease/(increase) in tax assets	(2 453)	(189)
Increase/(decrease) in Employee benefits	29 213	(1 216)
Increase/(decrease) in Payables	1 867	2 601
Increase/(decrease) in Accrued expenses	(379)	1 036
Increase/(decrease) in Other liabilities	1 096	413
Net cash from / (used by) operating activities	52 389	50 497

12.3 Acquittal of Capital Investment Funds

The Department received Works and Services Appropriation funding to fund specific projects.

Not all projects listed below are capitalised as they may not meet the Department's capitalisation threshold of \$150,000 or have been deemed maintenance projects and are expensed through the Statement of Comprehensive Income.

Cash outflows relating to these projects are listed below by category.

Budget information refers to original estimates and has not been subject to audit.

(a) Project expenditure

	BUDGET \$'000	2023 ACTUAL \$'000	2022 ACTUAL \$'000
Capital Investment Program			
New Projects			
Electrical Switchboard Maintenance ³	2 000	1 250	...
Outdoor Learning Areas ³	10 000	4 000	...
Youth Justice Facilities ³	2 000	100	...
Continuing Projects			
Bothwell District School – Agriculture in Schools ³	600	300	75
Cambridge Primary School – Major School Redevelopment ^{2,3}	550	100	80
Campbell Town District School - Agriculture in Schools ³	400	100	...
Contemporary Classrooms	800	800	150
Education Act - Capital ²	800	425	1 375
Exeter High School - Major School Redevelopment ³	550	450	100
Glen Dhu Pool ²	1 720	50	...
Hobart City Partner Schools (Ogilvie and New Town High) ²	1 750	1 550	950
Lauderdale Primary School – Major School Redevelopment ^{2,3}	1 120	350	80
Legana Primary ³	4 000	3 600	1 800
Montello Primary School – Major School Redevelopment ²	1 270	305	45
Mt Nelson School Oval ²	50	...	...
New Brighton High School ²	8 000	7 790	1 210
New K-12 Penguin School ^{2,3}	5 000	3 960	8 119
New K-12 Sorell School ¹	10 000	12 000	3 000
Renewable Energy Schools Program ³	1 000	600	70
Revitalising Cosgrove High School ²	3 500	650	600
Six New Child and Family Learning Centres ³	11 790	8 495	2 622
Springfield Gardens Primary School ^{2,3}	1 345	900	95
Support School Package including North West Support School ²	500	200	2 850
Supporting Safer Schools ¹	1 400	1 445	55
Woodbridge School Oval ²	40	...	...
Completed Projects			
Year 7 - 12 Implementation Plan	1 500	1 500	2 652
Devonport High	...	...	4 602
School Farm Redevelopment (Brighton/JRLF)	...	...	3 787
School Farm Redevelopment (Sheffield)	...	...	242
School Infrastructure Upgrades	...	...	1 700
Sorell School	...	...	2 836
East Launceston Primary School	...	...	487
Lansdowne Crescent Primary School	...	...	127
Montagu Bay Primary School	...	...	36
Southern Support School	...	...	355
	71 685	50 920	40 100

1. Funding was brought forward from the Forward Estimates into 2022-23 for these projects due to progressing ahead of schedule. The variation represents a change in the timing of project expenditures and does not reflect any overall change in the project appropriation.
2. The variation represents a change in the timing of project expenditures and does not reflect any overall change in the project appropriation.
3. The balance of funds for these projects were rolled forward into 2023-24 under section 23 of the *Financial Management Act 2016*. The variation represents a change in the timing of project expenditures and does not reflect any overall change in the project appropriation. Expected project cash flows have been pushed out into the forward estimates in line with expected project timing.

(b) Classification of cash flows

The project expenditure above is reflected in the Statement of Cash Flows as follows.

	2023 \$'000	2022 \$'000
Cash outflows from operating activities		
Consultants	5 968	4 525
Total cash outflows from operating activities	5 968	4 525
Cash outflows from investing activities		
Buildings and infrastructure - works and service	44 952	35 575
Total cash outflows from investing activities	44 952	35 575
Total cash outflows	50 920	40 100

12.4 Reconciliation of liabilities arising from financing activities

Liabilities arising from financing activities are liabilities for which cash flows were, or future cash flows will be, classified in the Statement of Cash Flows as cash flows from financing activities.

	2023 \$'000	2022 \$'000
Balance as at 1 July	7 592	8 819
New Leases	1 700	1 615
Correction to prior year error ¹	(3 532)	...
<i>Changes from financing cashflows:</i>		
Lease payments	(1 692)	(2 842)
Balance as at 30 June	4 068	7 592

1. A calculation error occurred in 2022 based on revised frequency of lease payments resulting in both Right of Use Assets and Lease liabilities being overstated. The net impact of this error was \$0.068m.

Note 13: Financial instruments

13.1 Risk exposures

(a) Risk management policies

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

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

The Head of Agency has overall responsibility for the establishment and oversight of the Department's risk management framework. Risk management policies are established to identify and analyse risks faced by the Department, to set appropriate risk limits and controls, and to monitor risks and adherence to limits.

(b) Credit risk exposures

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

FINANCIAL INSTRUMENTS	ACCOUNTING AND STRATEGIC POLICIES	NATURE OF UNDERLYING INSTRUMENT
Financial Assets		
Receivables	The Department has established an allowance for expected credit losses that are reassessed each year. Bad debts written-off during the year are used to determine the allowance for credit loss. Before any write-off, debtors are sent reminder notices and debts may be forwarded to a collection agency.	Standard debtor terms are 30 days net. Individual debtors tend to be small in nature with no significant credit risk exposure to any individual debtor.
Cash and deposits and other financial assets	Counterparty failure is managed by dealing with financially sound and reputable banks.	Cash means notes, coins and any deposits held at call.

The carrying amount of financial assets recorded in the Financial Statements, net of any allowances for losses, represents the Department's maximum exposure to credit risk. The Department is not exposed to concentration of credit risk of any significance.

The Department does not hold any collateral or other security against any financial assets.

Expected Credit Loss Analysis of Receivables

The simplified approach to measuring expected credit losses is applied, which uses a lifetime expected loss allowance for all trade receivables.

The expected loss rates are based on historical observed loss rates adjusted for forward looking factors that will have an impact on the ability to settle the receivables. The loss allowance for trade debtors as at 30 June are as follows.

	NOT PAST DUE \$'000	PAST DUE 30-59 DAYS \$'000	PAST DUE 60-89 DAYS \$'000	PAST DUE 90+ DAYS \$'000	TOTAL \$'000
2023					
Expected credit loss rate (A)	0.7%	2.7%	33.8%	44.3%	
Total gross carrying amount (B)	5 833	2 034	450	8 336	16 652
Expected credit loss (A x B)	40	55	152	3 691	3 939
2022					
Expected credit loss rate (A)	0.4%	1.9%	33.2%	47.5%	
Total gross carrying amount (B)	3 290	1 433	190	6 463	11 375
Expected credit loss (A x B)	12	27	63	3 067	3 169

(c) Liquidity risk

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

FINANCIAL INSTRUMENTS	ACCOUNTING AND STRATEGIC POLICIES	NATURE OF UNDERLYING INSTRUMENT
Financial Liabilities		
Payables	The Department's liquidity is managed on a whole-of-government basis by the Department of Treasury and Finance. The Department uses the annual budget to assist in liquidity management.	The majority of Departmental suppliers offer 14-day terms of trade.
Lease liabilities	The Department's lease liabilities are measured at the present value of the lease payments not paid at that date.	Where the implicit rate is not known and cannot be determined the Tascorp indicative lending rate including the relevant administration margin is used.
Other financial liabilities	Other financial liabilities include revenue received in advance. Revenue received for future periods are held as a liability and recognised in the statement of comprehensive income as services are provided.	Revenue received in advance per the nature of the revenue.

13.1 (c) Maturity analysis for financial liabilities

The following tables detail the undiscounted cash flows payable by the Department by remaining contractual maturity for its financial liabilities. It should be noted that as these are undiscounted, totals may not reconcile to the carrying amounts presented in the Statement of Financial Position:

2023	1 YEAR \$'000	2 YEARS \$'000	3 YEARS \$'000	4 YEARS \$'000	5 YEARS \$'000	5+ YEARS \$'000	UNDIS- COUNTED TOTAL \$'000	CARRYING AMOUNT \$'000
Financial liabilities								
Payables	16 822	...	...	...	...	...	16 822	16 822
Contract liabilities	2 870	322	151	74	...	...	3 417	3 417
Total	19 692	322	151	74	...	...	20 239	20 239

2022	1 YEAR \$'000	2 YEARS \$'000	3 YEARS \$'000	4 YEARS \$'000	5 YEARS \$'000	5+ YEARS \$'000	UNDIS- COUNTED TOTAL \$'000	CARRYING AMOUNT \$'000
Financial liabilities								
Payables	15 333	...	...	...	...	...	15 333	15 333
Contract liabilities	2 671	254	167	66	...	...	3 159	3 159
Total	18 004	254	167	66	...	...	18 492	18 492

(d) Market risk

Market risk is the risk that the fair value of future cash flows of a financial instrument will fluctuate because of changes in market prices. The primary market risk, that the Department is exposed to, is interest rate risk.

At reporting date, the interest profile of the Department's interest-bearing financial instruments was:

	2023 \$'000	2022 \$'000
Variable rate instruments		
Financial assets	70 945	64 579
Total	70 945	64 579

Sensitivity analysis of Department's Exposure to Possible Changes in Interest Rates

Changes in variable rates of 100 basis points at reporting date would have the following effect on the Department's profit or loss and equity:

	STATEMENT OF COMPREHENSIVE INCOME		EQUITY	
	100 BASIS POINTS INCREASE \$'000	100 BASIS POINTS DECREASE \$'000	100 BASIS POINTS INCREASE \$'000	100 BASIS POINTS DECREASE \$'000
30 June 2023				
Financial assets	709	(709)	709	(709)
Net sensitivity	709	(709)	709	(709)
30 June 2022				
Financial assets	649	(649)	649	(649)
Net sensitivity	649	(649)	649	(649)

This analysis assumes all other variables remain constant. The analysis was performed on the same basis for 2022.

13.2 Categories of Financial Assets and Liabilities

	2023 \$'000	2022 \$'000
Financial assets at amortised cost		
Cash and cash equivalents	126 677	108 121
Receivables	12 714	8 207
Other financial assets	2 227	9 605
Total	141 618	125 933
Financial liabilities at amortised cost		
Payables	16 822	15 333
Contract Liabilities	3 417	3 159
Total	20 239	18 492

13.3 Net Fair Values of Financial Assets and Liabilities

Financial assets

The net fair values of cash and non-interest bearing monetary financial assets approximate their carrying amounts. The net fair value of receivables are approximated by their carrying values.

Financial liabilities

The net fair values of payables and other financial liabilities are based on the amortised cost, which due to the short settlement period, equates to face value, when the Department becomes obliged to make future payments as a result of a purchase of assets or services.

Note 14: Details of Consolidated Entities

14.1 List of Entities

The following reporting entities have been consolidated by the Department:

- Teachers' Registration Board
- Office of Tasmanian Assessment, Standards and Certification

Although the above are separate reporting entities for administrative purposes, they operate as part of the Department and are reported in Output 3. These entities have separate financial statements prepared. For details of their financial activities please refer to these financial statements.

14.2 Statement of Payments for the Office of the Education Registrar

The Office of the Education Registrar (OER) was established under the *Education Act 2016*. Although the OER is an independent authority, for administrative purposes, it operates as part of the Department and is reported in Output 3. It is responsible for the registration and monitoring of home education in Tasmania, the Non-Government Schools' Registration Board, administering the non-government schools' registration process and for the operational aspects of the regulatory process and managing the compulsory conciliation conference for non-attendance at school. This disclosure is provided as there are no separate financial statements prepared for this entity.

	2023 \$'000	2022 \$'000
Salaries	1 951	1 652
Travel	131	72
Consultants	257	210
Maintenance and Property Services	237	206
Supplies and Consumables	105	121
Miscellaneous	78	56
Total Expenditure	2 759	2 317

Note 15: Notes to Administered Statements

For significant Accounting Policies in relation to material variances please refer to Note 3.

15.1 Explanations of Material Variances between Budget and Actual Outcomes

Material variances between budget estimates and actual outcomes for the administered statements for 2023 are considered material where the variance exceeds the greater of 10 per cent of Budget estimate and \$1.5 million. Where such a variance exists, it is discussed in the relevant note below.

15.2 Administered Revenue from Government

For significant Accounting Policies relating to Administered Revenue from Government please refer to Note 5.1.

	2023 BUDGET \$'000	2023 ACTUAL \$'000	2022 ACTUAL \$'000
Continuing operations			
Appropriation revenue – recurrent	478 387	496 227	462 972
Total administered revenue from Government	478 387	496 227	462 972

15.3 Administered Grants and Subsidies

For significant Accounting Policies relating to Administered Grants please refer to Note 7.4.

	2023 \$'000	2022 \$'000
Non-government schools: Grants by Australian Government		
Catholic Schools	249 429	232 690
Independent Schools	152 571	137 928
Non-government schools: Grants by State Government		
Catholic Schools	56 526	56 386
Independent Schools	35 159	34 830
Other - Spectacles and Student Accommodation Assistance	103	86
Non-government schools: Capital assistance		
Catholic Schools	1 049	923
Independent Schools	1 390	250
Total	496 227	463 093

Note 16: Transactions and Balances Relating to a Trustee or Agency Arrangement

The Department acts under a trustee arrangement in the administration of certain library and student funds. These funds are neither administered nor controlled. Accordingly, they are not recognised in the financial statements. However, disclosure is made in aggregate of the amount collected and distributed to external parties during the reporting period and any amount undistributed on 30 June 2023.

	OPENING BALANCE 1 JULY 2022 \$'000	NET TRANSACTIONS DURING 2022-23 \$'000	CLOSING BALANCE 30 JUNE 2023 \$'000
Critchley Parker Junior Student Loan Fund	23	...	23
Sir John Morris Memorial Fund	1 194	68	1 262
TM Crisp Memorial Sporting Library	15	...	15
	1 232	68	1 300

Note 17: Events occurring after balance date

There have been no events subsequent to balance date which would have a material effect on the Department's financial statements as at 30 June 2023.

Note 18: Other Significant Accounting Policies and Judgements

18.1 Objectives and Funding

In October 2022, the new Department for Education, Children and Young People was established, bringing together the functions of the Department for Education, and Child, Youth and Family Services from the former Department of Communities Tasmania.

The Department for Education, Children and Young People is responsible for the delivery of public early years and school education and library and archive services throughout Tasmania, as well as Youth Justice Services, Child Safety Services, Out of Home Care and Adoptions and Permanency Services. The Department is responsible to the Minister for Education, Children and Youth, Hon Roger Jaensch MP.

Further details on the divisions are provided in the Annual Report.

Departmental activities are classified as either controlled or administered.

Controlled activities involve the use of assets, liabilities, revenues, and expenses controlled or incurred by the Department in its own right. Administered activities involve the management or oversight by the Department on behalf of the Government, of items controlled or incurred by the Government, reported at Note 2.4.

The Department is a Tasmanian Government not-for-profit entity that is predominantly funded through Parliamentary appropriations. It also provides services on a fee for service basis, as outlined in Note 5.3. The financial report encompasses all funds through which the Department controls resources to carry on its functions.

Outputs of the Department

The individual outputs of the Department are provided under the following output groups:

Output group 1: Education;

Output group 2: Libraries Tasmania;

Output group 3: Education Regulation;

Output group 4: Children Services;

Output group 5: Independent Children's and Young Persons' Review Service; and

Output group 89: Public Building Maintenance Program.

Output group 1: Education

Description

The purpose of this output group is to provide a range of educational services that will help students develop intellectually, socially, morally, emotionally, and physically in a stimulating, inclusive and supportive environment.

Output group 2: Libraries Tasmania

Description

This output provides contemporary library and archives services to all Tasmanians. Libraries Tasmania provides places of welcome, learning and exploration. The service connects Tasmanians with information, heritage, ideas and each other, through real and virtual spaces, physical and digital resources, and relevant and engaging activities.

Output group 3: Education Regulation

Description

This Output provides for the operation of the independent regulatory authorities for education including: the Teacher's Registration Board; Office of Tasmanian Assessment Standards and Certification; the Office of the Education Registrar; and the Non-Government Schools Registration Board. These authorities regulate and drive quality in the Tasmanian education system across all sectors including: government; Catholic; independent school sectors; some parts of the Vocational Education and Training sector; and Home Education.

Output group 4: Children Services

Description

This output group provides services to children, young people and their families through a range of programs within the Strong Families Safe Kids Advice and Referral Line, the Child Safety Service, and Out of Home Care. It provides services for youth justice through a range of community youth justice and custodial youth justice programs, including the operations of the Ashley Youth Detention Centre.

18.2 Basis of Accounting

The Financial Statements are a general purpose financial report and have been prepared in accordance with:

- Australian Accounting Standards and Interpretations issued by the Australian Accounting Standards Board; and
- The Treasurer's Instructions issued under the provisions of the *Financial Management Act 2016*.

The financial statements were signed by the Acting Secretary on 12 October 2023.

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

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

The financial statements have been prepared as a going concern. The continued existence of the Department in its present form, undertaking its current activities, is dependent on Government policy and on continuing appropriations by Parliament for the Department's administration and activities.

The Department has made no assumptions concerning the future that may cause a material adjustment to the carrying amounts of assets and liabilities within the next reporting period.

18.3 Reporting Entity

The Financial Statements include all the controlled activities of the Department. The Financial Statements consolidate material transactions and balances of the Department and entities included in its output groups. Material transactions and balances between the Department and such entities have been eliminated.

The Office of Tasmanian Assessment, Standards and Certification, Office of the Education Registrar and Teachers' Registration Board transactions and balances are included in these financial statements.

18.4 Functional and Presentation Currency

These financial statements are presented in Australian dollars, which is the Department's functional currency.

18.5 Changes in Accounting Policies

a) Impact of new and revised Accounting Standards

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

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

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

18.6 Unrecognised Financial Instruments

The department has no unrecognised financial instruments.

18.7 Foreign Currency

Transactions denominated in a foreign currency are converted at the exchange rate at the date of the transaction. Foreign currency receivables and payables are translated at the exchange rates current as at balance date.

18.8 Comparative Figures

Comparative figures have been adjusted to reflect any changes in accounting policy or the adoption of new standards.

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

Restructures of outputs within the Department (internal restructures) that do not affect the results shown on the face of the financial statements are reflected in the comparatives in the Output Schedule at Note 2.

The comparatives for administrative restructures are not reflected in the financial statements.

18.9 Rounding

All amounts in the financial statements have been rounded to the nearest thousand dollars unless otherwise stated. As a consequence, rounded figures may not add to totals. Amounts less than \$500 are rounded to zero and are indicated by the symbol "...".

18.10 Departmental Taxation

The Department is exempt from all forms of taxation except Fringe Benefits Tax and Goods and Services Tax (GST).

18.11 Goods and Services Tax

Revenue, expenses and assets are recognised net of the amount of Goods and Services Tax (GST), except where the GST incurred is not recoverable from the Australian Taxation Office (ATO). Receivables and payables are stated inclusive of GST.

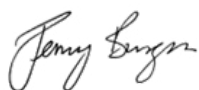
The net amount recoverable, or payable, to the ATO is recognised as an asset or liability within the Statement of Financial Position.

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

Statement of Certification

The accompanying financial statements of the Department for Education, Children and Young People and its related bodies are in agreement with the relevant accounts and records and have been prepared in compliance with Treasurer's Instructions issued under the provisions of the *Financial Management Act 2016* to present fairly the financial transactions for the year ended 30 June 2023 and the financial position as at the end of the year.

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



Jenny Burgess
Acting Secretary
Date: 12 October 2023

Auditor's Report



Auditor's Report

To the Members of Parliament

Department for Education, Children and Young People

Report on the Audit of the Financial Statements

Opinion

I have audited the financial statements of the Department for Education, Children and Young People (the Department), which comprises the statement of financial position as at 30 June 2023 and statements of comprehensive income, changes in equity and cash flows for the year then ended, notes to the financial statements, including a summary of significant accounting policies, other explanatory notes and the statement of certification signed by the Acting Secretary of the Department.

In my opinion, the accompanying financial statements:

- (a) present fairly, in all material respects, the Department's financial position as at 30 June 2023 and its financial performance and its cash flows for the year then ended
- (b) are in accordance with the *Financial Management Act 2016* and Australian Accounting Standards.

Basis for Opinion

I conducted the audit in accordance with Australian Auditing Standards. My responsibilities under those standards are further described in the *Auditor's Responsibilities for the Audit of the Financial Statements* section of my report. I am independent of the Department in accordance with the ethical requirements of the Accounting Professional and Ethical Standards Board's *APES 110 Code of Ethics for Professional Accountants (including Independence Standards)* (the Code) that are relevant to my audit of the financial statements in Australia. I have also fulfilled my other ethical responsibilities in accordance with the Code.

The *Audit Act 2008* further promotes the independence of the Auditor-General. The Auditor-General is the auditor of all Tasmanian public sector entities and can only be removed by Parliament. The Auditor-General may conduct an audit in any way considered appropriate and is not subject to direction by any person about the way in which audit powers are to be exercised. The Auditor-General has for the purposes of conducting an audit, access to all documents and property and can report to Parliament matters which in the Auditor-General's opinion are significant.

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

My audit is not designed to provide assurance on the accuracy and appropriateness of the budget information in the Department's financial statements.

Responsibilities of the Secretary for the Financial Statements

The Secretary is responsible for the preparation and fair presentation of the financial statements in accordance with Australian Accounting Standards, and the financial reporting requirements of Section 42 (1) of the *Financial Management Act 2016*. This responsibility includes such internal control as determined necessary to enable the preparation of the financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, the Secretary is responsible for assessing the Department's ability to continue as a going concern unless the Department's operations will cease as a result of an administrative restructure. The assessment must disclose, as applicable, matters related to going concern and the appropriateness of using the going concern basis of accounting.

Auditor's Responsibilities for the Audit of the Financial Statements

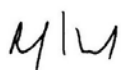
My objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes my opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with the Australian Auditing Standards will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of the financial statements.

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

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for my opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Department's internal control.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the Secretary.

- Conclude on the appropriateness of the Secretary's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the Department's ability to continue as a going concern. If I conclude that a material uncertainty exists, I am required to draw attention in my auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify my opinion. My conclusion is based on the audit evidence obtained up to the date of my auditor's report. However, future events or conditions may cause the Department to cease to continue as a going concern.
- Evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

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



Rod Whitehead
Auditor-General

Tasmanian Audit Office

12 October 2023
Hobart

09

Appendices

Other annual reports

We wish to acknowledge the passing of Mr Tim Bugg.

As the Chair of the management committee for the Allport Library and Museum of Fine Arts, Tim was very generous with his time. He provided outstanding stewardship that resulted in sustained increase in visitation to the Allport and the acquisition of many significant collection items, most notably a unique series of sketches from the Baudin visit of 1802 that depicts Tasmanian Aboriginal people and place.

We extend our deepest sympathy to Mr Bugg's family and friends.

Allport Library and Museum of Fine Arts

The Allport Library and Museum of Fine Arts (the Allport) functions under the *Allport Library and Museum Fine Arts Agreement Act 1966* to ensure that Henry Allport's 1965 bequest is highly valued and enjoyed by its beneficiaries - the people of Tasmania. It is managed by a Management Committee, as required under the *Libraries Act 1984* (Tas).

The Allport aims to:

- provide maximum access to the collection within the limits of preservation and security considerations.
- maintain the highest standards in collection development and service, and
- encourage the Tasmanian community to participate in the development and preservation of the collection.

Management committee

The term for the current committee membership is from 1 July 2021 to 30 June 2024.

Committee members are:

- Tim Bugg AM, Chair (nominated by the trustees of the estate of Henry Allport) (Dec)
- Amanda Wojtowicz (nominated by the trustees of the estate of Henry Allport)
- Tony Brown, (a representative of the Tasmanian Museum and Art Gallery nominated by its Board of Trustees)
- Cobus Van Breda (nominated by the Minister for Education and Training)
- Sue McKerracher Executive Director, Libraries Tasmania (nominated by the Secretary, Department of Education)

Three meetings of the Management Committee were held in Hobart during 2022-23:

- 18 August 2022
- 8 February 2023
- 19 April 2023

Exhibitions

Chilled: Antarctic life, inside and out, National Archives of Australia – closed 29 October 2022

Skying: Cloudscapes in Tasmanian Art by Tracey Cockburn – 11 Nov to 25 Feb 2023

Fancy Dress: from tutus to cosplay 10 March 2023 – 29 July 2023

Lecture program, tours and events

Key of Acronyms:

Professional Historians Association - Tasmania (PHAT)

Friends of the Allport (FOTA)

DATE	TALK/EVENT	IN PERSON
7 Jul 2022	Conflicting views of the Palawa people in early news – Leon Atkinson-MacEwen - PHA (Vic & Tas)	18
8 Jul 2022	The Lanney Pillar film screening	5
26 Jul 2022	Australia and Antarctica: putting ambitions on ice - Dr Andrew Jackson	16
27 July 2022	School for Seniors Kingston Talk –The Allport – Leisha Owen	N/A
4 Aug 2022	Real and Imagined Colonial Race Relations in Australia – Ciara Smart - PHA (Vic & Tas)	27
11 Aug 2022	National Family History Month – Dr G.F. Huston Superintendent of the New Norfolk Asylum & the Kenny Affair – Kate Vermey	15
25 Aug 2022	Chilled: Antarctic life, inside and out – Curator talk – Bruce Kay	20
30 Sept 2022	Friends of the Royal Tasmanian Botanical Gardens Talk –Botanical art in the Allport – Leisha Owen	23
6 Oct 2022	Ann Larkins and the Spaces of the King's Female Orphan School – Ann-Marie Ezzy - PHA (Vic & Tas)	30
18 Oct 2022	Gardeners, Plant Collectors, Friends: Hobart Town and Beyond – Ann Cripps - FOTA https://www.eventbrite.com.au/e/the-lanney-pillar-special-event-greg-lehman-and-roger-scholes-tickets-288208829367?aff=ebdsoporgprofile	40
11 Nov 2022	Exhibition Opening for <i>Skying: Cloudscapes in Tasmanian Art</i> – Tracey Cockburn	60
22 Nov 2022	Australians Studying Abroad Cultural Tour – Margaret Anderson Hope Talk – Caitlin Sutton and Lauren Black	30

DATE	TALK/EVENT	IN PERSON
2 March 2023	Everything that a flower should have: Maggs Bros and the facsimile trade – Ian Morrison	20
7 March 2023	Australia Reads: Gary Files: How it was performed for Tasmania Reads	15
8 March 2023	Australia Reads: Gary Files: How it was performed for Tasmania Reads	11
21 March 2023	The Jane Austen-esque diaries of Mary Morton Allport’s mother – Kate Vermey	52
1 April 2023	Parsons Family Reunion: The Rustat Bible - Leisha Owen – Carringa Farm, Hamilton	120
4 April 2023	Cosplay through the ages: a brief history of dressing up in Australia – Emerald King (as part of Fancy Dress exhibition)	29
6 April 2023	Colonisation: Tasmanian and Palestinian experience compared – Hamish Maxwell Stewart and Abel Yousif – PHA (Vic & Tas)	17
28 April 2023	Maritime Art in the Allport – Leisha Owen for the Royal Institute of Maritime Architects (RINA) members	12
4 May 2023	Deep mapping Colonial Hobart – Philippa Moore - PHA (Vic & Tas)	26
5 May 2023	In conversation with Graeme Murphy AO: Costumes career and creativity – Launceston Library – (as part of Fancy Dress exhibition)	50
11 May 2023	Special viewing of Banks’ Florilegium for Hunter Island Press members by Leisha Owen	6
23 May 2023	Fancy Dress: the brilliant career of Beattie Jordan – Penny C. Wells	60
1 June 2023	Thomas and Mary Moore: Re-writing lives with object – Kirstie Ross - PHA (Vic & Tas)	30
6 June 2023	Elizabeth College students – tour of Fancy Dress – Caitlin Sutton	20

Visits to the Allport Gallery, ground floor State Library and Tasmanian Archives building

	2018/19	2019/20	2020/21	2021/22	2022/23
No. of visits	11,724	8,394 ¹	8,571 ¹	17,117 ²	20,069

¹ Visitor numbers impacted by the COVID-19 pandemic

² An automatic door counter was installed on 17 June 2021 resulting in more accurate visit counts as well as increased numbers attending exhibitions.

Significant acquisitions

FILE	DATE	DETAILS	VALUE	ACQUIRED FROM
FA1400-1407	12/3/22	8 portraits by Rodney Gardner (<i>Danny Gardner, Study in preparation Kartanya Maynard, Gig Mansell, Gig Mansell, Nathan Maynard, Kartanya Maynard, Michael Mansell.</i>)	\$2,194	Rodney Gardner
FA1408	14/10/22	1 painting, watercolour <i>TG Wainwright Portrait of Robert Nuttall</i>	\$80,000	Elizabeth and Grant Godfrey
FA1410-1430		20 works by Elizabeth Hudspeth	Donation	Robert Stevens

Closing thanks

I would like to express my appreciation to the Allport Management Committee and the dedicated staff of the Allport Library and Museum of Fine Arts for their commitment to the Allport, including its collections, exhibitions, and events. I would also like to congratulate the library for reaching the milestone of over 20,000 visitors to the Allport in 2022-23.

Additionally, I would like to extend my gratitude to the Friends of the Allport for their consistent support and unwavering dedication in our shared mission to enhance awareness, recognition, and engagement for the Allport Library and Museum of Fine Arts under the leadership of Amanda Wojtowicz.

Tim Bugg AM

Chair

State Library and Archives Trust

I am pleased to submit the 38th annual report of the State Library and Archives Trust (Trust). The Trust is required by the *Libraries Act 1984* (Tas) to administer any property acquired by the Trust through gift, bequest, or device for the advancement of library and/or archives knowledge in Tasmania. The Trust awards grants aimed at assisting the professional development of librarians, archivists, and library and archives workers.

Trust membership

The term for the current Trust membership is from 1 February 2022 until 31 December 2024.

Current Trust members:

Ms Jan Richards	Chair, State Library and Archives Trust
Ms Sue McKerracher	Executive Director, Libraries Tasmania
Mr Ross Latham	Director – Collections and State Archivist, Libraries Tasmania
Ms Gaylene Cunningham	Public Trustee's appointee
Mr Brendan McManus	Minister's Legal appointee
Ms Sally Christensen	Secretary

Ms Mary Bent PSM, Chair of the Trust, resigned in December 2022.

Trust meetings

One ordinary meeting of the Trust was held in Hobart on Thursday, 24 November 2022.

Funding support to attend conferences and seminars

Tasmanian librarians, archivists, and library workers can apply to receive funding from the Sir John Morris Memorial Trust Fund to attend professional development conferences and workshops.

A Libraries Tasmania librarian was supported to attend the Clunes Booktown Festival in Victoria in March 2023. A range of authors and academics delivered talks on a range of genres at the festival including a dialogue between two presenters on writing about caring for country from a First Nations perspective, and the uses of archive materials in writing colonial histories and biographies.

A Libraries Tasmania archivist received Trust support to attend the 22nd Oral History Australia Conference: History in Troubling Times which was held in Launceston in October 2022. The conference highlighted the importance of oral history for libraries and archives in documenting histories of people with limited literacy and those who do not feel their story is valuable enough to write down. Other topics explored included First Nations and LGBTIQ+ oral histories, and the challenges of creating and collecting oral history.

TM Crisp Memorial Sporting Library Fund

The Trust also administers the TM Crisp Memorial Sporting Library Fund, which provides grants for the purchase of sporting books for Tasmanian public and reference libraries. No funds were disbursed during 2022-23.

Welcome and closing thanks

I would like to thank the members for warmly welcoming me as Chair of the Tasmanian State Library and Archives Trust and I look forward to working closely with them to support the advancement of library and archives knowledge in Tasmania.

I also wish to extend my sincere gratitude to Mary Bent PSM for her service as chair of the Trust until her resignation in December 2022.

Ms Jan Richards AM

Chair

Tasmanian Library Advisory Board

On behalf of the Tasmanian Library Advisory Board (TLAB), I am pleased to submit TLAB's 37th annual report, as required under the *Libraries Act 1984* (Act).

Role and structure

The statutory role of TLAB, as defined by the Act, is to advise the Minister for Education, Children and Youth (Minister) and the Secretary of the Department for Education, Children and Young People on matters relevant to the provision of public library services in Tasmania. TLAB membership provides wide representation from the Tasmanian community and comprises a mix of rural and urban interests.

The term for the current board is 1 January 2022 to 31 December 2024.

Board membership

Ministerial nominees:

Ms Jan Butler

Ms Jen Fitzgerald

Dr Tim Jarvis

Ms Mary Lijnzaad

Ms Suzanne Martin

Ms Jan Richards AM (Chair)

Dr Dianne Snowden AM

Mr Malcolm Wells

Local Government Association of Tasmania nominees:

Councillor Dick Adams OAM

Dr Mary Duniam

Councillor Beth Warren

Representing the Secretary of the Department for Education, Children and Young People:

Ms Sue McKerracher, Executive Director Libraries Tasmania.

Resignations:

Ms Mary Bent PSM, December 2022

Ms Sue Costello, September 2022

Councillor Jo Westwood, September 2022

Board meetings

TLAB held five meetings during 2022–23 at Hobart, Rosny, and Devonport libraries with members attending in person and online. Meeting dates were:

- Wednesday, 6 July 2022
- Wednesday, 21 September 2022
- Wednesday, 7 December 2022
- Thursday, 23 March 2023
- Wednesday, 21 June 2023.

Major issues considered by the Board

Reconciliation

The TLAB acknowledged the momentum and importance of Libraries Tasmania's efforts to make their spaces and collections culturally safe for Aboriginal people. They congratulated library staff on the First Nations Statement of Intent initiative, changes to the Tasmanian archive search to make it more culturally appropriate for Aboriginal people researching their family records, and the plan to move colonial material out of public spaces.

Library regulations

The TLAB noted minor changes to the *Libraries Regulations 2022 (Tas)* following a review of the 2012 regulations. These changes included the removal of fines for overdue books, changed labelling of "Librarycard" to "library card," removal of a restriction on eating or drinking in a library, addition of vaping to the definition of smoking, and changes to reflect that Libraries Tasmania offers a library card to people with no fixed address and does not restrict entrance to persons with unclean appearance.

School libraries

The TLAB noted a report on Libraries Tasmania's 2022 School Library Survey which demonstrated that school libraries provide critical educational infrastructure for students with low literacy, as well as gifted students, and that effective staffing and resourcing of school libraries can make a difference to student outcomes.

The TLAB also noted that Libraries Tasmania provides school libraries with a library management system and associated training, guidelines, and policies, and made the Sora eBook app available to all government schools in November 2022, giving students access to a wide collection of eResources. Beyond this support, staff and resources for school libraries are variable across the state, and the report showed there is room for improvement.

Prison Library Service

The TLAB noted a report on the prison library service and commended the work of Libraries Tasmania staff at Risdon Prison. The report presented an overview of completed and planned work guided by a dedicated improvement project which aspires to deliver international and national best practice prison library service. Outcomes of this project include increased use, interest and engagement in library services by people in the Tasmanian prison system, improved equity of access, and improved understanding for both Libraries Tasmania and the Tasmanian Prison Service of the needs of prisoners and the role of libraries in supporting their recreational, learning, and literacy needs. To enable further improvement, the TLAB supported a 2023-24 State Budget submission which was unsuccessful.

Geilston Bay Repository

The TLAB congratulated staff on successfully moving the Tasmanian Archives from Berriedale to the new repository at Geilston Bay and noted the completion of the project. Initially developed in 2018, the new facility has 28 linear kilometres of storage available. All storage areas at the site have dedicated temperature and humidity control, and the facility includes specialised cold rooms for the storage of vulnerable photographic media, as well as modern workspaces, and high-quality security and fire detection systems. Fourteen linear kilometres of archives were moved there from Berriedale between 26 September and 4 November 2022. The repository officially opened in December 2022 with an event attended by TLAB members.

Tasmania Reads

The TLAB supported and participated in the inaugural Tasmania Reads week in March 2023. The week-long celebration of reading provided a range of events and activities throughout the state that included 160 community partners, 60 in-person events, and 6,000 people. The Tasmania Reads Magazine, which included images of TLAB members sharing their favourite books, reached a circulation of 20,000 copies.

Censorship

In the wake of increasing censorship and book banning in the local library sector, TLAB noted a briefing on the potential impact of censorship in Australia. Libraries Tasmania only hold two restricted access titles according to the Australian Classification Board. The TLAB discussed the importance of upholding freedom of access to information and opposing the banning of books in public libraries and passed a motion to this effect.

Closing statement

On behalf of my TLAB colleagues, I extend my thanks to staff at Libraries Tasmania who support our work by providing strategic briefings on issues of importance, organising meetings and papers and, importantly, delivering outstanding library and archive services to the Tasmanian community during a time of ongoing change.

I wish to extend my sincere gratitude to Mary Bent PSM for her service as Chair until her resignation in December 2022. I also would like to acknowledge Councillor Jo Westwood and Sue Costello, whose terms ended over the last 12 months, and thank them for their contribution to the TLAB, and for their interest in and support of Libraries Tasmania.

I look forward to working with the TLAB to provide even stronger advocacy and support for Libraries Tasmania, helping to raise its status as an important Tasmanian cultural institution and a contemporary, vibrant, and well-recognised state-wide library and archive service.

Ms Jan Richards AM

Chair

Office of the Education Registrar (OER)

In accordance with section 227 of the *Education Act 2016* (Tasmania), I am pleased to provide the 2022-23 Annual Report of the Registrar, Education.

About the OER

OER was established to support the Registrar, Education and is an independent authority from the Department for Education, Children and Young People.

Our focus

To provide high quality regulatory support and advice to the non-state education sector.

To foster the value of education and the availability of high quality and accessible education to all Tasmanian children.

Our role

Under the *Education Act 2016*, the role of the Office of the Education Registrar involves the:

- Registration and monitoring of home education in Tasmania.
- Administration of non-government schools registration process and for the operational aspects of the regulatory process.
- Management of the compulsory conciliation process for non-attendance at school and to re-engage children and their families in school.

Other responsibilities of the Registrar include:

- The approval of part-time attendance applications for independent and non-government schools.
- To undertake reviews concerning an appeal of a decision for early entry to kindergarten.
- Co-ordinating and follow-up of notifications about the cancellation or withdrawal of enrolments from non-government schools.

Our stakeholders

The OER works closely with its stakeholders to develop and nurture effective stakeholder relationships with a shared commitment to providing quality education for all Tasmanian children. This includes:

- The Non-government Schools Registration Board (NGSRB)
- Tasmanian Home Education Advisory Council (THEAC)
- Catholic Education Office Tasmania
- Independent Schools Tasmania.

Our staff

In 2022-23 OER held a total of 15.2 full-time equivalent staff members state-wide, with offices located in Hobart and Launceston, and a satellite office in Devonport.

OER is also supported by casual registration officers who are located across the State, there are:

- 11 persons who perform work associated with the registration of non-government schools.
- 17 registration officers who support the home education registration process.

About our work

Home education

The registration and monitoring of home education in Tasmania is managed by OER.

Parents seeking registration to home educate their child are required to provide an application and a home education summary and program addressing 10 Standards as outlined in the *Education Regulations 2017*. The document, known as a HESP is provided annually and explains the program from the previous year and outlines the program for the coming year.

Following a review of the program, a registration officer visits the family to assess the program so that appropriate advice can be made to the Registrar for her to decide whether to approve registration.

The Registrar seeks advice from the THEAC in relation to new home education applications as well as seeking advice on selected re-registrations as and when required.

Under the Education Act, an application to home educate may include a part-time enrolment for the child at one school. Part-time enrolment can be up to the equivalent of two full days per week, but attendance may be structured across the week in smaller intervals as agreed between the parent and the principal.

On 30 June 2023, there were 1441 registrations for children from 844 families across Tasmania.

For the 1 July 2022 – 30 June 2023 period, the following registration activities occurred:

302 new provisional registrations were approved:

- 1 provisional registration was revoked.
- 1088 renewals of registrations were approved.
- 0 registrations with conditions were approved.
- 0 registrations revoked by the Registrar.
- 349 students withdrew from home education.
 - **Students who registered between 1 July 2022 and 30 June 2023 and then withdrew during this period spent an average of 179 days in home education before returning to a school.**
- 36 registrations involving part-time attendance at a school were approved. This figure only includes advice from parents who formally notified the OER that their child had a part time enrolment with a school.
 - **7 at non-government schools.**
 - **29 at Government Schools.**
- 33 Statement of Year 10 Completion certificates were issued by the Registrar in accordance with Section 91 of the Act.
- 29 Statement of Year 12 Completion certificates were issued by the Registrar in accordance with Section 93 of the Act.
- 85 5-year-old students entered their first year of compulsory education and registered for home education.

Compulsory Conciliation Conference

The Compulsory Conciliation Conference (CCC) is a referral-based process available to schools across all education sectors. The main objective of the conciliation process is to reengage the student and at times, their family, with their education.

Conciliators are independent service providers (contractors) appointed by the Registrar. There are 10 service providers currently contracted across the State to provide conciliatory services for a period of up to five years.

The Registrar requests that parents and the school to participate in the conference to explore and identify any barriers as to why the child is not attending or consistently attending school. The Registrar also invites any third party who may have information which can assist in returning the child to school. This can include medical practitioners, transport operators or bodies to assist with housing, for example.

The conferences are undertaken restoratively and facilitated by an independent conciliator. They aim to involve everyone necessary to support a resolution to non-attendance, including parents/guardians, the child (if the child wants to), and relevant school staff.

Once the CCC has concluded the appointed conciliator is required to provide a report including recommendations to the Registrar. If an agreement has been reached the Registrar may issue a formal requirement.

A requirement is a formal order issued by the Registrar requiring relevant parties i.e. parent, school or third party to actualise agreements made at conference and any other requirement that the Registrar considers appropriate. The issue of Requirements that are based on agreed outcomes are preferable.

There were no compulsory schooling orders made in 2022.

Data for CCC is analysed on a calendar year basis rather than financial year as conferences are aligned to school attendance data and conferences are only run during the school year.

Number of referrals

For the period of 1 January 2022 to 31 December 2022

205 referrals were received.

203 of these referrals went to conciliation conference.

Number of referrals received by type of School

TYPE OF SCHOOL	NUMBER
Government Schools	191
Non-Government Schools (Catholic and Independent Schools)	14
TOTAL	205

Number of referrals received by region

REGION	NUMBER
South	100
North	29
North-West	72
North-East	4
TOTAL	205

For the same period there were 83 reconvene conferences.

These conferences are held as a second conference that is requested by the school and approved by the Registrar when a parent has not met the requirements issued by the Registrar from the initial conference.

Student age at the time of referral

AGE	NUMBER
5 years	2
6 years	8
7 years	9
8 years	8
9 years	7
10 years	18
11 years	17
12 years	12
TOTAL PRIMARY SCHOOL	81
13 years	23
14 years	44
15 years	35
16 years	22
TOTAL HIGH SCHOOL	124
17 years	0
18 years	0
TOTAL SENIOR SECONDARY SCHOOL	0
TOTAL 2022	205

Re-engagement outcomes from Compulsory Conciliation Conferences

Re-engagement outcomes for students Prep – Year 6

- Data was obtained for a total of 188 Government School Referrals for analysis.
- The average daily attendance rate at the time of referral for students Prep – Grade 6 was 28.7 per cent.
- The average daily attendance rate at six weeks post conference for students in Kinder – Year 6 was 57.0 per cent.
- The average daily attendance rate at 12 weeks post conference for the same cohort was 49.2 per cent.
- This amounts to an average total increase of 20.5 per cent for the Prep – Year 6 cohort from the time of referral to 12 weeks post conference.

Re-engagement outcomes for students Years 7-12

- The average daily attendance rate at the time of referral for students in Years 7-12 was 23.0 per cent.
- The average daily attendance rate at six weeks post conference for students in Years 7-12 was 40.7 per cent.
- The average daily attendance rate at 12 weeks post conference for the same cohort is 34.0 per cent.
- This amounts to an average total increase of 11 per cent for the Years 7-12 cohort from the time of referral to 12 weeks post conference.
- Insights from the data suggest that post conference, attendance continues to increase up until 6 weeks post conference and then starts to decline between 6 and 12 weeks.
- This finding is not consistent with historical data, where attendance rates have continued to increase over time.
- Data also indicates that the average daily attendance rate shows a slight increase from the time of referral to the date of the conference, suggesting that merely scheduling a conference results in an increase in attendance.

Number of referrals received since 2019 to end of March 2023¹

CALENDAR YEAR	REFERRALS	CONFERENCE	RECONVENE	REQUIREMENTS
2019	182	173	60	161
2020	144	141	53	137
2021	234	234	40	230
2022	205	203	83	250
2023 ²	29	28	34	72

1. Figures are calculated on calendar year.

2. Figures taken as at 31 March 2023.

Regulation of Non-Government Schools

The Registrar is responsible for administering the non-government schools registration process and for the operational aspects of the regulatory process. The Registrar then reports to and advises the NGSRB, who decides on the registration of a school.

In 2022-23, the Registrar provided 25 reports to the Board in relation to the registration of non-government schools. These included reports arising from registration reviews, inspections, complaints, applications for a change of education type, campus amendments, as well as reports concerning the closure of non-government schools.

A report of the NGSRB as required under section 233 of the *Education Act 2016* is included below.

Part-time attendance applications

The Registrar has been delegated by the Minister for Education and Training to approve part-time attendance applications made under section 17 of the *Education Act 2016*. for applications made by an Administrative Authority of a non-government school that is not the Tasmanian Catholic Education Office.

In 2022-23, the Registrar approved 29 applications for part-time attendance from 9 independent non-government schools.

Early entry to School Cross-sectoral Placement Committee

The Registrar was appointed to review appeals from decisions made by the Committee. In 2022-23, no appeals were received by the Registrar to review a decision.

Review of Education Regulation

On 24 March 2022, the Tasmanian Government passed the *Education Legislation Amendments (Education Regulation) Act 2022* which then received Royal Assent on 12 April 2022.

The Deputy Director and staff of the OER will continue to work with the Director, Education Regulation, the department and the other regulators on the implementation of the legislation. Regulatory support will continue to be provided to the NGSRB to manage the operational aspects of the regulatory process associated with the registration of non-government schools.

Jo Spencer

Acting Deputy Director
Office of the Education Registrar

Tasmanian Home Education Advisory Council

The Tasmania Home Education Advisory Council (THEAC) was formed in 1993 to advise the Minister for Education and the general public on matters affecting home education and to register and monitor individual home education programs. Following the introduction of the *Education Act 2016*, THEAC's role evolved to become an expert, skills based advisory role to the Education Registrar and Tasmanian Education Minister.

THEAC is made up of seven voluntary members, including a Chair and a Deputy Chair. All members are appointed by the Minister as a result of a public expressions of interest. At least half of THEAC must consist of people with home education experience. THEAC meets eight times a year with meetings held on a six-weekly basis.

The purpose of the meetings is to:

- Receive a regular report from the Registrar on issues relating to home education.
- Provide advice as requested by the Registrar.
- Monitor the effectiveness of procedures in place for the provision of advice.
- Discuss matters that the Home Education community has identified as systemic issues, for the purpose of providing advice to the Registrar.
- Address other matters as requested by the Registrar.
- Address other issues relating to THEAC's functions.

For more information on THEAC's guiding principles and membership please refer to THEAC's website www.theac.tas.gov.au.

Throughout the past year, THEAC continued to work closely with the Registrar in providing support and advice on matters relating to home education. As part of its role, THEAC continued to provide advice to the Registrar on many special advice situations. THEAC provided a reference point for queries, responding to community concerns and liaised with other agencies about home education.

Home education numbers have remained consistent over the past year. As at 30 June 2023 there were a total of 1441 students from 844 families registered for home education across the State.

In 2022-23, THEAC noted an increase of children entering home education with diverse learning needs. As a result, THEAC hosted two online seminars with Allied Health directed towards parents with children who have diverse learning needs. These were well received by the home education community and THEAC are in the process of organising two more seminars for term four of this year.

THEAC will continue to work with the Registrar and her staff to support the understanding of home education in the community.

Non-Government Schools Registration Board

The Non-Government Schools Registration Board (The Board) is an independent statutory body whose composition, functions and powers are defined under sections 229, 230 and 231 of the *Education Act 2016*.

The Board's primary function is to make decisions on applications for the re-registration of existing non-government schools and the registration of a system of schools in Tasmania; with specific Registration Standards to be met set out under the *Education Regulations 2017*.

The Board also makes recommendations to the Minister regarding applications for new schools.

The Board is supported by the Registrar and her Office. The Registrar manages the day-to-day operations and the operational aspects of the regulatory process. Reviews for the re-registration of existing non-government schools are undertaken by Registration Officers with educational qualifications. The Registrar then provides advice to the Board in relation to the compliance of schools against the Registration Standards.

Board membership

Members of the Board are appointed by the Minister for Education, Children and Youth.

The following persons were members of the Board in 2022-23:

NAME	POSITION
Tony Freeman	Chair
Michael Cole	Nominee of organisations representing teachers in registered schools
Cawley Farrell	Nominee of organisations representing registered schools
Denise Long	Nominee of the Tasmanian Catholic Education Office
Terese Philips	Minister's Nominee
Don Ryan	Nominee of organisations representing parents of children at registered schools
Malcolm Wells	Nominee of the Department of Education
Gail Haris	Nominee of organisations representing teachers in registered schools <i>Commenced term of appointment on 15 March 2023</i>
Geoffrey Freeman	Nominee of organisations representing teachers in registered schools <i>Commenced term of appointment on 15 March 2023</i>

Board meetings

The Board met seven times in 2022-23 when it considered matters relating to the re-registration of existing schools, and to discuss procedural and policy issues.

All meetings were held in Hobart. The meeting dates were 21 July 2022, 1 September 2022, 6 October 2022, 3 November 2022, 1 December 2022, 16 February 2023, and 11 May 2023.

A workshop was held on 16 March 2023 to discuss Board priorities in 2023.

Registration activities in 2022-23

Registered schools in Tasmania

There are currently 72 registered schools in Tasmania, 37 of these schools are within the Tasmanian Catholic Education System of Registered Schools.

For a current list of non-government schools registered in Tasmania see:

<https://schoolregistration.tas.gov.au/school-directory/>

Review of registered schools

In 2022-23, the Board made decisions relating to the re-registration of the following schools:

- Circular Head Christian School
- Devonport Christian School
- Indie School Glenorchy
- Lambert School
- Northern Christian School
- OneSchool Global
- Peregrine School
- Scotch Oakburn College
- Southern Christian College
- St Michaels Collegiate School
- The Hutchins School
- The Launceston Preparatory School

Three schools were issued with conditions of registration that related to one or more of the following Registration Standards: Financial Management and/or Complaints Management.

Inspections

Two schools underwent an inspection due to the imposition of registration conditions issued by the Board following the 2021 re-registration process to confirm compliance against the Registration Standards.

Conditions may only be issued where the Board is satisfied that the deficiency does not pose a risk of harm to the health and safety of the students and staff at, or visitors to, the school, and is capable of being rectified within the period determined by the Board. Registration conditions for one individual school were imposed by the Board that related to the Governance Standard and to the Financial Resources Standard. The school is now compliant with the Registration Standards.

For the other school, conditions related to the preparation and readiness of the school to provide a new registration type beginning in 2023. The conditions related to the Curriculum Standard and the Assessment and Reporting Standard.

The school was found to be compliant with the Registration Standards and was able to commence delivery of a new education type at the beginning of 2023.

Complaints concerning non-government schools

Complaints relating to two schools were received by the Board in respect of potential noncompliance with the Registration Standards. As a result, an inspection of each school was undertaken.

One individual school was found to be non-compliant with the Student Learning Standard and with the Complaints Management Standard.

The other school was found to be non-compliant with the Complaints Management Standard.

For both Schools, the Board determined to impose conditions of registration relating to the relevant Standards.

The aim of the Board is to ensure that non-government schools are meeting the Standards and to support them to do so. When a school is in breach of a Standard, the Board will take steps to ensure that the breach is rectified, and the school takes steps to become compliant.

Application for registration as a new individual school

The Board did not consider any applications for the registration of new individual schools.

Applications to amend registration

Schools are required to seek approval from the Board for any significant changes in relation to their registration. These include an application for a change of education type, an application for a new or change of school campus, or school closures or amalgamations.

Changes of Education Type

In 2022-23, the Board considered a change of education type application for the following Catholic Education Schools to be registered to provide Year 11 commencing in 2023, and Year 12 commencing in 2024:

- St Virgils College (located at Austins Ferry)
- St Alloysius College (located at Kingston)
- MacKillop College (located at Mornington)

The Board issued conditions of registration associated with this change of education type and inspections were undertaken prior to the end of 2022 to confirm the preparation and readiness of each school.

The Board also approved a Change of Education Type for the St Michael's Collegiate School to be registered to provide Distance Education to commence in Term 1, 2023.

New Campus

In 2022-23, the Board received and approved two applications associated with a change of campus.

- **Indie School Glenorchy** applied for an additional campus to be located at 2/4 Mertonvale Circuit, Kingston. This campus commenced operation with students attending at the beginning of Term 1, 2023.
- **Indie School Devonport** applied for an additional campus to be located at 3/93 Paterson Street, Launceston. This campus commenced operation with students attending at the beginning of Term 1, 2023.

Closure of Non-Government Schools

No registered schools advised that they would officially close in 2022-23.

Tasmanian Catholic Education System of Schools

In April 2018, a Tasmanian Catholic Education System of Registered Schools was approved by the Board forming a system consisting of 38 Tasmanian Catholic Schools.

Under this approval, the Tasmanian Catholic Education Commission is to ensure that all system schools are complying with the requirements for the re-registration of a registered school.

Each year, the System Authority is to provide a report to the Board about the compliance of its schools. The Board considered and noted the report as well as seven audit reports prepared by Catholic Education Tasmania.

In addition, the Board considered three inspection reports prepared by Registration Officers of the OER.

Board activities

Supporting schools to understand the Registration Standards

In August 2022, four Board members participated in information sessions held by the Education Registrar and Independent Schools Tasmania for school personnel involved in the re-registration process of non-government schools.

In these sessions, the Registrar and Board members provided information about what schools are required to provide as part of the re-registration process and how a school demonstrates compliance in meeting each Registration Standard.

School principals, along with members of school leadership teams and school governing bodies attended, and all 10 Schools due for re-registration prior to the end of 2023 were represented.

Review of Education Regulation

On 24 March 2022, the Tasmanian Government passed the *Education Legislation Amendments (Education Regulation) Act 2022* which then received Royal Assent on 12 April 2022.

The Act made important amendments such as:

- Broader application of the *Education Act 2016* principles to facilitate an approach to regulation that is centred around the learner and achievement of outcomes for learners.
- Providing for a performance framework for the regulators, including the development of outcome-based performance targets.
- Establishing skills-based boards for the TRB, TASC and the NGSRB.

To support the implementation of these amendments, the Board held a workshop in March 2022 to plan for a smooth transition to an incoming skills-based board. A transition plan was developed to provide advice and information about current or emerging issues in the regulation of registered schools. The plan also highlighted areas where continuous improvements could be made as well as information and advice about the board's current risk management approach and existing risk register.

The *Education Legislation Amendments (Education Regulation) Act 2022* commenced on 1 July 2023, with the Minister making new appointments to the Board to create a skills based board.

As the outgoing Chair, I wish to thank all former Board members for their contribution to the regulation of non-government schools in Tasmania. I also extend my appreciation to the staff of the Office of the Education Registrar including the Acting Deputy Director, Jo Spencer, and to Katharine O'Donnell, Director, Education Regulation for their high-level advice and support that enable the Board to make fair, transparent and consistent decisions concerning school registration.

Tony Freeman

Outgoing Chair

Abbreviations and Acronyms

ACRONYM	IN FULL
ACARA	Australian Curriculum, Assessment and Reporting Authority
ACF	Australian Childhood Foundation
ADR	Alternative Dispute Resolution
ALIA	Australian Library and Information Association
ARL	Advice and Referral Line
ASbA	Australian School-based Apprenticeships
AYDC	Ashley Youth Detention Centre
CFLC	Child and Family Learning Centre
CSS	Child Safety Service
DoE	Department of Education
DECYP	Department for Education, Children and Young People
ECEC	Early Childhood Education and Care
FTE	Full-Time Equivalent
GETI	Government Education and Training International Tasmania
GST	Goods and Services Tax
HESP	Home Education Summary and Program
ICT	Information and Communication Technology
ITS	Information Technology Services
LAT	Limited Authority to Teach
LIFT	Learning in Families Together
LiL	Launching into Learning
LOTE	Language other than English
MP	Member of Parliament
NAPLAN	National Assessment Program – Literacy and Numeracy
NCCD	Nationally Consistent Collection of Data

ACRONYM	IN FULL
NDIS	National Disability Insurance Scheme
NGSRB	Non-Government Schools Registration Board
NMS	National Minimum Standard
NQS	National Quality Standards
OER	Office of Education Registrar
OOHC	Out of Home Care
OSA	Office of the State Archivist
PAT	Progressive Achievement Tests
PCF	Principal Capability Framework
PDP	Performance and Development Plan
PEDS	Parents' Evaluation of Developmental Status
PESRAC	Premier's Economic Social and Recovery Advisory Council
PIPS	Performance Indicators in Primary Schools
PISA	Program for International Student Assessment
PLI	Professional Learning Institute
PMO	Project Management Office
PWAP	Principal Wellbeing Action Plan
RiMAC	Risk Management and Audit Committee
RTI	Right to Information
RTO	Registered Training Organisation
STEM	Science, Technology, Engineering and Mathematics
SRB	Schools Registration Board
TASC	Office of the Tasmanian Assessment, Standards and Certification
TCE	Tasmanian Certificate of Education
TFA	Teach for Australia
THEAC	Tasmanian Home Education Advisory Council

ACRONYM	IN FULL
TIMSS	Trends in International Mathematics and Science Study
TLAB	Tasmanian Library Advisory Board
TRB	Teachers Registration Board
TRMF	Tasmanian Risk Management Fund
UTAS	University of Tasmania
VET	Vocational Education and Training
VLC	Virtual Learning Centre
VLT	Virtual Learning Tasmania
WCAG	Web Content Accessibility Guidelines

Compliance Index

This index identifies compliance with the statutory disclosure requirements for annual reporting of:

- *Education Act 2016*
- *Financial Management Act 2016*
- *State Service Act 2000*
- *Right to Information Act 2009*
- *Public Interest Disclosures Act 2002*
- *State Service Regulations 2011*
- *Integrity Commission Act 2009*
- *Various Treasurer's Instructions and whole-of-government directions*
- *National Education Agreement (2012).*

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Publications and Websites

Publications

Aboriginal Education Services

- We Love Country – children’s book

Child and Student Wellbeing

- 2022 Student Wellbeing and Engagement Survey – Statewide Report
- In partnership with the Department of Health, we produce a range of material to support teaching and learning about vaping

COVID-19

- COVID-Safe Schools Plan 2023

Communication Services

- Department of Education 2021-22 Annual Report
- School Term Dates and Professional Learning Days 2023 – Infosheet

Education and Care

- *Licensing Operational Guide for CBC5*
- ECU also produced a range of information sheets, newsletters and other online resources to support quality, promote compliance and to support the implementation of the National Quality Framework in education and care services and licencing requirements for childcare services

Early Years

- Parents’ Evaluation of Developmental Status (PEDS) information brochure
- Working Together – supporting early learning information brochure

Facility Services

- Built Environment Guide
- Hobart City High School Consultation Report
- Fact sheets, flyers and storyboards were developed for the New Youth Detention facility site consultation and North West Support School consultation processes

Government Education and Training International

- The GETI team produced a range of multilingual course guides, newsletters, information sheets and online resources to support the roll out of the new GETI brand
- Published documents are available on study.tas.gov.au

Safeguarding Children and Young People

- Safe. Secure. Supported. Our Safeguarding Framework

Strategic Policy and Projects

- School Association Committee Handbook Update
- Tasmanian Government Submission to the Productivity Commission Inquiry into the Early Childhood Education and Care Sector
- Tasmanian Government Submission to the Productivity Commission Review of the NSRA
- Tasmanian Government Submission to the Productivity Commission Review of the NSRA Report
- Tasmanian Out of Home Care Standards and Introductory Self-Assessment Tool
- Under 16 Homelessness Practice Guidelines for Specialist Homelessness Services
- Submission to the Tasmanian Housing Strategy Discussion Paper
- Tasmanian Government Submission to the Legislative Council Sessional Committee Government Administration 'B' Inquiry into Adult Imprisonment and Youth Detention Matters
- Department for Education, Children and Young People submission to the Senate Inquiry into the national trend of school refusal and related matters
- Department for Education, Children and Young People submission to the Senate Inquiry into the issue of disruption in Australian school classrooms

Teaching and Learning

- A range of curriculum and assessment resources were developed to support our teachers to implement Version 9 of the Australian Curriculum.
- A range of online and printed material to support families with children in the early years was developed including:
 - Passport to Learning cards, pamphlets and posters
 - Launching into Learning Nursery Rhyme videos and Maxi Visits videos
 - Pre Kinder Postcards
 - We love Country animation
 - Acknowledgement of Country posters, banners and video
- Various resources were developed to support the 2023 Premier's Reading Challenge, including:
 - Posters
 - Bookmark
 - Reading Logs
 - Certificates

Youth Justice

- Final Draft Youth Justice Blueprint 2022-2023
- Draft Youth Justice Facilities Model
 - Youth Detention Facility - QAs
 - Support Centre – further details
 - Detention Facility – further details
 - Assisted Bail Facility – further details
- Keeping Kids Safe – Report to the Commission of Inquiry into the Tasmanian Government's Responses into Child Sexual Abuse in Institutional Settings

Websites

WEBSITE NAME	URL
B4 Early Years Coalition	www.b4.decyp.tas.gov.au
PLI (Professional Learning Institute)	www.pli.decyp.tas.gov.au
Education and Care	www.educationandcare.tas.gov.au
Great Start	www.greatstart.tas.gov.au
Office of the Education Registrar	www.oer.tas.gov.au
STEM	www.stem.decyp.tas.gov.au
Strong Families, Safe Kids	www.strongfamiliesafekids.tas.gov.au
Years 11&12	www.11and12.decyp.tas.gov.au
The Orb	www.theorb.tas.gov.au
DECYP public	www.decyp.tas.gov.au
GETI (Government Education & Training International)	www.study.tas.gov.au
TASC	www.tasc.tas.gov.au
Teachers Registration Board	www.trb.tas.gov.au/Pages/Home.aspx
Respectful Relationships	www.respectfulrelationships.decyp.tas.gov.au
Anything Can Happen	www.anything.tas.gov.au
Careerify	www.careerify.tas.gov.au
Let's Talk	www.talk.tas.gov.au
DECYP Intranet	-
Teaching & Learning Centre	tlc.decyp.tas.gov.au
Emergency App	-

LIBRARIES TASMANIA SITES

Libraries Tasmania	www.libraries.tas.gov.au
26Ten	www.26ten.tas.gov.au
26Ten Chat	www.26ten.tas.gov.au
Office of the State Archivist	www.informationstrategy.tas.gov.au

Tasmanian Government schools manage their own websites apart from a small number of sites hosted by a department multi-site solution.



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