

# Annual Report

2019 / 2020

# ABOUT THIS REPORT

This report meets the Department of Education's legislative reporting obligations and provides information for all Tasmanians with an interest in education, training and information services. The report provides an overview of the operations, major initiatives and performance of the Department during the 2019-20 financial year.

Information on the Department's activities and achievements that have contributed to the successes in education, training and information services in Tasmania is also included.

Feedback or enquiries regarding this report are welcome. They should be directed to Strategic Marketing, Communications and Media at [marketing@education.tas.gov.au](mailto:marketing@education.tas.gov.au).

This report, and further information is available on the Department's website at [www.education.tas.gov.au](http://www.education.tas.gov.au).

## Structure of the report

The report is presented in the following sections to meet the different information needs of a range of readers:

### OVERVIEW

This section provides an overview of our services and structure.

### EDUCATION – OUTPUT GROUP 1

This section highlights the focus, ongoing strategies, performance and clients of the Department's Output Group 1 – Education. This section is framed around the Department's goals of *Access, Participation and Engagement; Early Learning; Wellbeing and Literacy and Numeracy*.

### LIBRARIES TASMANIA – OUTPUT GROUP 2

This section highlights the direction, major initiatives, performance and clients of the Department's Output Group 2, which includes the operations of all Libraries Tasmania services.

### REQUIRED REPORTING

This section provides information on the financial, administrative and human resource management aspects of the Department. The annual reports of related bodies and boards are also included.

### FINANCIAL STATEMENTS

This section provides the financial statements of the Department for the 2019-20 financial year.

### APPENDICES

This section includes indexes and supplementary information. Additional performance information on the Department is published through: <http://data.gov.au>

# DEAR MINISTER



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 this report of the activities of the Department of Education (DoE) for the 2019-2020 financial year.

Without a doubt, 2020 has been a year of uncertainty and change as the world has grappled with the effects of the COVID-19 pandemic. As it has for nearly every industry and person in Tasmania, COVID-19 has impacted our Tasmanian public education system.

Rather than focus on any negative impact of the pandemic, I believe it's far more fitting to celebrate the growth we have achieved across our entire public education system. In particular, we should be proud of the way we have worked with others to inspire and support our learners through the delivery of innovative and creative solutions to the challenges the pandemic created.

COVID-19 encouraged us to focus on what really matters in public education in Tasmania. During the pandemic we asked ourselves "what are the critical pieces of work that our community needs us to keep doing, or – in some cases – start doing?". More than ever we placed our learners at the centre of our decision-making, and relied upon our shared commitment (*Together we inspire and support all learners to succeed as connected, resilient, creative and curious thinkers*) to guide us.

Perhaps more than ever, the pandemic has confirmed what a vital role our services play in our Tasmanian

community. Our schools, libraries and Child and Family Centres are a core part of many people's lives, and provide support to thousands of Tasmanians. Certainly this support is educational, but we know our community also values our support for its wellbeing. This reinforces the fundamental link we know is so important between wellbeing and learning.

Close partnerships with our families and communities resulted in us positively responding to COVID-19 in many ways. The below are only a few examples of what we achieved together:

- implementing Learning at Home – what an incredible effort this was, not only for our staff here at DoE, who responded rapidly to an uncertain environment, but also for parents at home supporting the learning of their children!
- closing the digital divide by ensuring students had access to computers or the Internet at home
- creatively adjusting service provision in our Child and Family Centres so that they could remain open and we could remain connected to families
- keeping schools open during the pandemic for students who could not learn at home
- collaborating with our colleagues in Communities Tasmania and providing support to our most vulnerable students and their families
- providing school levy relief to our families, many of whom were doing it tough due to COVID-19 impacts
- ensuring our community could still access Library resources by implementing a statewide click and collect service and purchasing additional eResources.

It's especially rewarding to note that what we achieved together this year was not just a "band-aid solution" to a challenging situation. These pieces of work will provide ongoing benefits to our learners, on which we can further build in the coming year. This is because they align so clearly with our strong belief that a quality public education needs to be accessible to everybody, no matter what your background is or where you live, supported by high quality teaching and support for wellbeing.

Minister in closing, I would like to pass on my heartfelt thanks to all parents and carers across Tasmania who have stepped up to the (no doubt at times challenging) task of supporting children to learn at home this year. To the parents and carers of Tasmania: thank you for everything you have done to support the continuity of learning for your children in what has been an unusual year.

To the wonderful DoE staff right across Tasmania: your growth mindset, aspiration, adaptability, and courage to try new things is both humbling and inspiring. This year, we have emerged with an even stronger sense of who we are, what we mean to our community, and what we now need to do to support our learners into the future. We have a lot to be proud of together.

Lastly, and most importantly, I would like to thank our learners! Whether aged one or one hundred, you have shown great resilience and capacity to adapt through all the changes to your learning this year. You are the reason our Department exists.

**TIM BULLARD**

SECRETARY, DEPARTMENT OF EDUCATION

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## OVERVIEW

## OUR SERVICES

At the commencement of 2020, there were 195 Government schools<sup>1</sup> across Tasmania, which include:

- » 125 primary
- » 29 secondary
- » 25 combined (primary and secondary)
- » 8 senior secondary<sup>2</sup>
- » 8 support<sup>3</sup>

Education services for students who are unable to attend a school are provided by the Tasmanian eSchool.

There are also 12 Child and Family Centres (CFCs) around Tasmania.

Libraries Tasmania is responsible for providing Tasmania's statewide library and archive service.

Libraries Tasmania comprises online and digital services ([www.libraries.tas.gov.au](http://www.libraries.tas.gov.au)), and programs and services delivered across the state through:

- » 45 public libraries
- » the State Library
- » the Tasmanian Archives
- » the Allport Library and Museum of Fine Arts
- » library services at Bruny Island and Cape Barren Island
- » a library at Risdon Prison.

1. This is a count of school entities and is not a count of school campuses.

2. Senior secondary schools are also referred to as colleges.

3. Count of support schools includes four Early Childhood Intervention Service Centres. Although these are services, they are classified in the Department's organisational structure as 'schools'.

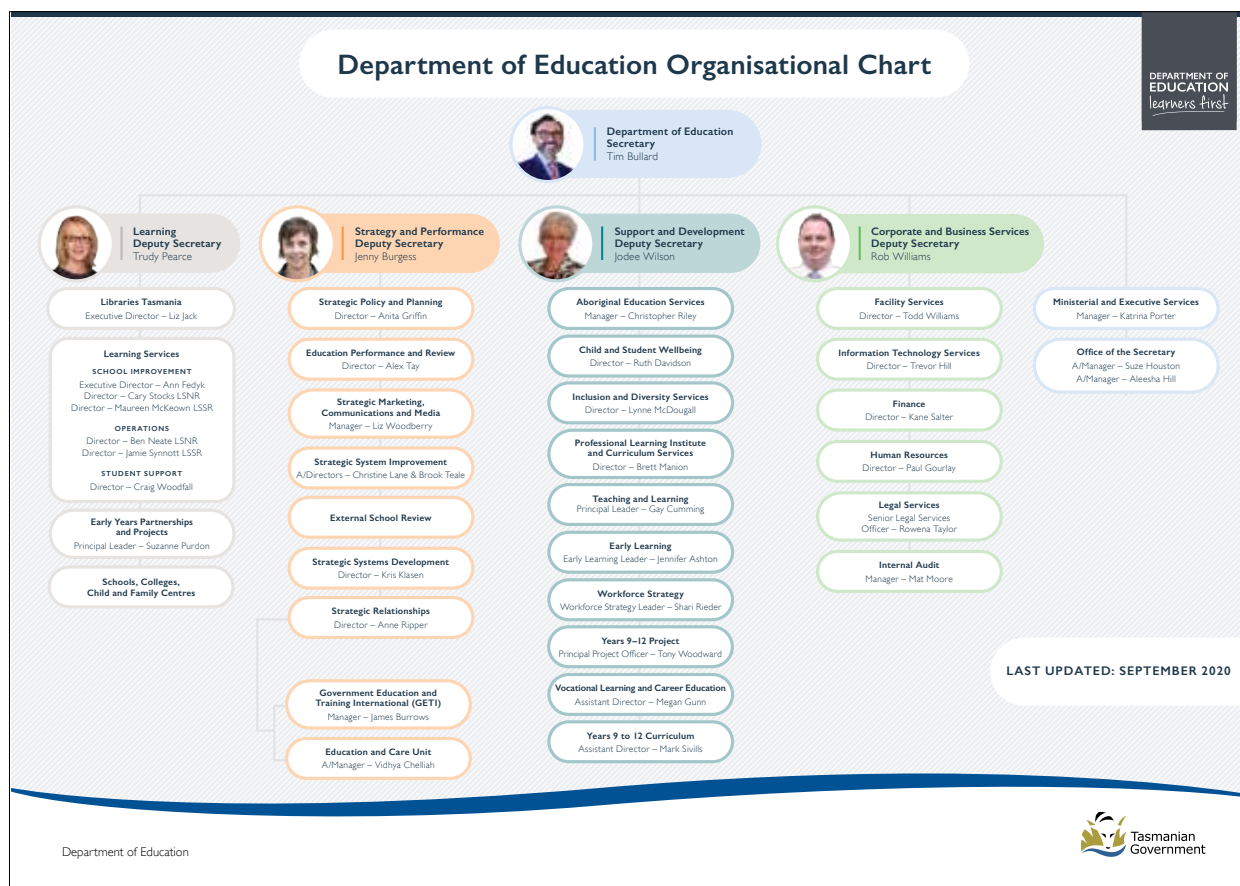
# OUR ORGANISATIONAL STRUCTURE

Our structure supports and facilitates the implementation of our Strategic Plan and ensures that all learners are supported to succeed as connected, resilient, creative and curious thinkers.

As at June 2020, the Department consisted of 4 separate divisions

- » Learning
- » Support and Development
- » Strategy and Performance
- » Corporate and Business Services

The Office of the Secretary and Ministerial Services provide support to the Secretary and Minister.



# 2018-2021 DEPARTMENT OF EDUCATION STRATEGIC PLAN

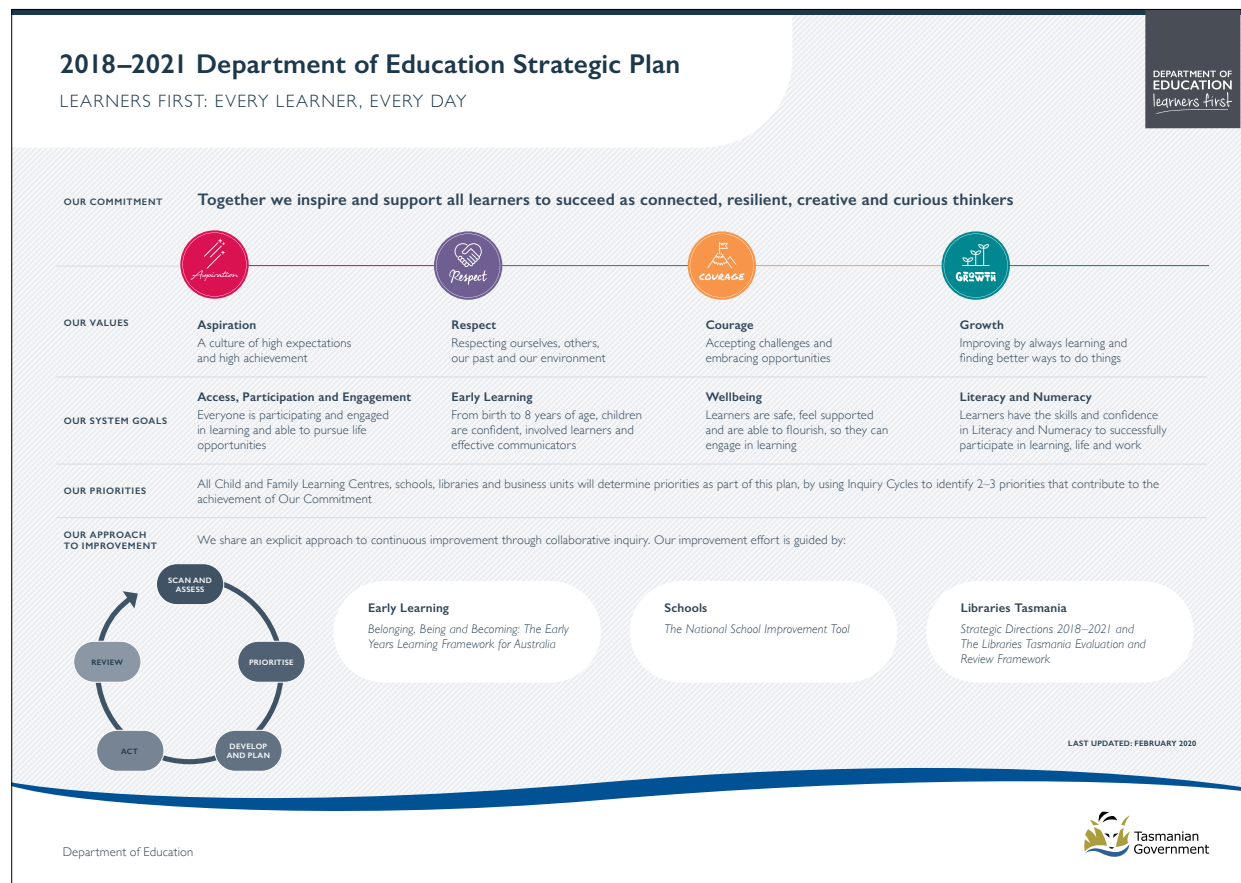
The 2018-2021 *Department of Education Strategic Plan, Learners First: Every Learner, Every Day* outlines our commitment to Tasmania's learners; our shared values; and our goals to guide effort to improve learning outcomes.

The development of the Strategic Plan was based on goals that evidence shows will improve learning outcomes and wide-ranging co-construction and consultation across DoE, with representatives from schools, colleges, Libraries Tasmania services, CFCs and business units.

The Strategic Plan also includes our shared explicit approach to continuous improvement through implementing collaborative inquiry, guided by:

- Belonging, Being Becoming; *The Early Years Learning Framework for Australia*
- the National School Improvement Tool
- the Libraries Tasmania *Strategic Directions 2018-21* and *Evaluation and Review Framework*.

In 2019-20, we progressed the goals of the Strategic Plan, with the release of the Department's *Curriculum Framework, Pedagogical Framework and Assessment Strategy*.



## EXPENDITURE SUMMARY 2019-20

OUTPUT GROUP EXPENDITURE	\$'000
Output Group 1: Education	1,108,564
Output Group 2: Libraries Tasmania	43,307
Administered Payments	395,860
Capital Investment Program	860
Total	1,548,591

# 2

## EDUCATION OUTPUT GROUP I

# ACCESS, PARTICIPATION AND ENGAGEMENT

EVERYONE IS PARTICIPATING AND ENGAGED IN LEARNING AND ABLE TO PURSUE LIFE OPPORTUNITIES

## EDUCATIONAL ADJUSTMENTS: DISABILITY FUNDING, MEETING LEARNER NEEDS

In 2020, we implemented a new *Educational Adjustments* funding model to better provide for the individual learning needs of students with disability.

A total of \$34 million has been allocated by the Tasmanian Government to implement the new model over four years from 2019 to 2023.

## FAMILY ENGAGEMENT REVIEW

In 2019 we conducted a review of how we engage families as partners in learning.

A Family Engagement Project Officer has been appointed to support the implementation of the review recommendations.

## YEARS 11-12 EXTENSION SCHOOL PROGRAM

We supported 47 schools offering senior secondary courses, including four schools that have extended to Years 11 and 12 in 2020.

At the First Term Census 2020 there were 912.5 FTE students studying Years 11 and 12 in Extension Schools.

## MORE TEACHERS, QUALITY TEACHING ACTION PLAN

We undertook a targeted recruitment drive focused on attracting teachers to regional and remote areas and high priority schools which saw 86 quality applicants appointed permanently to teaching positions across the state.

## ABORIGINAL EDUCATION

The *Aboriginal Sharers of Knowledge (ASK)* Program was relaunched in 2020, with a greater focus on working with schools to provide high quality learning experiences that grow understanding of Aboriginal history and culture tailored to the needs of individual schools and classes.

## SCHOOL INTAKE AREAS

In June 2020, we released updated School Intake Area Maps for Government primary and combined district high schools that responds to demographic changes and population distribution.

## YEARS 9-12 PROJECT

In collaboration with other education sectors, we released a holistic vision for the delivery of Vocational Learning and VET in Tasmanian Schools to 2030.

## REGIONAL SPORTS COORDINATORS

We appointed three Regional Sports Coordinators in January 2020 to support more student participation in physical activity and sport.

# EARLY LEARNING

FROM BIRTH TO 8 YEARS OF AGE, CHILDREN ARE CONFIDENT, INVOLVED LEARNERS AND EFFECTIVE COMMUNICATORS

## CHILD AND FAMILY LEARNING CENTRES (CFLCS)

The Tasmanian Government committed \$28 million to build six CFLCs. These new CFLCs will be situated at East Tamar, Table Cape, West Ulverstone, Kingston, Sorell and Glenorchy primary schools.

Community engagement with the first three communities is progressing with Local Enabling Groups (LEG) meeting monthly in the Sorell, East Tamar and Wynyard communities.

## WORKING TOGETHER

Following on from the successful 2019 *Working Together* pilot program, we continued to support families and services to overcome a range of complex barriers to engage in quality early learning. In 2020 the program has expanded from 55 to 120 places for 3 year olds.

Nineteen ECEC services are delivering Working Together during 2020 and 2021, with a total of 240 fully funded places.

## EARLY LEARNING

We released the *Early Learning Statement*, and supporting resources, which foster a common understanding of how we are working towards achieving our Early Learning Goal from our Strategic Plan.

## NATIONAL QUALITY STANDARDS (NQS)

We supported schools to implement the NQS in Tasmanian Government Kindergartens. The NQS is recognised as the benchmark for quality early years' service provision across Australia.

## STRONG PARTNERSHIPS

We continued to build on and maintain strong partnerships with the Early Childhood Education and Care sector (ECEC). The *Strong Partnerships Framework* provides online information and resources, including the Co-Location Policy, to guide consistent processes for working together and managing the co-location arrangements between the ECEC and the Department of Education schools and services.

## REFOCUS TEACHING AND LEARNING IN THE EARLY YEARS

We released the *Guide to Early Learning Teaching Practices, Birth – Year 2*. This document describes the early learning teaching practices that support quality teaching and learning in the Tasmanian context.

In 2019–20, educators from all Tasmanian Government Schools and CFCs attended professional learning, co-constructed and delivered by experts with expertise in early years.

## B4 COALITION

We provided administrative support to the *B4 Early Years Coalition (B4)*. B4 continues to connect, support, engage with and encourage individuals and organisations to work together to ensure every child in Tasmania is cared for and nurtured through the early years, no matter what. This is being achieved through a growing membership base of over 240 individuals and organisations.

## LAUNCHING INTO LEARNING (LiL)

We had more than 8,000 Tasmanian children attend LiL sessions in 2019.

# LITERACY AND NUMERACY

LEARNERS HAVE THE SKILLS AND CONFIDENCE IN LITERACY AND NUMERACY TO SUCCESSFULLY PARTICIPATE IN LEARNING, LIFE AND WORK

## LEARNING IN FAMILIES TOGETHER (LIFT)

In 2020 we extended *LIFT* to a further 30 schools, bringing the total number of funded schools to 109. These schools receive targeted support and resources to improve student outcomes for our youngest learners by engaging their families, with an emphasis on oral language to support literacy and numeracy skills.

## NUMERACY ACTION PLAN

We commenced development of a *Numeracy Action Plan* for release by the end of 2020.

## STATEWIDE COACHING INITIATIVE

We reviewed the model of literacy support and service to ensure that all schools have access to a literacy coach. There is the continuing statewide provision of 85.4 FTE literacy coaches across schools and six lead instructional literacy coaches.

## LITERACY FRAMEWORK 2019-2022

We commenced implementation of the *Literacy Plan for Action* across our system to ensure all Tasmanians have the literacy skills needed for learning, life and work.

The Plan for Action identifies a system-wide approach to align resources and support a coherent delivery model for literacy teaching and learning.

## TEACHING AND LEARNING RESOURCES

We outlined a system-wide focus on curriculum, assessment and pedagogy to support quality teaching and learning through the release of three key resources – *Systematic Curriculum Delivery: A guide for school leaders*; *Assessment Strategy 2020-23* and *Learners First: A Pedagogical Framework*.

## MIDDLE YEARS LITERACY PROJECT

We continued to collaborate and analyse evidence to embed quality literacy teaching practices as students transition from primary into secondary schooling through the *Middle Years Literacy Project*. The project comprises 11 associations, including 54 schools.

# WELLBEING

LEARNERS ARE SAFE, FEEL SUPPORTED AND ARE ABLE TO FLOURISH, SO THEY CAN ENGAGE IN LEARNING

## 2018-21 CHILD AND STUDENT WELLBEING STRATEGY

We released the 2020-21 *Physical Wellbeing and the Environment Action Plan*. The Action Plan highlights the important elements that contribute to physical wellbeing and addresses them in key actions that focus on physical activity, nutrition and the environment.

## STUDENT WELLBEING SURVEY

In September 2019, 28 600 students in Years 4 to 12 across all Tasmanian Government Schools completed the *Student Wellbeing Survey*. The Survey provides reliable measures of student wellbeing in the voice of the learner.

## SCHOOL HEALTH NURSES

In 2020, 4.0 FTE School Health Nurses commenced working in Colleges, enabling each College to have 0.5 FTE allocation. This allocation will increase to 8.0 FTE by 2021, when each College will have access to 1.0 FTE nurse.

## SUPPORTING STUDENTS IMPACTED BY TRAUMA

We implemented the Government's *Trauma Funding Initiative*. 33 schools received targeted support in 2019-20 to build long-term sustainable, whole-school practices to supporting students impacted by trauma.

## STUDENT HEALTH INITIATIVE (SHI)

In 2020, 65 schools are working in partnership with community organisations to improve the health of their students through the SHI.

The SHI provides \$2 million over four years to schools with the most need, to partner with community organisations to meet the health and wellbeing needs of their school community.

## SPEAK UP STAY CHATTY

During 2019-20, the *Stay ChatTY Schools Program* was delivered to approximately 576 students in Years 9 to 12 across the State. The Speak Up Stay ChatTY team also delivered online Mental Wellbeing webinars to individual students and classes while learning at home during COVID-19.

## COMBATTING BULLYING

During 2019–2020 we continued to partner with the Alannah and Madeline Foundation through eSmart Schools, a K-10 anti-cyberbullying program. By the end of June 2020, 128 Government Schools had registered for the eSmart program. The introductory eSmart training has been undertaken by 112 schools, 19 have completed planning and 36 have achieved eSmart School status.

## BRAVEHEARTS

In the three month period from January to March 2020, 1,748 Government school students participated in the *Ditto's Keep Safe Adventure Show*.

# PERFORMANCE

## Early years school improvement measures

Kindergarten students in Tasmanian Government 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 recent years, KDC outcomes have shown a modest decline. This decrease has been due to fewer students demonstrating the markers for gross motor skills, 'speaks in a manner understood by adults', and 'recounts a personal experience in logical sequence'. Continued investigations to the KDC are currently being undertaken to understand these results, and improve the validity of a Kindergarten screening tool to align with early learning developmental outcomes.

Performance Indicators in Primary Schools (PIPS) is a standardised assessment of early literacy and numeracy for Prep students in Tasmanian Government Schools. The outcomes of the 2019 PIPS literacy and numeracy assessment decreased slightly from 2018. From Term 1, 2020 the PIPS assessment was reviewed and updated and is now known as BASE.

MEASURE	2017	2018	2019
KDC <sup>1</sup>	69.7	67.8	67.1
BASE – Literacy <sup>2</sup> (PIPS)	87.7	86.0	84.7
BASE – Numeracy <sup>2</sup> (PIPS)	87.3	86.3	85.7

1. This measure is the percentage of Kindergarten students in Tasmanian Government Schools achieving all 21 markers of the KDC by the end of the school year.

The KDC is an assessment administered on two occasions (Term 1 and Term 4) by Kindergarten teachers for the early identification of students at risk of not achieving expected developmental outcomes.

2. BASE is an assessment of early literacy and numeracy for Prep students in Tasmanian Government Schools and is administered in two assessments (Term 1 and Term 4) for each Prep student. This data is from the second assessment.

## Assessment and rating of education and care services

Education and Care services are assessed against the National Quality Standard to determine their level of quality. New services are provided time to establish and demonstrate practice before they are assessed and rated. As at 30 June 2020, 96 per cent of Tasmanian services had a quality rating.

	RATING LEVELS				TOTAL
	SIGNIFICANT IMPROVEMENT REQUIRED	WORKING TOWARDS NATIONAL QUALITY STANDARD	MEETING NATIONAL QUALITY STANDARD	EXCEEDING NATIONAL QUALITY STANDARD	
Number of services with a final rating	2	61	86	68	217
Percentage of services at rating level	1%	28%	40%	31%	100%

### International assessments and national sample assessments

International assessments provide information on Tasmania's achievement compared to Australia and other countries, to complement other assessments such as NAPLAN and our school based information and data.

- » Trends in International Mathematics and Science Study (TIMSS) is an international study conducted every four years with a sample of Year 4 and Year 8 students selected to represent the population of students in each country. Tasmania participated in TIMSS in 2018 with reporting initially scheduled for 2019 but now delayed to late 2020. The most recent available TIMSS data is from 2015 with results having appeared in previous annual reporting.
- » The Program for International Student Assessment (PISA) assesses a sample of fifteen year old students from across Australia in reading literacy, mathematical literacy and scientific literacy. PISA results should be treated with caution in a Tasmanian context. Whereas NAPLAN tests all students in a year level, PISA only tests a sample of fifteen year olds and these are spread across different year levels in different states and different countries. The most recent available PISA data (2018) shows that Tasmanian results were, on average, lower than most other Australian states and territories, and were similar to the OECD average for reading literacy and scientific literacy. Results were similar to those in 2015 for each of reading literacy, mathematical literacy and scientific literacy.
- » Progress in International Reading Literacy Study (PIRLS) is an international study conducted every five years with a sample of Year 4 students selected to represent the population of students in each country to assess student achievement in reading. Tasmania is scheduled to participate in PIRLS in late 2020. The most recent available PIRLS data is from 2016 with results having appeared in previous annual reporting.

The National Assessment Program (NAP) sample assessments test students' skills and understanding in science literacy, civics and citizenship and information and communication technology (ICT) literacy. Only selected groups of students in Years 6 and 10 participate in these sample assessments, which are held on a rolling three-yearly basis.

- » NAP Science Literacy 2018 results indicated Tasmanian Year 6 Science Literacy achievement remained stable and similar to Australia. Year 10 results and survey results are not disaggregated for reporting of Tasmanian results.
- » NAP-Civics and Citizenship was conducted in Tasmania in 2019 with reporting due in late 2020. The latest available results from 2016 indicated Year 6 achievement has improved in recent years and is comparable to other Australian states. Year 10 results were lower than previous cycles and significantly below 2010.
- » NAP-ICT Literacy 2017 results indicated that Tasmanian Year 6 ICT Literacy achievement remained stable and are comparable to all assessments since 2005, while Tasmanian Year 10 results in 2017 were significantly lower than all previous assessments since 2005.

## Literacy and Numeracy measures

In May each year, students from Years 3, 5, 7 and 9 across Australia are tested on aspects of literacy and numeracy using a common test in Reading, Writing, Conventions of Language (spelling, grammar and punctuation) and Numeracy known as the National Assessment Program – Literacy and Numeracy (NAPLAN).

Student achievement is reported using two main measures for each year level and assessment domain – mean scores and percentages of students at or above the national minimum standard.

All commentary in this section is inclusive of both government and non-government schools.

## NAPLAN 2020

- » On 20 March 2020, Education Council agreed to cancel NAPLAN for 2020 as a consequence of the COVID-19 pandemic.
- » Tasmania is well placed for its schools, including all government, Catholic and the vast majority of Independent schools, to once again participate in NAPLAN as an online assessment when it is appropriate to do so after 2020.

## NAPLAN 2019 Performance (Most recent data)

In May 2019, approximately 25,000 Tasmanian students in Years 3, 5, 7 and 9 from Government, Catholic and Independent Schools completed NAPLAN tests online for the first time.

Approximately 90,000 Tasmanian students' tests in reading, writing, conventions of language and numeracy were successfully submitted through the online assessment platform.

Data from NAPLAN Online provides more precise assessments of students' abilities than paper tests do. This is due to tailored testing, where the test automatically adapts to a student's performance. Consequently, in 2019 our students answered more questions correctly as compared to previous years' paper based testing.

The Department continues to develop and provide to schools a new reporting suite of NAPLAN data that reflects this more differentiated assessment regime.

Based on mean score, Tasmania's 2019 NAPLAN results are statistically comparable to 2018 achievement for all assessments except Years 3 and 9 Writing where there were statistically significant improvements from 2018.

## WRITING

- » Writing was Tasmania's strongest performing domain in 2019 with Tasmania's average mean score gap to Australia only eight scale score points.
- » The proportion of students at or above national minimum standard in Writing statistically improved from 2018 for Years 3, 5 and 9.

## READING

- » Tasmania significantly improved its mean score results from baseline (2008) in Years 3 and 5 Reading and also closed its 2018 gap to Australia by 4.4 scale points in Year 5 Reading.
- » The proportion of Year 5 students at or above national minimum standard has significantly increased by 3 percentage points since baseline. However, the proportion of Years 5 and 7 Tasmanian students at or above national minimum standard is significantly lower than Australia.
- » The proportion of Year 9 students at or above national minimum standard has significantly decreased by 3.7 percentage points since baseline.
- » Literacy remains a key focus as we implement our *Literacy Framework*.

## NUMERACY

- » Tasmania statistically improved its 2019 mean score results for Year 5 Numeracy from baseline year.
- » Despite this, Numeracy remains a focus for Tasmania with the mean score gap to Australia widening for Years 5, 7 and 9 over time and no significant changes since baseline for Years 3, 7 and 9.
- » We will launch our evidence-based *Numeracy Framework* in 2020.
- » The proportion of Year 7 students at or above national minimum standard has statistically declined since baseline by 3.4 percentage points.

## SPELLING AND GRAMMAR AND PUNCTUATION (CONVENTIONS OF LANGUAGE)

- » Mean score results for Spelling and Grammar & Punctuation for all year levels are statistically comparable with both baseline and 2018 achievement.
- » Tasmania's 2019 mean score gaps to Australia in Spelling range between 18.5 points (Year 7) and 23.3 points (Year 3). Based on mean score and national minimum standard, Tasmania continues to perform significantly below Australia in the assessment of Spelling at all year levels.
- » These gaps are among the largest for any domain and indicate that Spelling remains an area of future focus for Tasmania.

## PARTICIPATION

- » With the exception of Year 9 Numeracy, Tasmania's participation rates in the 2019 NAPLAN assessments marginally exceed national figures for all year levels and domains. Tasmania's participation rate in Year 9 Numeracy is less than 1 percentage point below the equivalent Australian participation rate.
- » For all year levels and domains, our percentages of withdrawn students are lower than national figures.
- » Taken together, these data indicate that inclusive and supportive practice is happening in our schools.

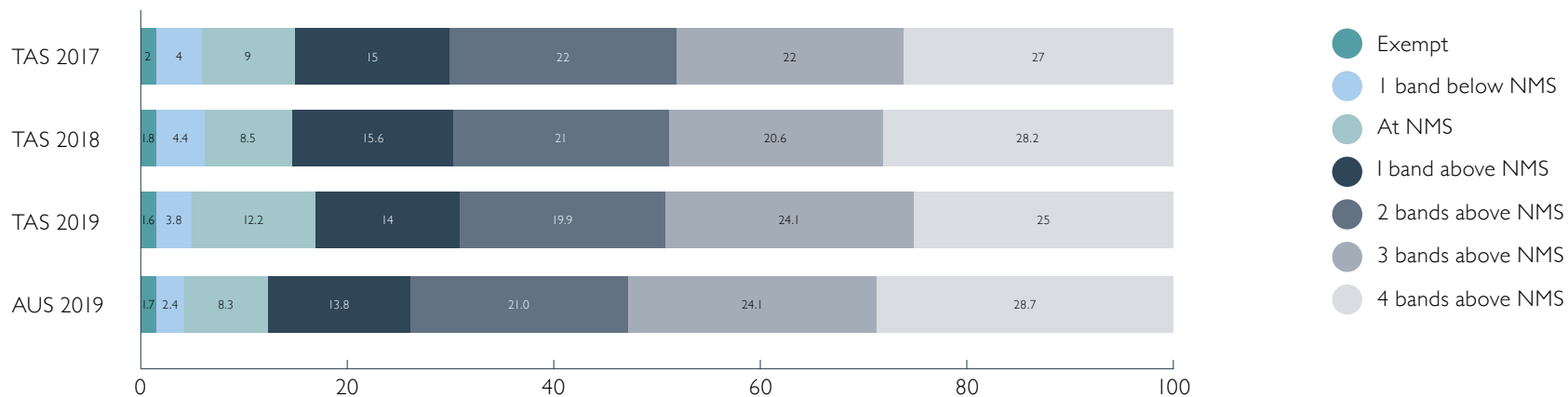
## SOCIODEMOGRAPHIC FACTORS

- » Once sociodemographic factors are taken into account, for example parental education levels – Tasmania's differences to Australia effectively disappear in reading and writing and are markedly reduced in the other NAPLAN domains.
- » This is consistent with the Grattan Institute Report<sup>1</sup> released in October 2018 which indicates that after adjusting for Index of Community Socio-Educational Advantage (ICSEA), Tasmanian student progress is generally similar to the national average.
- » Inspiring and supporting all our learners to succeed, regardless of background, remains a priority.

1. <https://grattan.edu.au/report/measuring-student-progress/>

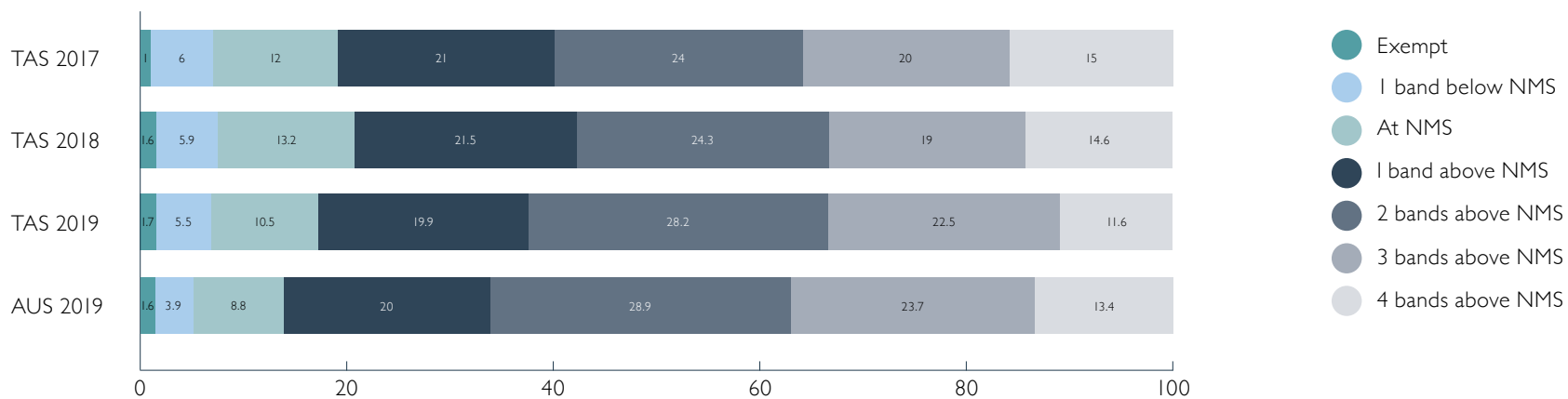
## Performance in NAPLAN – Reading

### ACHIEVEMENT OF YEAR 3



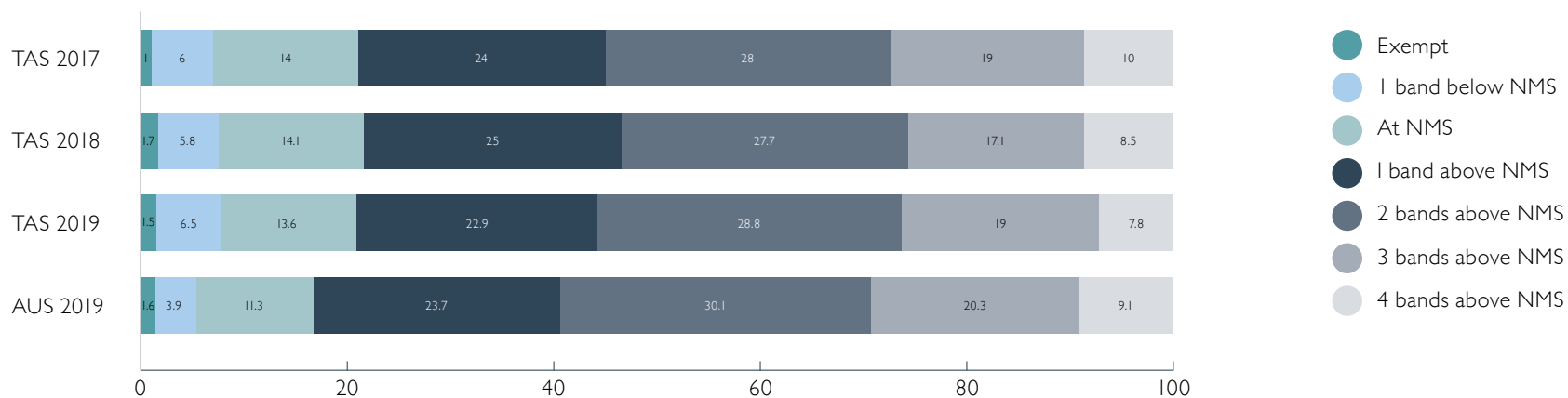
## Performance in NAPLAN – Reading

### ACHIEVEMENT OF YEAR 5



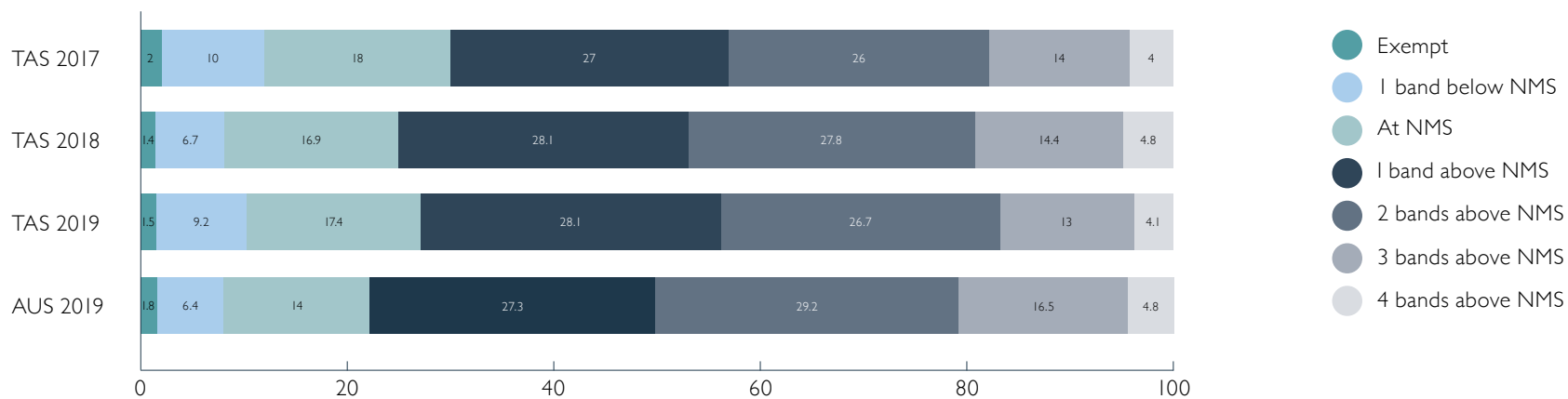
## Performance in NAPLAN – Reading

ACHIEVEMENT OF YEAR 7



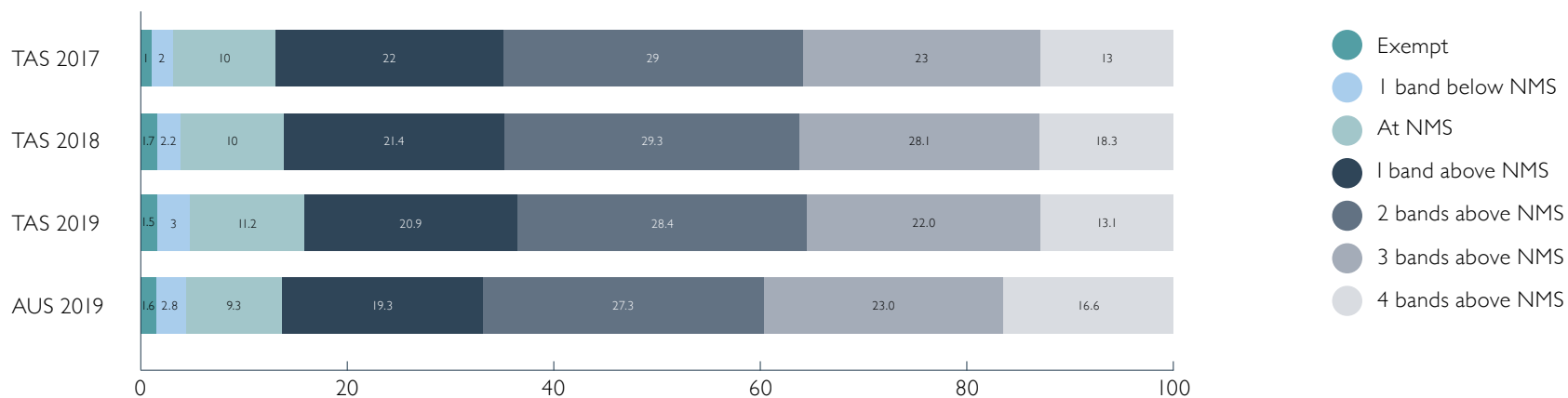
## Performance in NAPLAN – Reading

ACHIEVEMENT OF YEAR 9



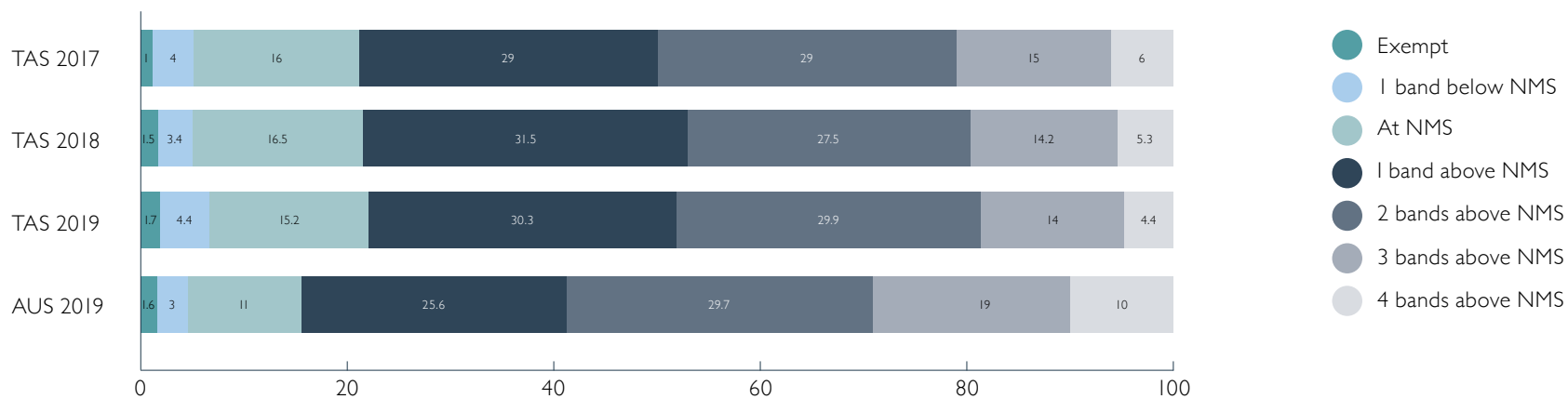
## Performance in NAPLAN – Numeracy

ACHIEVEMENT OF YEAR 3



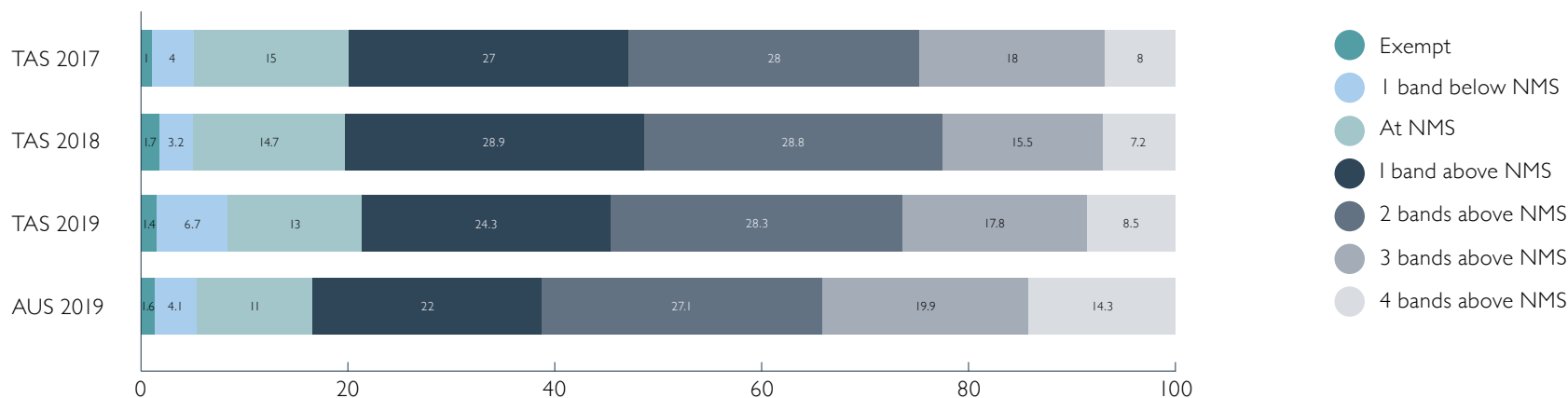
## Performance in NAPLAN – Numeracy

ACHIEVEMENT OF YEAR 5



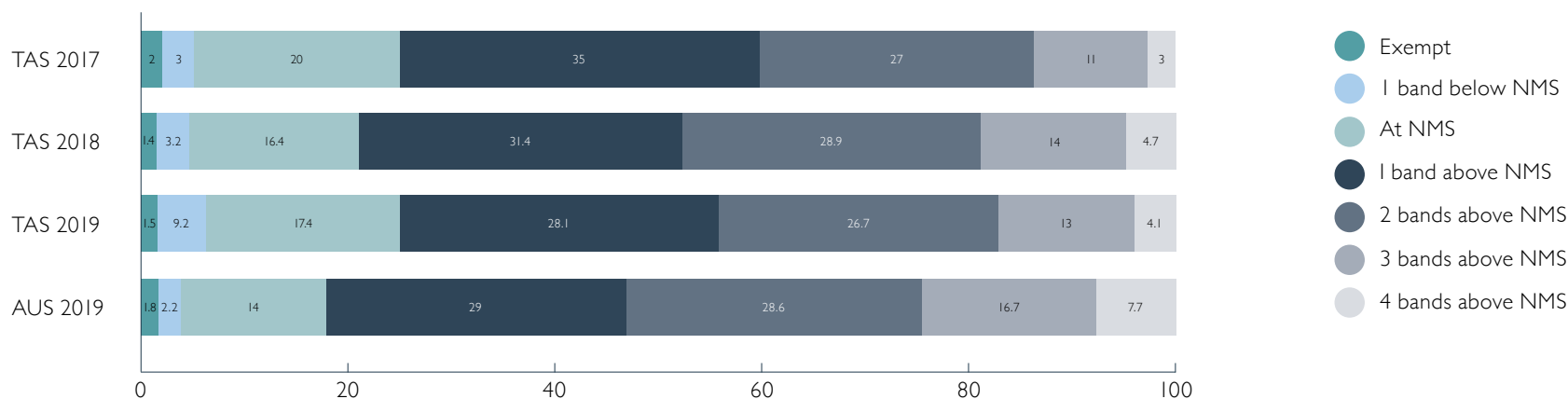
## Performance in NAPLAN – Numeracy

ACHIEVEMENT OF YEAR 7



## Performance in NAPLAN – Numeracy

ACHIEVEMENT OF YEAR 9



## Closing the gap on 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.

For NAPLAN 2019, Tasmania's Aboriginal and Torres Strait Islander students obtained higher mean scores, for every year level and domain, compared to Aboriginal and Torres Strait Islander students nationally.

PERFORMANCE <sup>1</sup> MEASURE	MEASUREMENT	2017	2018	2019 <sup>2</sup>
Indigenous equity	Percentage gap in Indigenous students achieving expected outcomes	6.3%	6.0%	7.8%

## Student retention measures

Over time, government schools are improving retention of students. In 2020, 71.5 per cent of Year 10 students in government schools from 2018 were retained in a government school through to the start of Year 12, up from 69 per cent in 2016.

PERFORMANCE <sup>1</sup> MEASURE	MEASUREMENT	2018	2019	2020
Direct Retention Rate	Proportion of Year 10 students retained to Year 12 (Census 1)	71.6%	72.2%	71.5%

1. This measure represents the gap between Indigenous and non-Indigenous students in Tasmania (all students, government and non-government schools) in the proportions of students at or above the national minimum standards (AANMS), as published by ACARA at <http://reports.acara.edu.au/Home/TimeSeries>, averaged across gaps for Reading Years 3, 5, 7 and 9, and Numeracy Years 3, 5, 7 and 9.

2. NAPLAN 2019 – Across Australia, non-Indigenous students outperform their Indigenous counterparts. In Tasmania, these differences are often smaller.

# CLIENTS

## Number of education and care and licensed child care services in Tasmania (as at June 2020)

SERVICE TYPE	NUMBER OF SERVICES ON DEPARTMENTAL SITES	TOTAL NUMBER OF SERVICES
Education and Care Services	86	226
Number of Licensed Child Care Services	1	28
<b>TOTAL</b>	<b>87</b>	<b>254</b>

## Students - Government (as at Mid-Year Census 2019)<sup>1,2</sup>

SCHOOL TYPE	FTE	HEADCOUNT
Combined	6,361.4	6,574
Primary	32,674.1	34,360
Secondary	13,626.6	13,655
Senior Secondary Only	6,651.1	6,802
Support	562.5	1,056
<b>TOTAL</b>	<b>59,875.8</b>	<b>62,447</b>

1. Student fulltime equivalent enrolment (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 the Australian Bureau of Statistics are based upon the National Schools Statistics Collection, which is a subset of states' and territories' mid-year census.

## Students by school type and region (as at Mid-Year Census 2019)<sup>1</sup>

SCHOOL TYPE	NORTHERN REGION	SOUTHERN REGION
Combined	4,092	2,482
Primary	16,767	17,593
Secondary	7,237	6,418
Senior Secondary Only	3,364	3,438
Support	607	449
Total	32,067	30,380

## Class Sizes (as at First Term Census 2020)<sup>2</sup>

YEAR LEVEL	2018	2019	2020
Kindergarten	18.3	19.3	18.6
Prep - Year 6	23.5	23.4	23.3
Year 7 - 10	23.6	23.2	23.0

## 2019 average daily attendance rates by student year level (%)<sup>3</sup>

ATTENDANCE RATE	PP	01	02	03	04	05	06	07	08	09	10	OVERALL
Annual Average daily attendance rate (proportion of students present)	90.7%	91.6%	91.8%	91.8%	91.5%	91.0%	90.7%	88.0%	85.6%	84.1%	81.9%	89.3%

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.

2. 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 One.

3. Data pertains to students in Prep to Year 10. Data is not reported for students in senior secondary schools, Ashley School or the Tasmanian eSchool.

# 3

## **LIBRARIES TASMANIA** OUTPUT GROUP 2

## OUTPUT GROUP 2 LIBRARIES TASMANIA

### In 2019-20 Libraries Tasmania:

<p><b>Facilitated a surge of online users</b>, up 77 per cent in May 2020 over the previous year (7,489 unique users, up from 4,225), with more than 1,700 new members joining online in the four weeks following library closures. Purchased approximately 8,000 new eBooks and eAudio books; augmented eResources such as eLanguage databases, Haynes Online Service Manual and Story Box Library; developed instructional videos on how to use eResources; and offered remote access to Ancestry Library Edition and Find My Past.</p>	<p><b>Expanded lending and reference collections</b> with the addition of new titles in junior non-fiction books; print-based books from client requests; reference monographs; additional Express Book Service items and Book Groups collections; and a new selection of console games.</p>	<p><b>Improved discoverability of our collection</b> through On-Shelf Catalogue (OSCAR) units, which were installed at selected libraries. OSCAR allows clients to easily see the lending items available at the library they are visiting and includes a wayfinding map to help clients locate those items within the building.</p>
<p><b>Supported increased digital inclusion</b> around the state through a range of projects, including helping older Tasmanians engage in digital activity, and a Statewide Digital Inclusion Project funded by a \$224,500 Australian Government Be Connected grant. This project saw us train 288 staff, volunteers and workers from other organisations as Digital Mentors, and offer individual and group tuition sessions to help people increase their confidence and skills in using digital technology.</p>	<p>As an active 26TEN member, <b>supported 536 adults to improve their literacy and numeracy</b> skills through one-to-one and group tutoring and English Conversation Groups, and built the professional skills of our volunteer literacy tutors.</p>	<p><b>Continued to improve our welcoming and accessible library spaces</b> with new contemporary library shelving at Hobart, Kingston, Orford, Penguin and Wynyard Libraries and the State Library Reading Room; a major refurbishment of New Norfolk Library; improvements to foot traffic flow at Kingston Library; and extensive collection maintenance activities to make way for new materials across all sites to ensure our collections are current and easily accessible.</p>

<p><b>Installed new after-hours return chutes</b> at Campbell Town, Deloraine, Exeter, George Town, Glenorchy, Kingston, Longford, St Marys, Scottsdale and Westbury Libraries in response to client demand.</p>	<p><b>Collaborated with Australia's national, state and territory libraries to build a new national deposit service (NED)</b>, providing a centralised, national digital collection of work published in Australia, to which publishers are legally required to deposit digital copies of publications. NED facilitates the capture and preservation of the digital documentary history of Australia for future generations. Libraries Tasmania is a major contributor to NED, with 1,045 publishers assigned to Libraries Tasmania and 43,702 publications (at end July 2020).</p>	<p><b>Continued to embed client-centric evidence-based practice</b>, reviewing and improving several programs and services, including Book Groups, the Adult Literacy Service and Digital Inclusion programs.</p>	<p><b>Accepted, processed and described transfers of government records</b> from the DoE, the Supreme Court, Magistrates Court of Tasmania and the Tasmanian Health Service. Repackaged and prepared collections at Berriedale repository in readiness for relocation to the Tasmanian Archives collection storage at Geilston Bay.</p>
<p><b>Digitised and conserved 2 391 collection items</b>, preserving these state treasures for future generations. Highlights included glass plate negatives of the Sorell area; Hobart whaling logs and ship journals; counterfoils of marriage certificates and registers of Bothwell births deaths and marriages; records from the Hebrew Congregation of Hobart to celebrate its 175th anniversary in July 2019; and a selection of records from Kennerley Boys Home (1869-1919).</p>	<p><b>Increased staff knowledge of Aboriginal and Torres Strait Islander culture</b>, to help develop culturally safe spaces and services in libraries for Aboriginal communities, and provide supportive workplaces for Aboriginal staff, as part of a national project. Over 360 Libraries Tasmania staff commenced the Core Cultural Learning: Aboriginal and Torres Strait Islander Australia Foundation Course.</p>	<p><b>Acquired rare and valuable items</b> for the State Archives and Allport Collection, including South Pole: The British Antarctic Expedition 1910-1913 (2012); Account of the trial of H. Savery, gent of this city (Bristol, 1824); books from the collection of whaling historian Robert Warneke; a rare (French) book, Eloge Historique de François Péron, rédacteur du Voyage de Découvertes aux Terres Australes ... ('Historical Praise of François Péron, editor of the Voyage of discovery to the southern lands') (1811); and three original artworks by artists on the Baudin voyage of 1802.</p>	<p><b>Digitised precious historical film footage</b>, including Cook's Sedan Motor Service East Coast (Tasmania) 1927-28; Hobart's Changing Skyline (1961); Beaumaris Zoo footage of thylacine, monkey, polar and brown bears (c1936); opening of the Murchison Highway (1963); scenes shot following the completion of the West Coast Road (c1930); and Glenorchy Junior Council (1966). Treated or rehoused approximately 250 items/series, including a large photographic panorama of Launceston by Stephen Spurling II (1881); and photographs of the Mount Lyell Mining and Railway Company.</p>

# PERFORMANCE

## Libraries Tasmania externally reported key performance indicators

PERFORMANCE MEASURE	2017-18 ACTUAL	2018-19 ACTUAL	2019-20 TARGET	2019-20 ACTUAL	% OF TARGET REACHED
Percentage of people satisfied with Libraries Tasmania services <sup>1</sup>	--	93.4	95	92.5	97.4
Average of library loans per lending item per annum <sup>2</sup>	5.48	5.9	5.8	5.22	90
Number of visits to archive and heritage pages on Libraries Tasmania websites	1 015 628	977 861	925 000	1 300 084	140.5 <sup>3</sup>
Attendance in Libraries Tasmania programs and events per annum per 1 000 people <sup>2</sup>	191 <sup>4</sup>	205.5	200	128.2	64.1
Percentage of people who feel more confident using digital technology after receiving support from Libraries Tasmania staff (including volunteers), or participating in courses <sup>1</sup>	--	86.5	90	84.8	94.2

1. Data is not available for 2017-18 as these measures were implemented from 2018-19.

2. This Key Performance Indicator has been affected by the impacts of COVID-19. Physical library sites were closed to the public from 25 March 2020 to 18 June 2020.

3. Exceeding the 2019-20 target is mainly due to:

- increased promotion of, and visits to, archive and heritage web pages during Libraries Tasmania site closures in 2020 due to COVID-19; and
- two periods of intense national and international media interest in thylacines, which saw a significant spike in visits to Tasmanian Archives Thylacine videos on the Libraries Tasmania YouTube channel.

4. Figure obtained through different data methodology than in following years.

# WHOLE-OF-GOVERNMENT STRATEGIES

In 2019-20 the **Office of the State Archivist (OSA):**

**Presented a new Information Management Foundations course** in Launceston in November 2019, with other training in archives, records and information management delivered by webinar in 2020 due to COVID-19 restrictions.

**Participated in professional development**, including the Designing the Archive conference in Adelaide, joining delegates from 176 counties. The State Archivist attended the inaugural International Council on Archives (ICA) Indigenous Summit See us, Hear us, Walk with us: Challenging and Decolonising the Archive, led by the ICA's new Expert Group on Indigenous Matters.

**Developed a Royal Commission Toolkit** and continued work in responding to the recordkeeping-specific recommendations from the Royal Commission into Institutional Responses to Child Sexual Abuse (RCIIRCSA).

**The State Archivist issued a new disposal freeze on child-related records** until agencies have identified their key evidential records. Decisions to lift the freeze will be informed by progress to implement RCIIRCSA recommendations.

**Worked with the Department of Premier and Cabinet's Digital Strategy and Services Unit** to develop a Roadmap and Information Security Classification scheme for the Tasmanian Government, aligned with the Australian Government's policy.

In 2019-20 **26TEN:**

**Assessed the first five years of the 26TEN Strategy** to produce 26TEN in 2020: How far we've come as a state towards better adult literacy and numeracy in Tasmania. The report highlights what we've learned, drawing on community surveying, independent research (including 26TEN: The Socio-Economic Impact of Tasmania's Investment in Adult Literacy and Numeracy), and research about literacy in the agricultural sector. It details the significant impact of 26TEN to date and makes recommendations for future directions.

**Supported organisations and communities** to build their literacy, numeracy and plain English skills. Recipients statewide shared over \$500,000 in 26TEN grants and included workplaces in agriculture, food production, local government, community care, aged care and disability care.

**Delivered and supported training statewide and online**, including plain English training for 320 participants; literacy awareness workshops for around 428 participants; 26TEN Chat workshops, a plain English clinic, Business Writing Essentials course; Writing in plain English to parents and carers (for teachers) and training for adult literacy practitioners on how to use Zoom as an educational platform.

**Supported a whole-of-community approach** to learning needs, issues and challenges in Glenorchy with the local council and library, including a successful business breakfast where 20 organisations became 26TEN members or committed to review adult literacy in their workplace.

**Collaborated with DoE's Professional Learning Institute** to produce an online course for teachers, helping them to write more clearly for parents and carers.

**Coordinated and supported adult literacy practitioner professional development**, including holding workshops on the big six skills of reading; and advanced skills workshops in using the *Australian Core Skills Framework* for teaching and assessing.

**Promoted the importance of oral communication skills** through *Let's Talk* 26TEN Week in October 2019, including a Government House reception; displaying posters in all Metro buses; publishing prisoner's poems and stories in an anthology for the Artists with Conviction Exhibition; and sponsoring the Hall of Writers at the Terror Australis Readers and Writers Festival in Cygnet.

# 4

## REQUIRED REPORTING

# EMPLOYMENT

## Employment status as at 30 June 2020

EMPLOYMENT STATUS	FULL TIME EQUIVALENTS (FTE) <sup>1, 2, 3</sup>			HEADCOUNT <sup>2, 3</sup>		
	FEMALE	MALE	TOTAL	FEMALE	MALE	TOTAL
Full-Time Fixed Term	388.22	178.40	566.62	389	179	568
Full-Time Permanent	2,790.66	1,409.82	4,200.48	2,797	1,411	4,208
Part-Time Fixed Term	636.54	202.96	839.50	1,135	350	1,485
Part-Time Permanent	2,347.08	416.96	2,764.04	3,794	622	4,416
<b>TOTAL</b>	<b>6,162.50</b>	<b>2,208.14</b>	<b>8,370.64</b>	<b>8,115</b>	<b>2,562</b>	<b>10,677</b>

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 and the Office of the Education Registrar (statutory authorities) are not included in these figures.

## Staff employed as at 30 June 2020

SERVICES <sup>1</sup>	FTE <sup>2</sup>	HEADCOUNT
LEARNING DIVISION		
Primary Schools	3,432.76	4,578
Combined Schools	936.48	1,207
Secondary Schools	1,646.09	1,963
Senior Secondary Schools	707.17	906
Support Schools	277.43	394
Child and Family Centres	40.40	53
Office of the Deputy Secretary Learning	4.00	4
Learning <sup>3</sup>	13.60	15
Year 11 and 12 Extension	8.60	9
Operations	4.00	4
Business Operations	6.00	6
Administration	11.36	12
Staffing	17.08	18
School Improvement	13.00	13
Student Support	6.00	6
Strong Families Safe Kids	12.60	12
Professional Support	164.07	237
Inclusive Learning	15.60	15
Student Engagement	24.42	28
Autism Support	7.00	7
School Health Nurse Program	36.50	54
Libraries Tasmania	263.79	345

STRATEGY AND PERFORMANCE DIVISION	FTE <sup>2</sup>	HEADCOUNT
Office of the Deputy Secretary Strategy and Performance	2.00	2
Strategy and Performance <sup>3</sup>	3.80	4
Education and Care Unit	23.42	24
Government Education Training International	23.63	27
Education Performance and Review	31.84	36
Strategic Policy and Planning	14.96	17
Early Years Partnerships and Projects	14.49	17
Strategic Marketing Communications and Media	15.55	18
Strategic Data Management	2.80	3
Strategic System Improvement	11.48	13
SUPPORT AND DEVELOPMENT		
Office of the Deputy Secretary Support and Development	3.00	3
Support and Development <sup>3</sup>	1.00	1
Curriculum Services	24.43	27
Vocational Learning and Career Education	18.84	19
Aboriginal Education Services	18.63	21
Inclusion and Diversity Services	79.78	100
Early Learning	11.90	13
Professional Learning Institute (Incl. Workforce Development)	12.20	13
Child and Student Wellbeing	4.50	5
Literacy Strategy	7.00	7
Years 9 – 12 Learning	12.80	13
Workforce Strategy	3.80	4

CORPORATE AND BUSINESS SERVICES	FTE <sup>2</sup>	HEADCOUNT
Office of the Deputy Secretary Corporate and Business Services	3.00	3
Corporate and Business Services <sup>3</sup>	2.00	2
Finance and Budget Services	37.89	40
Facility Services	102.28	111
Information and Technology Services	140.50	145
Human Resources Management	72.02	77
Internal Audit Office	6.80	7
Legal Services	4.90	6
OFFICE OF THE SECRETARY		
Office of the Secretary	7.00	8
Ministerial Services	4.45	5
<b>TOTAL</b>	<b>8,370.64</b>	<b>10,677</b>

## Teachers employed

POSITIONS	FTE	HEADCOUNT
Base Grade Teachers <sup>4</sup>	3,510.53	4,340
Advanced Skills Teachers <sup>4</sup>	654.97	704
Principals and Assistant Principals <sup>4</sup>	518.35	521
Non-School Based Band 4	2	2
<b>TOTAL</b>	<b>4,685.85</b>	<b>5,567</b>

1. As per the Department's divisional structure as at 30 June 2020.

2. In some instances business units can have a higher FTE count due to some staff members working across multiple business units. Their headcount is generally attributed to the business unit with the highest FTE.

3. Includes employees who support various initiatives across the Department who are located in this division.

4. Includes both school and non-school based employees classified under the teaching services award, excluding school psychologists and education support specialists.

## Employment status of teachers

EMPLOYMENT STATUS	AVERAGE AGE	HEADCOUNT
<b>FEMALE</b>		
Full-Time Fixed Term	33.99	264
Full-Time Permanent	44.89	1,944
Part-Time Fixed Term	44.17	300
Part-Time Permanent	44.83	1,616
All Female	44.11	4,124
<b>MALE</b>		
Full-Time Fixed Term	36.24	118
Full-Time Permanent	43.11	901
Part-Time Fixed Term	42.60	141
Part-Time Permanent	46.51	283
All Male	43.16	1,443
<b>ALL TEACHERS</b>	<b>43.87</b>	<b>5,567</b>

## Qualifications of teachers

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

	2018	2019	2020
4 Year-Trained	70%	69%	68%
5 Year-Trained	26%	27%	28%

**Support staff employed (as at 30 June 2020)**

SUPPORT STAFF	FTE	HEADCOUNT
Teacher Assistants	1,068.48	1,907
School Psychologists	70.01	96
Social Workers	79.42	104
Speech Pathologists	49.65	66
Nurses	36.50	54
Education Support Specialists	7.02	9
<b>TOTAL</b>	<b>1,311.08</b>	<b>2,236</b>

**Average age of teachers**

	2018		2019		2020	
POSITION	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE
Base Grade Teachers	43.55	42.31	43.35	42.21	43.10	42.31
Advanced Skills Teachers	46.28	43.43	45.72	44.01	46.09	44.60
Principals and Assistant Principals	49.95	45.80	50.95	46.03	50.97	46.54
Non-School Based Band 4	54.00	46.00	55.00	47.00	56.00	48.00

### Age distribution principals and assistant principals

AGE GROUP	HEADCOUNT
25 – 29	1
30 – 34	19
35 – 39	59
40 – 44	90
45 – 49	78
50 – 54	102
55 – 59	110
60 – 64	53
65+	9
<b>TOTAL</b>	<b>521</b>

### Gender distribution in promoted position

POSITION	FEMALE	MALE	TOTAL
Advanced Skills Teachers	508	196	704
Principals and Assistant Principals	337	184	521
<b>TOTAL</b>	<b>845</b>	<b>380</b>	<b>1,225</b>

# GENERAL WORKFORCE RECRUITMENT

## Advertising and filling of jobs

	2017-18	2018-19	2019-20
Permanent jobs that were advertised	594	724	535
Permanent jobs that were advertised and filled	506	612	514
Permanent jobs that were advertised and filled by staff from within the Department	421	521	385
Permanent jobs that were advertised and filled by people outside the Department but within the state public service	10	10	14
Permanent jobs that were advertised and filled by people outside the state public service	74	110	90

## Appointment of part-time employees

	2017-18	2018-19	2019-20
Part-time positions advertised	224	276	194

## Separations

	2017-18	2018-19	2019-20
Permanent employees who resigned	136	157	145
Permanent employees who retired	299	317	270

## Secondments and inter-agency transfer

	2017-18	2018-19	2019-20
Employees who were seconded	36	18	12
Employees who participated in an inter-agency transfer	59	75	65

## Appointment of permanent base grade teachers

FINANCIAL YEAR ENDING	NEW GRADUATES APPOINTED THROUGH SCHOLARSHIP PROGRAM	APPOINTMENTS THROUGH MERIT APPLICATION	CONVERSIONS TO PROGRAM PERMANENT STATUS
2018 <sup>1</sup>	21 (intern placement program only)	46 <sup>2</sup>	115 <sup>2</sup>
2019 <sup>1,2</sup>	18 (intern placement program only)	95	423 <sup>3</sup>
2020	12 (intern placement program only)	124	79

1. Calendar Years were previously reported.

2. 2019 calendar year data has been updated.

3. Note eligibility for 175 conversions to permanency were met in Term 4 2018 but not fully approved until January 2019.

# HUMAN RESOURCES

## Workforce Diversity Programs

In 2019, a Senior HR Project Consultant was appointed with responsibility for the development, implementation and review of a *Diversity and Inclusion Framework and Action Plan*, reflecting the State Service Management Office's *Diversity and Inclusion Framework*.

This project has continued into early 2020 with a number of key priorities identified that will be reflected in an upcoming Strategy and Action Plan.

### ABORIGINAL AND TORRES STRAIT ISLANDER PEOPLE

Aboriginal Education Services (AES) has led a review of the Aboriginal Education Worker (AEW) role in schools, and is now providing increased information and support to prospective AEWs, and greater in-school support and learning. Three additional AEWs have been contracted for the coming year.

Building on strong working relationships across the community, AES has supported the addition of Aboriginal Learning Facilitator roles at the Queen Victoria Museum and Art Gallery in Launceston, and Tiagarra in Devonport.

We provide the *Aboriginal Education Lead Teacher Program*, developed in conjunction with University of Tasmania (UTAS) and the Professional Learning Institute (PLI), and continued to collaborate with UTAS to support pre-service teacher understanding of Tasmanian Aboriginal history and culture. We offer ongoing professional learning to Aboriginal employees, and support and guidance, through the Performance and Development Plan (PDP) process. The *Aboriginal Sharers of Knowledge (ASK)* Program has been reviewed and relaunched, providing schools with opportunities to learn from Aboriginal Community members. A *Reconciliation Action Plan* is available as is a framework for culturally responsive practices for our schools, libraries, CFCs and business units.

Libraries Tasmania became part of a new, national *Culturally Safe Libraries Project*, which aims to provide welcoming and culturally safe public spaces and services in libraries for Aboriginal and Torres Strait Islander peoples.

A pilot, which included Libraries Tasmania's most senior staff, was completed in 2018-2019, and is being used as the basis for an all-staff program, which will be delivered over the next three years.

## PEOPLE FROM CULTURALLY AND LINGUISTICALLY DIVERSE BACKGROUNDS

A tutor training course was delivered - Teaching English as an Additional Language (EAL) students in mainstream classrooms: language in learning across the curriculum. It provided professional learning opportunities and ongoing support for classroom teachers with migrant students about how to assess these students while they are learning English.

Professional learning has been developed and delivered to teachers and school psychologists to inform their understanding of refugee trauma and its impacts on learning, and the cognitive and psychological development of children.

The PLI delivered the *EAL: strategies for teacher assistants working with newly arrived EAL students Program*. This program provides teacher assistants with an overview of what it means to work in a culturally safe and inclusive classroom, some general language principles to guide them in their collaboration with the EAL student's classroom teacher, and some tips and strategies to use when working with EAL students in the classroom.

We purchased the *SBS Cultural Competency Program* aimed at building capability around cultural diversity in the workplace. The program is available and free to all staff to complete via the online learning platform. Libraries Tasmania has also made this available to their volunteers.

## PEOPLE UNDER AGE 30

We continued our commitment to five traineeships as part of the whole-of-government pilot *School to Work Youth Employment Program*. Trainees will undertake a Trainee Support Assistant role whilst completing a Certificate III in Education Support within the early years at schools located in regional areas state-wide. We continued to support the *Graduate Development Program* intake in partnership with the Department of Premier and Cabinet. Ten established positions have been identified for inclusion in the ongoing program, with four new graduates recruited in 2019.

Scholarships continue for the *Teacher Internship Placement Program* – 13 interns have been placed across 12 schools to complete their final year of study in 2019.

## PEOPLE OVER AGE 50

All Libraries Tasmania sites actively promoted Seniors Week and Adult Learners Week activities and Libraries Tasmania joined the *Be Connected Network*, a national network focused on 50+ year olds in a whole of community effort to support them to be part of the digital world and to develop skills to use digital technologies and information effectively.

As part of its *Workforce Plan 2019-2021*, Libraries Tasmania will promote staff awareness of the *State Service Phased-in Retirement Strategy* as a support in transition from employment to retirement.

## GENDER DIVERSITY IN THE TASMANIAN STATE SERVICE

The State Service has a commitment to achieve 50/50 gender diversity in the senior executive, with at least 40 per cent being females by 2020.

As at 30 June 2020, our overall gender profile is 76 per cent female and 24 per cent male.

### Senior Executive by gender (as at 30 June 2020)

OFFICE	2018		2019		2020	
	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE
SES 1	6	5	4	4	6	8
SES 2	1	5	1	6	1	6
SES 3	3	1	3	1	2	0
SES 4	2	1	2	1	3	1
TOTAL	12	12	10	12	12	15

### Senior Executive salary equivalents by gender (as at 30 June 2020)

All classifications in the table below are equal to or greater than the SES 1 annual salary in the relevant reporting period.

POSITION	2018		2019		2020	
	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE
Head of Agency	-	1	-	1	0	1
SES 1	6	5	4	4	6	8
SES 2	1	5	1	6	1	6
SES 3	3	1	3	1	2	0
SES 4	2	1	2	1	3	1
Senior Education Manager/Director Band 4 Level 2	1	1	1	1	1	1
Principal Band 3A Level 2	16	11	19	11	24	12
Principal Band 3A Level 3	18	19	21	21	28	24
Principal Band 3A Level 4	18	8	22	10	26	11
Principal Band 3A Level 5	9	6	9	8	7	10
Principal Band 3A Level 6	6	1	4	3	7	5
Principal Band 3C Level 1	-	-	-	1	-	-
Principal Band 3C Level 3	-	-	-	-	1	-
Principal Band 3C Level 4	14	3	11	3	1	-
Principal Band 3C Level 5	11	5	8	5	-	-
Principal Band 3C Level 6	8	2	4	1	1	-
Principal Band 3C Level 7	2	1	1	1	-	-
Principal Band 3C Level 8	2	0	2	0	-	-
Principal Non-School Based Band 3B Level 5	-	-	-	-	-	-
Principal Non-School Based Band 3B Level 6	-	-	-	-	-	-

Principal Non-School Based Band 3B Level 7	-	-	-	-	-	-
Principal Non-Teaching Band 3A Level 3	-	-	1	-	1	-
Principal Non-Teaching Band 3A Level 4	2	3	3	1	3	1
Principal Non-Teaching Band 3A Level 5	2	3	2	-	2	-
Principal Non-Teaching Band 3A Level 6	11	3	17	5	14	7
Principal/Manager Non-Teaching Band 3 Level 5	8	5	6	4	5	4
Principal/Manager Non-Teaching Band 3 Level 6	1	1	-	-	-	-
Principal/Manager Non-Teaching Band 3 Level 8	-	-	-	-	-	-
TSSA General Band 9	2	2	3	1	4	1
<b>TOTAL</b>	<b>143</b>	<b>88</b>	<b>144</b>	<b>89</b>	<b>137</b>	<b>92</b>

### Gender ratio (as at 30 June 2020)

YEAR	FEMALE	MALE	TOTAL
2018	7,900	2,446	10,346
2019	8,080	2,499	10,579
2020	8,115	2,562	10,677

1. June 2018 SES I base salary point was \$126,219
2. June 2019 SES I base salary point was \$128,744
3. June 2020 SES I base salary point was \$131,769

## Award classifications by gender (as at 30 June 2020)

TEACHING AWARD			NON-TEACHING		
CLASSIFICATION GROUP	FEMALE <sup>5</sup>	MALE <sup>5</sup>	CLASSIFICATION GROUP	FEMALE <sup>5</sup>	MALE <sup>5</sup>
Principals	130	68	School Based Trainee	5	1
Assistant Principals	141	80	TSSA General Band 1 - 3 <sup>2</sup>	855	137
Advanced Skills Teachers	471	188	TSSA General Band 4 - 6	559	192
Teachers	3,196	1,047	TSSA General Band 7 - 8	99	45
School Psychologists	6	1	TSSA General Band 9 - 10	2	1
Education Support Specialist	9	0	TSSA Professional Band 1 <sup>3</sup>	5	0
			TSSA Professional Band 2 <sup>3</sup>	27	7
			TSSA Professional Band 3	2	0
			TSSA Professional Band 4	3	0
			Facility Attendants <sup>4</sup>	477	430
			Nurses	49	5
			Social Workers	95	9
			Speech and Language Pathologists	65	1
			Teacher Assistants	1,645	262
NON-SCHOOL BASED TEACHING AWARD <sup>1</sup>					
CLASSIFICATION GROUP	FEMALE <sup>5</sup>	MALE <sup>5</sup>			
Band 4 Teaching	1	1			
Band 3 Teaching	66	36			
Band 2 Teaching	37	8			
Band 1 Teaching	82	15			
School Psychologists	77	12			

1. Includes School Improvement, Student Support, Strategy and Performance and Support and Development and Year 11 and 12 Extension

2. Excludes Band 2 Teacher Assistants

3. TSSA Professional includes Archivists, Curators and Librarians

4. Includes Libraries Cleaners

5. Where an employee is on paid leave and another employee backfills the position of the employee on paid leave, both employees will be included in the FTE and headcount calculation as both employees have been paid against that position

## EMPLOYEE PARTICIPATION IN INDUSTRIAL RELATIONS MATTERS

Unions and employees were represented on a range of departmental consultative committees and processes in relation to a range of professional, industrial and operational matters. This facilitated regular consultation with employees and unions to ensure employees were able to provide input into and be informed on matters as they progressed.

## EMPLOYEE CONDUCT

An Ethical Conduct Framework has been developed to provide a range of information and tools to support officers and employees to undertake their duties and fulfil their responsibilities, while behaving at all times with honesty and integrity. The Framework is available on the staff intranet.

We expect high standards of conduct from all employees and have in place a range of policies and checks to ensure this is the case.

All allegations of breaches of the *State Service Act 2000* Code of Conduct are treated very seriously. Alleged breaches of the Code are investigated in a timely manner, through a fair and structured process that is outlined in Employment direction No.5 (ED5) in order to convey the message that inappropriate conduct does have consequences, and to provide the safest possible environment for learners.

In 2019-20, 16 ED5 investigations were commenced, and two remain ongoing from 2018-19.

## WORK HEALTH AND SAFETY

We have an advanced Work Health and Safety (WHS) Management System which 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.

Our WHS Management System provides a portal to enable employees to easily access information on work health and safety topics.

We also have a WHS Action Plan which details the specific work that will be undertaken 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 via workplace consultation on work health and safety 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 and reduces the root cause of the injury.

## PRINCIPAL WELLBEING

The *Principal Wellbeing Action Plan 2019-21* has been developed to support the wellbeing of our principals and offers greater support mechanisms for principals to feel good and function well within their complex roles.

The actions in the Plan are grouped into six broad areas which aim to address the issues principals reported as impacting on their wellbeing. These 6 areas include;

- » A coordinated and sustained approach
- » Workload and staffing
- » Principal preparation and development
- » Support systems
- » Managing challenging behaviours
- » A holistic wellbeing approach.

Key work completed in 2019-20 include:

- » The *Principal Support and Mentoring Pilot* provides 24 principals with the opportunity to discuss the day-to-day nature of their work in an 'agendaless' manner. Their feedback will inform a recommendation for mentoring for all principals beyond 2020.
- » The *WorkWell Wellbeing Assessment Tool* and *Proactive Wellbeing Supervision* opportunities, provide additional support in regards to managing stressful and/or distressing situations.
- » A specialised team and suite of resources created to support principals in managing staff underperformance.
- » Major modifications and improvements to the intranet around the accessibility of key information and communication for principals.
- » Greater principal professional learning opportunities – with a focus on managing individual wellbeing (Flourish Movement) along with building capacity in school leaders to feel more confident to manage challenging adult behaviours.

## GRIEVANCE RESOLUTION PROCEDURES

Our *Grievance Policy and Grievance Procedure* details 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 2019-20 one formal grievance was received by Workplace Relations and one remained ongoing from 2018-2019. A number of grievance type matters were managed by the Workplace Relations Unit through informal grievance processes and resulted in resolutions at a local level without requiring a formal investigation.

## Workers compensation – injury management

BODY LOCATION/ INJURY TYPE	NUMBER OF CLAIMS MADE			INJURY MANAGEMENT/ RETURN TO WORK PLANS		
	2017-18	2018-19	2019-20	2017-18	2018-19	2019-20
Back	63	76	52	29	32	21
Head – ears/face/eyes	43	51	41	4	8	-
Lower limbs	114	105	131	40	39	50
Multiple	6	32	27	-	7	9
Neck	10	16	18	7	6	3
Shoulder	39	38	32	-	27	18
Mental illness/mind	51	64	59	43	47	59
Systemic	5	-	4	-	-	-
Trunk	17	18	6	3	1	-
Upper limbs	94	94	83	20	26	26
<b>TOTAL</b>	<b>442</b>	<b>494</b>	<b>453</b>	<b>146</b>	<b>193</b>	<b>186</b>

## Claims made by nature of the injury

NATURE OF INJURY	NUMBER OF CLAIMS 2017-18	NUMBER OF CLAIMS 2018-19	NUMBER OF CLAIMS 2019-20
Bruising/contusion	69	70	55
Burns	4	2	4
Electric shocks	-	2	-
Fractures/dislocations	17	30	35
Lacerations	44	33	31
Multiple injuries	-	6	-
Sprains/strains	233	245	241
Stress	51	66	59
Superficial	-	-	2
Systemic	-	-	-
Non-specific/Other	10	21	20
Concussion	14	19	6
<b>TOTAL</b>	<b>442</b>	<b>494</b>	<b>453</b>

I. Note: In accordance with the *Workers Rehabilitation and Compensation Act 1988*, an Injury Management Coordinator is appointed when an employee is incapacitated beyond 28 days.

## Developing our Workforce Strategy

In 2019-20, we continued to support and develop the skills of our workforce through the \$4.2 million *Developing Our Workforce Strategy*, a 2015 Tasmanian Government commitment. This Strategy is delivered as a partnership between the Department and the University of Tasmania, through the Peter Underwood Centre for Educational Attainment. The objective of the Strategy is to attract, retain and support the development, skills and performance of the right people, with the right expertise, at the right time, to drive improved learning outcomes.

By 30 June 2020, 472 staff were supported to build their qualifications and skills through the Strategy. This has resulted in:

- » 162 additionally qualified teachers in maths, science, technologies, early childhood and inclusive education through the *Teacher Development Initiatives*. A further 15 teachers are currently on track to complete the inclusive education qualification.
- » 91 UTAS students who have participated in the *Teacher Intern Placement Program* working alongside a Practice Focus Mentor, and who are the recipients of a \$15,000 financial scholarship and are offered a permanent position with the Department upon satisfactory completion of their degree.
- » 37 participants who have successfully completed the Associate Degree in Applied Business, and developed their skills in contemporary business management practices under the *Business Management Development Initiative*. A further 15 are on track to complete by the end of 2021.
- » 52 teacher assistants who have successfully completed a Diploma of Education Support at the end of 2019 under the *Paraprofessional Development Initiative* which aims to upskill our Teacher Assistants to provide a higher level of support to

teachers and students and create a career pathway into Education Support Specialist positions. A further four Teacher Assistants are expected to complete in 2020 and two in 2021.

- » 58 experienced, aspirant and emerging school and system leaders are developing their skills and expertise in educational and executive leadership through the *School and System Leadership Development initiative*. This is a key investment in increasing the leadership capacity across the system through post graduate study. 20 leaders will graduate in 2020, with a further 37 on track to graduate in 2021.

36 *Teach for Australia* (TFA) Associates allocated to Years 11 and 12 Extension schools and secondary schools statewide. Through the TFA program, high-caliber non-teaching graduates with subject expertise are placed in secondary schools. Associates are allocated to class, while undertaking their education qualification, and may be offered a permanent position with the Department subject to successful completion.

## EMPLOYEE PERFORMANCE AND DEVELOPMENT

Our *Performance and Development Framework* provides a consistent approach to performance management and ensures a structured and formal approach to performance management which fulfils all requirements of the *State Service Act 2000* and the employment direction.

The Framework applies to all permanent employees (teaching and non-teaching) and all fixed-term non-teaching employees employed for a period greater than six months. Separate performance management

arrangements apply to fixed-term teaching staff, probationary employees and officers.

The *Australian Professional Standards for Teachers* forms the foundation for the establishment of performance improvement goals and assessment for teaching staff.

The Framework requires that all relevant employees have a Performance Development Plan (PDP) in place, assessing performance at least annually.

A current *High Performing People Project* will continue throughout 2020. The objectives of the Project are to have a clearly articulated Performance Management process that is unambiguously linked to improved learning outcomes for students, and that supports managers and employees to achieve improved individual and organisational performance. The project deliverables in 2020-21 are to:

- » explicitly embed our values in PDP conversations;
- » pilot a managing underperformance model which provides strong support to principals and establishes a best practice approach to underperformance; and
- » implement a Capability System which will capture PDPs online and improve the quality and reporting on PDPs.

## Professional Learning Programs

The PLI delivers evidence informed, quality assured professional learning for Tasmanian educators and DoE staff to improve student learning outcomes.

Professional learning offered through the PLI enacts our values of aspiration and growth. It is designed and delivered in collaboration with school leaders, and educational experts within and beyond the Department. The PLI received 7,521 enrolments in 2019-20.

# INCLUSION AND DIVERSITY

## Disability Action Plan 2018-2021

Aligned to the Tasmanian Government's *Accessible Island: Tasmania's Disability Framework for Action 2018–2021*, we report annually on our *Disability Action Plan 2018-2021*.

Our *Disability Action Plan* is leading improvements in ensuring access to and inclusion for Government services, infrastructure and communications, collaboration and consultation in the planning and development of services; and improving employment outcomes across the Department.

Progress has been made in a number of areas, including:

- » improved accessibility of information and website content
- » major and minor works infrastructure upgrades to buildings to improve access for people with disability
- » provision of a range of high quality, specialist programs and services to support learners with disability across DoE
- » implementation of the new Educational Adjustments model to support students with disability
- » delivery of high quality professional learning to build capacity of staff in supporting people with disability across DoE
- » improved access and inclusion for clients with disability across Libraries Tasmania
- » ongoing engagement and collaboration with an extensive range of disability organisations and service providers to support people with disability across DoE.

## Quality Differentiated Teaching Practice

Differentiation is an integral part of both the curriculum and pedagogy within each classroom. To differentiate, teachers need to know their students well, they monitor each student's progress and tailor learning tasks to the interest, readiness and needs of each child. Teachers can differentiate the curriculum, the strategies they use to deliver the content of the curriculum, how they assess student learning as well as where the learning takes place.

To build the capacity of staff, all support teachers across the state continue to attend professional learning on a regular basis with a focus on inclusive education. Each term professional learning is also available for all staff to build their knowledge and understanding in relation to specific disability-related topics. During the past 12 months, 784 staff enrolled to participate in the tutored courses with additional staff participating in non-tutored courses across a range of topics.

Professional learning for individual schools is available to build whole staff capacity across the state. Schools work to build staff capacity using the Inquiry Cycle to analyse school data and areas of greatest need to implement school cultural change around inclusive schooling for all students.

## Inclusive Education Specialisation Initiative

Since 2017, staff across the state have been given the opportunity to further their professional learning through the *Graduate Certificate in Inclusive Education*. This Graduate Certificate is delivered by the University of Tasmania in partnership with the PLI.

To date a total of 84 staff have completed the Graduate Certificate since 2017.

The Peter Underwood Centre is currently undertaking a longitudinal study to evaluate the effectiveness of the course in relation to measuring the impact on teacher practice and learning outcomes for students with disability. Their final report is due in November 2020.

## English as an Additional Language Support

Over the past 12 months, the English as an Additional Language (EAL) Service supported 944 students across Tasmanian Government Schools.

The EAL Service provides support for EAL students in a range of ways including access to one of the 27 FTE EAL Teachers and/or funding to schools to enable them to employ EAL Teachers Assistants to work directly with students. Five EAL Advanced Skills Teachers provide senior level advice, support, mentoring and guidance to the EAL Teachers and classroom teachers.

Currently the EAL Service employs two EAL Social Workers (SW), one in the North and one in the South. The role of the EAL SW is to assist schools to support EAL student well-being and increase staff knowledge about the impact of lost cultural identity and settlement trauma. The Social Workers help to increase and develop new community partnerships with external providers such as the Migrant Resource Centre, which enables students to participate in more community based programs.

In 2019 a working group was established to undertake a review and update of the EAL support model. Currently a new needs-based model is being developed in consultation with a range of internal and external stakeholders.

# PUBLIC ACCESS TO THE DEPARTMENT

## Community awareness of the Department and its services

The Department, through all of our sites, actively engages with the Tasmanian community to promote the value of public education and to inform them about what we do.

Our online presence, including both web and social media, is integral to how the Department disseminates important information to the Tasmanian community.

Our social media presence continues to grow with Facebook subscribers to our page now around 25,000. Over 95 per cent of Tasmanian Government Schools now have their own Facebook page or public group.

We continue to focus on improving accessibility and readability of our departmental websites. To improve the online experience for the public we are supporting schools to upgrade their websites on to accessible platforms.

## 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.

The effective management and use of education data is a key strategic priority, helping to measure success at an individual student, program, school and whole-of-system level.

Our Key Data Report is available at [www.education.tas.gov.au](http://www.education.tas.gov.au).

## Public interest disclosures

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

A review of our *Public Interest Disclosures Procedures* was conducted to comply with the Ombudsman's Guidelines and Standards. This included the creation of updated instruments of delegation and the appointment of seven Public Interest Disclosure Officers pursuant to s62A(2) of the *Public Interest Disclosures Act 2002* (the Act). The Procedures document establishes a system for reporting disclosures of improper conduct or detrimental action by the Department or officers or employees of the Department and are publicly available for departmental employees, contractors and member of the public to view on our website.

From 1 July 2019 through to 30 June 2020, we did not receive any public interest disclosures.

Under the *Right to Information Act 2009* (the Act), a person can make an Application for Assessed Disclosure to government agencies, public authorities (including statutory bodies and local government authorities that are bound by the Act) or Ministers whom the applicant believes hold certain information.

During the 2019-20 year, we received 52 requests under the Act, which is an increase from the 38 requests in 2018-19 and represents an increase of approximately 36.84%.

We also received one Freedom of Information request pursuant to the *Freedom of Information Act 1982* (Cth).

In the 2019-20 year, we processed 352 requests for personal information, compared to 229 in the 2018-2019 year. This represents an increase of approximately 53.71%.

## Right to Information

RIGHT TO INFORMATION REQUESTS	NUMBER
<b>Number of applications received for assessed disclosure</b>	<b>52</b>
Number of applications withdrawn	1
Number of applications transferred in full to another agency	1
Number of applications refused before acceptance	4
Number of applications accepted for assessed disclosure	50 <sup>1</sup>
<b>Number of applications determined by 30 June</b>	<b>47<sup>2</sup></b>
Released in full	13
Released in part with the balance refused or claimed as exempt	31
All information applied for was exempt	1
Information applied for not held by the agency	4
<b>Determined within 20 working days</b>	<b>24</b>
<b>Determined more than 20 working days</b>	<b>23</b>
Determined more than 20 working days which involved an extension of time negotiated under s15(4)(a) by agreement with the applicant	17
Determined more than 20 working days which involved an extension gained through an application to the Ombudsman under s15(4)(b)	1
Determined more than 20 working days which involved consultation with a third party under s15(5)	2
<b>Internal reviews requested</b>	<b>6</b>
Internal reviews finalised by 30 June	4
Internal reviews decision upheld in full	2
Internal reviews resolved by other means	2

1. Includes two RTI applications accepted during 2018-19.

2. Includes three RTI applications received during 2018-19 and determined in 2019-20.

## LEGISLATION ADMINISTERED

- » *Allport Library and Museum of Fine Arts Agreement Act 1966*
- » Subordinate legislation: *Allport Library and Museum of Fine Arts Regulations 2012*
- » *Archives Act 1983*
- » Subordinate legislation: *Archives Regulations 2014*
- » *Child Care Act 2001*
- » Subordinate legislation: *Child Care (Fees) Regulations 2013*
- » *Christ College Act 1926*
- » *Education Act 2016*
- » *Education and Care Services National Law (Application) Act 2011*
- » Subordinate legislation: *Education and Care Services National Regulations*
- » *Libraries Act 1984*
- » Subordinate legislation: *Libraries Regulations 2012*
- » *Office of 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 2011*
- » *University of Tasmania Act 1992*

## STATUTORY BODIES

### ALLPORT LIBRARY AND MUSEUM OF FINE ARTS MANAGEMENT COMMITTEE

The function of this committee is to administer the funds and property of the Allport Library and Museum of Fine Arts and of the Allport Bequest, and to give effect to the provisions and general purpose of the will of Henry Allport.

The committee was established under section 19 of the *Libraries Act 1984*.

### STATE LIBRARY AND ARCHIVES TRUST

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

### TASMANIAN LIBRARY ADVISORY BOARD

The functions of the Board are to consider and report on matters referred to it by the Secretary of the Department and to advise the Minister for Education and Training on any issues relating to library services. It must also report to the Secretary of the Department at the end of each financial year. The Board was established under section 11 of the *Libraries Act 1984*.

### OFFICE OF TASMANIAN ASSESSMENT, STANDARDS AND CERTIFICATION (TASC)

TASC ensures 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 is established under the *Office of Tasmanian Assessment, Standards and Certification Act 2003*.

### TEACHERS REGISTRATION BOARD (TRB)

The TRB was established in 2002 to administer the provisions of the *Teachers Registration Act 2000*. The primary functions of the Board are to:

- » register all teachers working in Tasmanian Government, Catholic and Independent schools and TasTAFE
- » conduct investigations, make findings and where appropriate, take disciplinary action, in regard to complaints about teacher competence, conduct, character and fitness to teach
- » work with teachers and other local and national stakeholders to develop and improve teaching standards
- » support teachers to move from provisional to full registration
- » promote the profession of teaching within the Tasmanian community
- » approve pre-service teacher education courses
- » collaborate with other registration authorities on national priorities.

### UNIVERSITY OF TASMANIA COUNCIL

Established under 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.

### OFFICE OF THE EDUCATION REGISTRAR

The Office of the Education Registrar is established under the *Education Act 2016*.

This office 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 schools registration process and for the operational aspects of the regulatory process. The Registrar then reports to and advises the Non-Government Schools Registration Board.
- » The registration and monitoring of home education in Tasmania. The Registrar is supported by the Tasmanian Home Education Advisory Council (THEAC) which is responsible for providing:
  - » advice to the Registrar in relation to applications for approval of a home education program;
  - » the Minister and the Registrar with advice in relation to home education generally;
  - » a reference point for queries, responding to community concerns and maintaining liaison with other agencies about home education.

## 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 a range of educational programs, accommodate new ways of teaching and learning, and help foster better educational outcomes for students Managing capital funding for building improvements equitably and according to priorities, ensuring appropriate standards of accommodation to support best practice to deliver quality and functional school infrastructure;
- » Optimising maintenance effort through strategic management and managing resources in accordance with statutory obligations, occupational

health and safety, optimum service delivery and asset retention progressing initiatives to identify, rank and mitigate risks within the context of the Government's overall risk management strategy;

- » Industry best practice in procurement practices and full compliance with Treasury requirements;
- » Managing asset management information to inform both short and long term strategic decisions and maximise Department of Education 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 Steering Committee to provide strategic oversight and direction in asset management; and
- » Oversight of the *Strategic Asset Management Plan*.

## CLIMATE CHANGE

Our objective is for all Tasmanian schools to be environmentally sustainable, with students having the opportunity to participate and learn as part of a whole school approach to sustainability.

Our *Emissions Reduction Plan*, in conjunction with the Department's *Strategic Asset Management Plan*, works to develop energy efficiency improvements in existing facilities.

Our goal is to support the Government's approach to climate change and contribute to the reduction of global greenhouse gas emissions by encouraging innovation in recycling, transportation, green building initiatives and moving towards carbon-neutral facilities.

Sustainability is a cross-curriculum priority in the Australian Curriculum and therefore a focus in all Tasmanian schools. Since 2012 schools have either built on the sustainability initiatives that they already have in place or have started to work on sustainability.

We are undertaking a review of its sustainability practices with a view to contributing further to reductions in emissions from operations.

Key elements already in place or undertaken include:

- participating in the *Smarter Fleets Program* coordinated by the Tasmanian Climate Change Office (TCCO). Numerous strategies and initiatives have been identified which will be incorporated in to a *Fleet Improvement Plan* to reduce the impact of our vehicles on the climate, including the selection whenever possible of hybrid or fully electric vehicles. This plan will include how best to incorporate fully electric vehicles in to the fleet. To commence and assist this, funding has been received from the TCCO to install charging stations for electric vehicles at two sites. Further stations and appropriate siting will form part of the *Fleet Improvement Plan* initiatives being developed and delivered.
- » use of the innovative Sustainability Learning Centre on the site of the Hobart College to promote and provide broad understanding of sustainability practices across the education sector.
- » re-using existing materials in building projects when feasible. Additionally, with all building works, the requirement to incorporate energy saving components are in each architectural commissioning brief.
- » engagement of qualified consultants to conduct energy assessment audits of sites.

- » entering in to a statewide waste management contract in 2011. A key feature of the contract is the reporting of levels of greenhouse gas emissions. The report substantially improves the Department's information and management of waste, and is enabling improvements in recycling to be identified and introduced.

## Waste emission levels 2019–20 (t CO<sub>2</sub>-e)

	2018-19	2019-20
Total emissions if all waste to landfill	5,534	5,521
Greenhouse gas (GHG) emissions saved due to diverting waste from landfill	555	577
Current total GHG emissions	4,979	4,944
Percentage reduction	10.03%	10.46%

## Measuring and Reporting

In full support of the actions contained in the *Climate Action 21: Tasmania's Climate Change Action Plan 2017-21*, the Department has developed systems to more accurately measure the quantities for the extensive set of emission types and targets addressed in the strategy.

The data collected will be utilised to develop strategies to further reduce the Department's emissions to meet the targets.

The following table provides a breakdown of 2019-20 figures, along with 2018-19 figures for comparison.

ACTIVITY	2018-19		2019-20	
	VOLUME	T CO <sub>2</sub> -E	VOLUME	T CO <sub>2</sub> -E
Electricity	70.84 GWh	12,043.6	69.44 GWh	13,193.91
Unleaded petrol	326.4 kl	778.0	275.9kl	656.2
Diesel fuel	131.2 kl	357.3	105.4 kl	286.8
Air travel	1.505m km	267.7	1.032m km	183.9
Waste	4,289.7 t	4,979.2	4,296.1 t	4,943.92
Total		18,425.8		19,265.7

## 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.

## LOSS AND DAMAGE

The Tasmanian Risk Management Fund (TRMF) covers our insurable risks including workers compensation, general liability and property damage and loss. Contributions to the fund totaled \$16.0 million (excluding GST). The contributions included \$12.1 million for workers compensation and \$3.2 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 management of facilities rests with individual sites.

We also operate the *Property Protection Scheme* which is a self-funded pool that covers the cost of damage and losses incurred by schools and Child and Family Centres 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 2019-20

ITEM	NUMBER OF CLAIMS	TOTAL VALUE OF CLAIMS \$
General property	8	\$1,165,178
General liability	13	\$254,221
Motor vehicle	58	\$133,866
Personal accident (for students engaged in workplace learning activities and volunteers)	2	\$2,094
<b>TOTAL</b>	<b>81</b>	<b>\$1,555,359</b>

### Property protection scheme

#### SUMMARY OF CLAIMS FOR 2019-20

Number of claims lodged	788
Total value of claims	\$2,375,207
Highest valued claim	\$56,000
Number of sites lodging claims	176
<b>AVERAGE COST PER CLAIM</b>	<b>\$3,014</b>

1. The NGER emission factors used to determine emissions from the consumption of electricity has increased by 10% in 2019-20.
2. Whilst total waste volumes have increased slightly, increased recycling has reduced emissions.

## NEW ARRANGEMENTS RISK MANAGEMENT

- » Created West Coast Child and Family Centre moving in related positions from the West Coast Library – July 2019
- » Renamed within Human Resources Management Branch: HR Policy and Consultancy to HR Policy Strategy and Wellbeing, HR Vacancy and Staffing Services to HR Recruitment and Employment, HR Operations Systems and Reporting to HR Payroll and Systems – July 2019
- » Created within Human Resources Management Branch Workforce and Personnel Service and moved in HR Recruitment and Employment and HR Payroll and Systems – November 2019
- » Created within Support and Development: Literacy Strategy, Workforce Strategy, Years 9-12 Learning including Curriculum Years 9-12,
- » Moved within Support and Development: Early Learning, Aboriginal Education Services and Vocational Learning and Career Education, abolished Support Programs – November 2019
- » Renamed School of Special Education North West to North West Support School – January 2020

Our risk management activities are governed by a Risk Management and Audit Committee (RiMAC). RiMAC provides independent assurance and advice to the Secretary on the Department's risk, control and compliance framework.

Five meetings were held during the year. The work of RiMAC included the monitoring of our educational, corporate, financial and business risks including fraud. RiMAC also approved and monitored the implementation of the internal audit annual work plan.

Our Internal Audit and Risk Management Services area also provides general and specific advice and support to schools and other business units in the application of risk management.

ICT and Information Management risks are managed within a whole-of-government framework, and are supported by our own policies and guidelines. Information Technology Services (ITS) reports to each RiMAC meeting on any ICT security issues during the reporting period as well updating RiMAC on whole-of-government and Department information management issues and strategies.

# MAJOR CAPITAL PROJECTS

## Summary of major capital projects completed during 2019-20

CAPITAL PROGRAM	TOTAL COST (\$'000)
Capital Investment Program	7,250
Department-funded Major Projects	700
<b>TOTAL</b>	<b>7,950</b>

## List of individual major capital projects completed during 2019-20

SITE	PROJECT	ESTIMATED TOTAL COST \$'000
Illawarra Primary School	Construction of additional learning and support areas, refurbishment of existing classrooms and administration block	2,900
King Island District School	Car park and Traffic Management works to increase safety and amenity	700
Northern Hub Accommodation	Refurbishment and extension of existing building at Brooks High School to provide centralised staff accommodation	1,850
Snug Primary School	Construction of new gymnasium/presentation hall	2,500
<b>TOTAL</b>		<b>7,950</b>

SITE	PROJECT	ESTIMATED TOTAL COST \$'000	ESTIMATED COST TO COMPLETE \$'000	ESTIMATED COMPLETION YEAR (2019-20)
Devonport High School	Major redevelopment including the provision of contemporary learning environments, support spaces and administration, and car parking improvements	10,500	9,902	2021
East Launceston Primary School	Major redevelopment to construct new kindergarten facilities, general learning environments, staff and support facilities, amenities and multi-purpose facilities to cater for enrolment demands	4,500	706	2020
<i>Education Act 2016</i> Implementation Capital	Funding to ensure State Kindergarten facilities comply with the National Quality Framework for Early Years and Care and meeting the capital requirements associated with the later finishing age	18,000	4,121	2021
Hobart College	Refurbishment of the college theatre to provide an acceptable standard and safe environment	2,500	73	2020
Lansdowne Crescent Primary School	Construction of additional learning areas and amenities. Refurbishment of existing learning areas, staff and administration areas and amenities	4,730	4,330	2021
Molesworth Primary School	Replacement of demountable building with contemporary learning and breakout spaces, relocate kinder playground and upgrade to infrastructure	1,890	1,596	2021
Montagu Bay Primary School	Construction of new general learning environments, support space, amenities and car parking	1,750	219	2020
NW Support School - Burnie	Entrance configuration to improve accessibility	400	140	2020
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	18,839	2022
Riverside High School	Major refurbishment of existing learning areas and hospitality facilities	12,950	100	2020
Rosny College	Heating, ventilation and air conditioning upgrade	500	320	2020
School Farm Redevelopment (Brighton)	Redevelopment of School Farm located at Brighton	4,300	4,197	2021
School Farm Redevelopment (Sheffield)	Redevelopment of Sheffield School Farm	3,000	2,624	2021

School Infrastructure Upgrades	This project provides for upgrades at Hellyer College, Ulverstone Primary School, Launceston College and the Molesworth Environment Centre	6,770	2,750	2021
Sorell School	Provision of contemporary learning areas	25,750	25,354	2023
Southern Support School	Construction of additional learning and support areas	4,300	3,552	2021
South Hobart Primary School	Mitigation works to decrease impacts of flooding from storm events	419	373	2021
Spreyton Primary School	Construction of new kindergarten learning facilities and relocation of playground	1,655	1,528	2021
Taroona High School	Major redevelopment to provide new contemporary learning areas, support spaces and music and drama facilities	5,000	3,097	2021
Tasmanian Archives and Heritage Office	Redevelopment of vacant area at the former Geilston Bay HS and relocation of TAHO from its current location at Berriedale	6,900	3,894	2021
Years 7-12 Implementation Plan	Capital works and new classroom construction to support the Years 7-12 Implementation Plan	16,500	6,934	2022
<b>TOTAL</b>		<b>152,314</b>	<b>94,649</b>	

# CONTRACTS AND TENDERS

## Contracts and tenders | July 2019 – 30 June 2020

	TOTALS
Total number of contracts awarded	114 <sup>1</sup>
Total number of contracts awarded to Tasmanian businesses	101
Total value of contracts awarded	\$76,149,815
Total value of contracts awarded to Tasmanian businesses	\$66,783,709
Total number of tenders called and/or quotation processes run	89 <sup>1</sup>
Total number of bids and/or written quotations received	325
Total number of bids and/or written quotations received from Tasmanian businesses	264

## Contracts for goods and services >\$50,000

### INFORMATION AND COMMUNICATION TECHNOLOGY >\$50,000

CONTRACTOR	LOCATION	DESCRIPTION	PERIOD OF CONTRACT	VALUE OF CONTRACT \$
Day One Digital	Hobart, Tasmania	Intranet Software	9/19-07/24	636,500
3 Tier Technology	Hobart, Tasmania	TRACs System and Youth Participation System	05/20-05/25	694,800
TOTAL				1,331,300

1. Some processes result in the award of multiple contracts.

## Contracts for goods and services >\$50,000

### OTHER >\$50,000

CONTRACTOR	LOCATION	DESCRIPTION	PERIOD OF CONTRACT	VALUE OF CONTRACT \$
Department of Education South Australia	Adelaide, SA	Student Wellbeing Survey	06/19-06/24	617,000
Deloitte Consulting Pty Ltd	Hobart, TAS	Teacher Success Profiles	07/19-10/19	132,851
Mercury Walch Pty Ltd	Moonah, TAS	TASC supply of printing	09/19-08/23	172,284
Lazaro Pty Ltd	Hobart, TAS	Raminea Road Offices - cleaning services	11/19-10/23	105,300
Profurn Commercial Pty Ltd	Nunawading, VIC	Supply and install Beaufort theatre seating	10/19-02/20	227,106
Lowes - Manhattan Pty Ltd	Rosny, TAS	Howrah Primary School - supply of school uniform	08/19-07/24	180,000
Teach for Australia	Melbourne, VIC	Teaching and Placement Agreement	10/19-03/22	380,000
Blacktac Pty Ltd	Prospect, TAS	Exeter Primary School - sports courts resurfacing	12/19-01/20	109,914
Lazaro Pty Ltd	Hobart, TAS	Geeveston Child and Family Centre - cleaning services	01/20-12/25	86,776
Tasmanian Couriers Pty Ltd trading as Road Runners	Glenorchy, TAS	Provision of cartage services for library materials	03/20-03/25	888,155
St John Ambulance Australia - Tasmania (inc)	Moonah, TAS	Medical credentialing and training of support school staff	01/20-12/21	100,000
Macutex Pty Ltd as Trustee for the Macutex Unit Trust	Melbourne, VIC	Condition assessment of DoE assets	10/19-03/20	397,400
Lewina Nellie Schrale trading as PANDA Physiotherapy	West Hobart, TAS	Therapy services	02/20-12/24	1,791,800
Life Without Barriers	Hobart, TAS	Liaison and mediation services	02/20-12/24	405,845
ZircoDATA Pty Ltd	Austins Ferry, TAS	Provision of hard copy records and document storage	01/20-12/24	97,500
Trailscapes Pty Ltd	Blackwood, SA	Reece High School - design and construction of pump track	01/20-06/20	124,890

Aurora Energy Pty Ltd	Hobart, TAS	Supply of natural gas	01/20-01/22	102,000
Aurora Energy Pty Ltd	Hobart, TAS	Supply of retail electricity services	01/20-12/22	29,220,000
Panel arrangement - 16 providers <sup>1</sup>	All Tasmanian	Standing Panel - compulsory conference conciliators	02/20-02-25	475,000
KEH Partnership Pty Limited trading as The School Locker	Cambridge, TAS	Provision of school uniforms to Clarence High School	09/19-09/24	180,000
Panel arrangement - 3 providers <sup>1</sup>	All Tasmanian	Chaplaincy services for Government Schools	01/20-12/24	2,700,000
University of Tasmania	Sandy Bay, TAS	Business Managers Development Program	12/16-12/21	600,000
The Energy Factory Pty Ltd as trustee for the CAAF Family Trust trading as Dr Adam Fraser Consulting	Leichardt, NSW	Flourish Movement Principal Wellbeing Program 2019-2020	12/19-02/21	81,000
Fiona Zinn	Rose Bay, TAS	Engagement of early years consultant	07/19-12/20	66,000
Klimate Solutions Pty Ltd	Moonah, TAS	Mechanical services maintenance - North West Region	08/18-07/23	1,131,330
Panel arrangement - 2 providers <sup>1</sup>	All Tasmanian	Supply of Tasmanian books to Libraries Tasmania	1/20-12/24	300,000
ABC Healthcare	Moonah, TAS	George Town HUB - cleaning services	06/20-06/25	103,260
Etak Enak Proprietary Limited trading as Uniform City	Hobart, TAS	Sorell School - uniform supply	07/20-07/25	155,400
Panel arrangement - 5 providers <sup>1</sup>	All interstate	Various shelf ready materials for Libraries Tasmania	01/20-12/24	7,600,000
TOTAL				48,530,811

<sup>1</sup>. Panel arrangements - the amount received by each contractor will vary depending on the work allocated.

## Contracts for Goods and Services

### BUILDING AND CONSTRUCTION >\$50,000

CONTRACTOR	LOCATION	DESCRIPTION	PERIOD OF CONTRACT	VALUE OF CONTRACT \$
CDC Development (TAS) Pty Ltd	Derwent Park, TAS	Rosetta Primary School - construction of new kindergarten	07/19-10/19	690,001
Vos Construction and Joinery Pty Ltd	Western Junction, TAS	Launceston Northern Suburbs Support Accommodation Project	06/19-11/19	1,487,575
RMB Construction (TAS) Pty Ltd	Legana, TAS	Kings Meadows High School - new uniform shop	07/19-09/19	89,579
Tascon Constructions Pty Ltd	Moonah, TAS	Brighton Primary School – kindergarten refurbishment	09/19-11/19	242,280
T & V Mead Pty Ltd Trading as Meadcon	Spreyton, TAS	Mole Creek Primary School – kindergarten refurbishment	05/19-11/19	322,200
T & V Mead Pty Ltd Trading as Meadcon	Spreyton, TAS	Sassafras Primary School – kindergarten refurbishment	06/19-08/19	215,238
Smoke Control Systems Pty Ltd	South Granville, NSW	Hobart College Theatre refurbishment - supply and install of fire curtain	06/19-10/19	88,034
AJR Construct Pty Ltd	Don, TAS	Cooee Primary School - construction of new kindergarten	08/19-12/19	639,087
Tascon Constructions Pty Ltd	Moonah, TAS	Bay View Secondary College - construction of shed	09/19-11/19	209,980
Oliver Kelly Constructions	Don, TAS	Forth Primary School - kindergarten redevelopment	07/19-12/19	707,630
AJR Construct Pty Ltd	Don, TAS	Campania District School - alterations and additions	08/19-12/19	399,429
Tas City Building Pty Ltd	Launceston, TAS	Oatlands District School - kindergarten refurbishment	09/19-11/19	137,858
Haven Built Pty Ltd	North Hobart, TAS	Hobart College - Theatre refurbishment	09/19-05/20	1,244,030
CDC Development (TAS) Pty Ltd	Derwent Park, TAS	Glenora District School - construction of new kindergarten	09/19-02/20	905,382

Tolley Excavations PTY LTD	St Helens, TAS	St Helens - multi purpose sports court	09/19 - 12/19	160,000
Oliver Kelly Constructions	Devonport, TAS	Hellyer College - redevelopment of science facilities	11/19-04/20	2,362,458
CDC Development (TAS) Pty Ltd	Derwent Park, TAS	Bagdad Primary School - construction of new kindergarten	08/19-12/19	827,240
Anstie Constructions (TAS) Pty Ltd	South Launceston, TAS	Campbell Town District School - staff toilets and toilet block upgrades	12/19-03/20	218,482
Tascon Constructions Pty Ltd	Moonah, TAS	Moonah Primary School - construction of new kindergarten	12/19-04/20	1,120,440
WA Walker Builder	Bellerive, TAS	Taroona High School - office and toilet upgrade	06/19-08/19	147,700
Megavar Pty Ltd	Cambridge, TAS	High voltage switch gear and transformer maintenance	09/19-06/20	112,586
Treloar Transport	Sheffield, TAS	School of Special Education North West, Burnie Campus - entrance reconfiguration civil works	01/20-02/20	112,758
J. Hutchinson Pty Ltd trading as Hutchinson Builders	Hobart, TAS	Montagu Bay Primary School - construction of general learning areas, support space and amenities	11/19-04/20	1,268,921
Anstie Constructions (TAS) Pty Ltd	South Launceston, TAS	Punchbowl Primary School - kitchen upgrade	01/20-02/20	102,845
Ace Materials Handling Pty Ltd	Darra, QLD	Montrose Bay High School - stage crane compliance	12/19-06/20	73,885
Construction 3 Pty Ltd	Hobart, TAS	Howrah Primary School - toilet block upgrades	12/19-02/20	96,500
De Jong & Sons Construction Pty Ltd	Ulverstone, TAS	Ogilvie High School - refurbishment of existing facilities - Years 11 and 12 Extension Program	12/19-04/20	380,000
Southern Plumbing Pty Ltd	Mornington, TAS	Hobart College - trade waste upgrade	12/19-03/20	205,710
Maveric Builders Pty Ltd as trustee for Maveric Builder Unit Trust	Kingston, TAS	Cygnat Primary School - kindergarten alterations and additions	05/20-08/20	249,476

Maveric Builders Pty Ltd as trustee for Maveric Builder Unit Trust	Kingston, TAS	Franklin Primary School - kindergarten refurbishment and construction of new classrooms	03/20-10/20	864,339
LJ & MA Construction Pty Ltd	Acton Park, TAS	Bowen Road Primary School - new toilets	01/20-02/20	79,215
Vos Construction and Joinery Pty Ltd	Kingston, TAS	Taroona High School - stage 4 redevelopment, new music building	12/19-12/20	3,165,737
Vos Construction and Joinery Pty Ltd	Devonport, TAS	School of Special Education Devonport – improved safety, capacity and amenity improvements	11/19-01/20	143,238
De Jong & Sons Construction Pty Ltd	Ulverstone, TAS	Edzone relocation fit-out	01/20-02/20	412,550
Construction 3 Pty Ltd	Hobart, TAS	Glenorchy Primary School - refurbishment of existing kindergarten	12/19-03/20	487,670
Tascon Constructions Pty Ltd	Moonah, TAS	Dodges Ferry Primary School - toilet refurbishment and storage alterations	12/19-02/20	97,890
T.C.M Pty Ltd	Moonah, TAS	Rosny College thermal plant upgrade - stage I	02/20-05/20	200,190
T & V Mead Pty Ltd Trading as Meadcon	Spreyton, TAS	School of Special Education North West, Burnie Campus - entrance reconfiguration and associated works	04/20-05/20	177,839
T & V Mead Pty Ltd Trading as Meadcon	Spreyton, TAS	Penguin District School - major CIP redevelopment - canteen upgrade	04/20-06/20	158,568
R&S Rosier Constructions Pty Ltd	St Leonards, TAS	Scottsdale/Winnaleah Year 11-12 Program	01/20-07/20	634,885
Paul Scott Whelan trading as Earthworm	West Hobart, TAS	Rosetta Primary School - landscaping	01/20-02/20	100,172
Paradigm Construction (TAS) Pty Ltd	Bonnet Hill, TAS	Hagley School Farm - structural repairs	05/20-06/20	52,991
Fast Fibre Pty Ltd trading as Sutton Services	Molesworth, TAS	Molesworth Primary School - Sorell Creek erosion protection	04/20-05/20	70,170

Tacon Constructions Pty Ltd	Moonah, TAS	Dover District School - DDA ramps and storm mitigation	03/20-05/20	191,988
Tascon Constructions Pty Ltd	Moonah, TAS	Brighton Primary School - kitchen garden	05/20-06/20	69,395
De Jong & Sons Construction Pty Ltd	Ulverstone, TAS	Kingston Library refurbishment	05/20-06/20	79,215
Maveric Builders Pty Ltd as trustee for Maveric Builder Unit Trust	Kingston, TAS	Bowen Road Primary School - construction of new kindergarten	05/20-12/20	1,151,233
Bassett Building Pty Ltd	Relbia, TAS	Kings Meadows High School - Year 11 and 12 refurbishment	06/20-08/20	213,450
Statewide Asbestos Solutions Pty Ltd	Devonport, TAS	Sheffield School Farm - asbestos removal, demolition of shed	03/20-05/20	160,834
Kiely Plumbing Pty Ltd	South Burnie, TAS	Devonport TasTAFE - trade waste upgrade	03/20-02/21	205,750
TOTAL				23,534,623

I. Panel arrangements - the amount received by each contractor will vary depending on the work allocated.

## Contracts for Consultancies >50,000

### BUILDING AND CONSTRUCTION

CONSULTANT	LOCATION	DESCRIPTION	PERIOD OF CONTRACT	VALUE OF CONTRACT \$
Rare Innovation Pty Ltd	Launceston, TAS	Sheffield School Farm - redevelopment consultancy	07/19-12/21	127,230
Artas Pty Ltd	Launceston, TAS	Devonport High School major CIP redevelopment consultancy	05/19-08/21	618,000
Preston Lane Architects	Hobart, TAS	New Town High School - Year 11 & 12 Program - new building consultancy	09/19-11/21	82,500
Dock4 Pty Ltd	Hobart, TAS	Jordan River Learning Federation School Farm - redevelopment consultancy	11/19-12/21	205,320
HBV Architects	Launceston, TAS	Campbell Town District High School - auto and MDT extension and refurbishment consultancy	04/20-02/22	82,500
6TY Pty Ltd	Launceston, TAS	St Mary's District School - later finishing age - consultancy	06/20-02/22	57,706
Design Intent Architecture and Management Pty Ltd	Kings Meadows, TAS	Ulverstone Primary School - redevelopment - consultancy	06/20-12/21	166,750
Bence Mulcahy Pty Ltd	North Hobart, TAS	Dover District School - construction of new Facilities - Years 11 and 12 Extension Program - consultancy	06/20-12/20	131,640
TOTAL				1,471,646

### Contract awarded as a result of direct / limited sourcing process

CONTRACTOR	DESCRIPTION	REASON	PERIOD OF CONTRACT	VALUE OF CONTRACT \$
University of Tasmania	Business Managers Development Program	Only known supplier	12/16 - 12/21	600,000
The Energy Factory Pty Ltd as trustee for the CAAF Family Trust trading as Dr Adam Fraser Consulting	Flourish Movement Principal Wellbeing Program 2019-2020	No reasonable alternative or substitute exists	12/19-02/21	81,000
Fiona Zinn	Engagement of Early Years Consultant	To maintain accuracy of current project	07/19-12/20	66,000
Teach for Australia	Teaching and Placement Agreement	No reasonable alternative due to absence of competition for technical reasons	10/19-3/22	380,000
<b>Total</b>				<b>1,127,000</b>

### Contract extensions approved by the Head of Agency

CONTRACTOR	DESCRIPTION	PERIOD OF CONTRACT	VALUE OF CONTRACT \$
Australian Council for Educational Research Ltd	Supply of School Based Online Assessment and Reporting System	02/20-02/21	435,192
<b>TOTAL</b>			<b>435,192</b>

**Contract awarded as a result of direct / limited sourcing process**

CONTRACTOR	DESCRIPTION	REASON	PERIOD OF CONTRACT	VALUE OF CONTRACT \$
Webster BSC	Purchase of 40,000 litres of liquid hand wash	Emergency purchase to maintain personal hygiene to provide for the continued safe operations of DoE sites	03/20-03/20	359,200
Webster BSC	Purchase of 35,080 litres of hand sanitiser	Emergency purchase to maintain personal hygiene to provide for the continued safe operations of DoE sites	03/20-03/20	639,807
Moreton Group Solutions	Purchase of 4,000 litres of hand sanitiser	Emergency purchase to maintain personal hygiene to provide for the continued safe operations of DoE sites, including air freight	03/20-03/20	224,500
Bunnings Limited	Purchase of 3,660 litres of hand sanitiser	Emergency purchase to maintain personal hygiene to provide for the continued safe operations of DoE sites	03/20-03/20	57,927
<b>TOTAL</b>				<b>1,281,434</b>

## OTHER ANNUAL REPORTS

### ALLPORT LIBRARY AND MUSEUM OF FINE ARTS

The objective of the Allport Library and Museum of Fine Arts (Allport) is to ensure that the bequest made by Henry Allport in 1965 is highly valued and enjoyed by its beneficiaries and the people of Tasmania, and is recognised for its major contribution to Australia's heritage.

This includes:

- » providing maximum access to the collection within the limits of preservation and security considerations
- » maintaining the highest standards in collection development and service
- » encouraging the Tasmanian community to participate in the development and preservation of the collection.

#### OPERATIONAL MATTERS

As a consequence of COVID-19, the Allport was closed to the public on 25 March 2020, and reopened on 6 July 2020.

### Public programs and events

#### EXHIBITIONS

##### **Feeling Blue: colour, emotion and colonial art, by Caitlin Sutton (3 May – 28 August 2019)**

Feeling Blue explored emotions symbolised by the colour blue, with all works sourced from Libraries Tasmania's rich collection of colonial art and records from the Tasmanian Archives. It was opened by Honorary Research Associate to the Queen Victoria Museum and Art Gallery, Yvonne Adkins, to a crowd of 60 people on 3 May 2019. It closed on 28 August 2019, with the highest visitor numbers for any exhibition in the past ten years, and a monthly average of 1,100.

##### **Jorgen Jorgenson – A shipwrecked life, by Caroline Amos (13 September 2019 – 15 February 2020)**

The curator of this exhibition, Caroline Amos, retraced the colonial Tasmanian journeys of Jorgen Jorgenson through a series of visual narratives. The exhibition was opened by Tasmanian artist and writer Sean Kelly on Friday, 13 September 2019 to an enthusiastic crowd of 100 guests.

##### **A Complex Beauty by Lauren Black (27 February to 7 November 2020)**

Lauren Black's latest exhibition was opened by the Director, Tasmanian Museum and Art Gallery (TMAG), Janet Carding, on Thursday, 27 February 2020.

As a consequence of COVID-19, the National Archives of Australia was unable to present its Antarctic-themed exhibition to coincide with the Australian Antarctic Festival in July. However, Lauren Black agreed to extend A Complex Beauty until 7 November 2020.

It is hoped that the National Archives exhibition will proceed at a later date, possibly in 2022.

## Lecture program

### PROFESSIONAL HISTORIANS AUSTRALIA (TASMANIA) LECTURE SERIES

DATE	EVENT	ATTENDEES
01/08/19	Annalise Claydon: <i>Endeared to me by Affliction: the tangled lives of John Hepburn and Sir John Franklin, 1817-1853</i>	82
05/09/19	Nic Heygarth: <i>Thylacine bounty, 1888-1909</i>	48
03/10/19	Jessica Smith & Rob White: <i>Convict(ed) Women – Then and Now. Understanding Successful Desistance and Reintegration</i>	38
05/03/20	Stefan Petrow: <i>Preaching the Gospel of Public Health: Dr E.S. Hall</i>	17

### FRIENDS OF THE ALLPORT SEASONAL TALKS

DATE	EVENT	ATTENDEES
20/08/19	Tony Marshall: <i>Tasmanian Collectors</i>	25
07/11/19	Caroline Amos: <i>Jorgen Jorgenson - A Shipwrecked Life</i>	28
25/02/20	Anita Gowers: <i>A Framing Narrative: 19<sup>th</sup> Century Frames and Frame-making in Australia</i>	21

### OTHER TALKS, TOURS AND EVENTS

DATE	EVENT	ATTENDEES
13/09/19	Exhibition opening: Caroline Amos: <i>Jorgen Jorgenson - A Shipwrecked Life</i>	100
10/12/19	Cultural Gift Unveiling: Hon Jeremy Rockliff MP, Dr Greg Lehman and donor John Mullen spoke at the unveiling of the Baudin voyage Cultural Gift. A private viewing was also held prior to the event for members of the Tasmanian Aboriginal Community.	50
27/02/20	Exhibition opening: Lauren Black: <i>A Complex Beauty</i>	135

## Visitor statistics

	15/16	16/17	17/18	18/19	19/20
Visits by financial year	10,722	9,210	10,413	11,724	8,394

## Visitors

### VISITOR NUMBERS

At the time of closing, in response to COVID-19 on 25 March 2020, the Allport had attracted 8,394 visitors and was on track to again achieve over 11,000 visits, which would have been one of its most successful years since inception.

### ONLINE ENGAGEMENT

Libraries Tasmania continues to make use of social media to connect with our online community, particularly in response to COVID-19. The Allport Facebook page had 925 followers, and is used to promote upcoming exhibitions, talks, lectures, tours and other events. Eventbrite is used to schedule and promote all events.

## Children's activities

### ART SPACE

The Children's Art Space, located in the foyer of the Libraries Tasmania building in Hobart, continues to be popular in attracting a younger audience into the Allport. For 2019-20 there were 2,293 visitors in the space until the time of closing. A comparison

of visitation for the first three quarters of this financial year (2,293 visitors) and last financial year (2,103 visitors) shows an encouraging increase of nine per cent.

## Projects

### CATALOGUING

Many of our old records are very basic catalogue records lacking complete information and using outdated terms, with only brief records available to users to find within our library catalogue.

These records are now being upgraded with acquisition, provenance and exhibition information, catalogued to current international cataloguing standards and prepared for a batch upload to Libraries Australia and WorldCat.

Once uploaded, these records will be available worldwide through shared library catalogues, increasing visibility of our incredible holdings in colonial and 19th Century art. This first batch of records comprises more than 100 pieces of artwork, consisting of prints, paintings and drawings, including significant works such as Thomas Bock's drawings, and Henry Allport's exquisite collection of miniature works.

### MANUSCRIPTS CATALOGUING

The Allport Manuscript Collection is an extensive collection of letter books, diaries, journals, legal correspondence and other hand-written documents from the 19th and 20th Centuries.

Notable items from the collection catalogued as part of this initiative include the illustrated journal of Curzon Allport aboard 'Windward Express' from London to Hobart (1861), and several documents recording the artistic life of Lily Allport, including her correspondence, permit book, exhibition catalogues, press cutting book and Normandy travel journal. Also recently catalogued are the papers of Joseph and Mary Morton Allport, Henry Allport and the letter books of Morton Allport. Papers relating to the creation of the Allport Library and Museum of Fine Arts, Thomas Bock's notes on photography circa 1840s, and the papers of J.W. Beattie are also now available for research.

Other discoveries within the collection include J.E. Calder's collection of signatures from prominent colonial figures and the papers of Thomas Daniel Chapman, including sight books kept by Chapman aboard the 'Macqueen' in 1834, his personal 1817 map of St Helena and a small book containing a list of the crew aboard the 'Macqueen'. Other significant items include the 1771 manuscript of Paul Chevillard

de Montesson, an ensign on Marc-Joseph Marion Defresne's expedition on board the 'Mascarin', which arrived in Tasmania in 1772. The records of the Derwent Cricket Club, Derwent Bank and Colonial Bank are also now available for research.

More than 270 of these discovered items are now available in our public catalogue, which has resulted in a significant increase in requests for these items from researchers. Usage of this collection continues to be in very high demand.

### COIN COLLECTION CATALOGUING

Cataloguing of the Allport Coin Collection is complete. Over 300 records with images are now available through our public library catalogue. The collection includes Henry Allport's coins acquired from around the world. Highlights of the coin collection include a Peace and Plenty Australian colonial token (1858); a Tasmanian Diamond Jubilee of Queen Victoria medal (1897); an Alfred Nicholas Liverpool Tea Warehouse colonial circulating token (1854) and a gold South African one pound coin (1898).

### ALLPORT ACCESSION REGISTER PROJECT (ONGOING)

This ongoing project will add accession information to catalogue records and, when it is complete, visitors will be able to easily locate further information on each item in the collection by searching accession numbers in our library catalogue.

### LOANS

In April 2019, TMAG returned Morton Allport's Acclimatisation Society medal after a long-term loan of six years. As there was significant tarnishing of the medal in the time it was on loan, TMAG agreed to pay for cleaning, which was undertaken by a private conservator, Michelle Berry of Heritage Preservation, in July 2019.

### ACQUISITIONS

In November 2018, the Allport Management Committee acquired two sketches by Nicholas-Martin Petit from the Baudin voyage of 1800 – 1804. Unearthed from a private French collection, the works sold for \$305,000—the single largest acquisition and investment ever made by the Allport Trust.

As a direct result of the positive media publicity in response to the purchase, the Allport was approached in June 2019 by a private collector, founder of the Silentworld Foundation, John Mullen. Mr Mullen had also acquired a collection of sketches from the Baudin voyage. Through his extraordinary generosity, three works from the voyage were donated to the Allport later in 2019 through the Federal Government's Cultural Gift Program

The works are:

- » Lesueur, Charles-Alexandre, after Nicolas Petit, *Femme de la terre de Diemen*, Nicolas-Martin Petit
- » *Femme sauvage de l'île Van Diemen: Île Bruny*, Femme sauvage de l'île Van Diemen: Île Bruny and Nicolas-Martin Petit, *Untitled [Femme sauvage de l'île Van Diemen: Île Bruny]*.

## Fine Art

ACC. NO.	DATE OF ACCESSION	ARTIST	TITLE	DATE OF WORK	DESCRIPTION	PURCHASE PRICE	SOURCE
FAI388	13/08/2019	C.L. Allport	Villa Borghese, Rome (2)	unknown	lithograph	\$300	Liz Phillips, Lenah Valley
FAI389	13/03/2020	Thomas Bock	Unidentified member of the Lewis family	Possibly 1853	1 drawing : pencil and China white on buff paper	\$15,000	Peter Lewis, Wynyard, Tasmania
FAI390	13/03/2020	Artist unknown; the work is signed with a cipher in the field upper right 'U.M.' or 'M.U.'.	Member of the Lewis family, possibly Isabella Lewis	Between 1870 and 1880	1 drawing : pencil, watercolour and gouache on paper (framed)	\$2,000	Peter Lewis, Wynyard, Tasmania
FAI391	13/03/2020	Thomas Bock	Daguerreotype portrait of an unidentified member of the Lewis family	Possibly 1853	1 daguerreotype mounted in case	\$2,000	Peter Lewis, Wynyard, Tasmania

## Furniture

ACC. NO.	DATE OF ACCESSION	ARTIST	TITLE	DATE OF WORK	DESCRIPTION	PURCHASE PRICE	SOURCE
F203	21/02/2020	Unknown maker	Mary Morton Allport's prayer chairs	Between 1850 and 1895	2 prayer chairs previously owned by Mary Morton Allport.	Donation	Chris Waldie

## Ceramics

ACC. NO.	DATE OF ACCESSION	ARTIST	TITLE	DATE OF WORK	DESCRIPTION	PURCHASE PRICE	SOURCE
C475	28/02/2020	F. Morley	Two serving plates	1845	Ironstone, hand painted Chinoiserie	Donation	Kevin Waldie

## Books and manuscripts

There were just 8 books and manuscripts accessions by the Allport Library and Museum of Fine Arts in 2019-20, compared to 60 last financial year.

ACC. NO.	DATE OF ACCESSION	AUTHOR	TITLE	DATE OF PUBLICATION	DESCRIPTION	PURCHASE/ DONATION	PRICE
I513	16/08/2019	F.O. Morris.	A natural history of the nests and eggs of British birds	1870-1871	3 volumes (I64; I64; I71 pages), approximately 248 leaves of plates: colour illustrations; 26 cm.	Donation (SLT deaccession)	Donation
I514	16/08/2019	Charles Lyell	The geological evidences of the antiquity of man: with remarks on theories of the origin of species by variation	1863	xvi, 528 pages incl. front., illus. (incl. maps) pl.; 22 cm.	Donation from Henry Allport	Donation
I515	30/01/2020	Nancy Hurrell	The Egan Irish harps: tradition, patrons and players	[2019]	301 pages, 16 unnumbered pages of plates; illustrations (some colour); 24 cm.	Purchase	\$93.00
I516	30/01/2020	Thomas W. Smith	A narrative of the life, travels, and sufferings of Thomas W. Smith	1844	240 pages; 19 cm.	Purchase from Robert Warneke	\$10,000
I517	30/01/2020	Robert Jarman	Journal of a voyage to the South Seas in the "Japan"	1838	vi, 242 pages; book 18 cm, contained in book form box 21 cm.	Purchase from Robert Warneke	\$15,000
I518	7/02/2020	Various	Collection of items relating to Daisy Allport	1851-1974	Manuscript items relating to Daisy Allport's family	Donated to the Allport Library and Museum of Fine Arts by Charles Payne	Donation
I519	24/02/2020	M. Alard	Éloge historique de François Péron, rédacteur du voyage de découvertes aux terres Australes	1811	Iv pages, [2] leaves of plates; illustrations, portrait; 26 cm.	Purchase from Hordern House	\$4,250
I520	5/03/2020		The Holy Bible	1823	936 pages; 14 cm.	Donation from Kevin Waldie	Donation

## Conservation

The Allport Management Committee continues to support the conservation and maintenance of the collection by allocating up to 25 per cent of its annual income from the Endowment Fund and from interest earned for conservation treatments. In 2019-20 the committee funded:

- » glazing and repair of oil paintings
- » de-framing of paintings for flat storage
- » addition of another frame rack to store excess frames
- » installation of dimmer switches to control lighting in the Allport Library
- » maintenance work on antique clocks.

Several proposed conservation works could not be undertaken due to the COVID-19 situation; in particular, those that required an outside contractor to do the work. This work will be carried over to the 2020-21 Proposed Conservation Expenditure plan.

## Management Committee

The Allport Management Committee held three meetings in 2019-20, on 1 August 2019, 5 December 2019 and 30 April 2020. Membership of the committee was renewed in 2019 and comprises:

- » Mr Tim Bugg AM, Chair (nominated by the trustees of the estate of Henry Allport)
- » Ms Amanda Wojtowicz (nominated by the trustees of the estate of Henry Allport)
- » Dr AV (Tony) Brown, a representative of the Tasmanian Museum and Art Gallery (nominated by the Board of Trustees)
- » Mr Cobus Van Breda (appointed by the Minister for Education and Training)
- » Ms Elizabeth Jack, Executive Director, Libraries Tasmania.

I extend my sincere thanks to the Allport Management Committee and staff of the Allport Library and Museum of Fine Arts for their commitment to—and enthusiasm for—the Allport, its collections, exhibitions and events. Without their significant efforts, it would not be possible to deliver such a wonderful experience to our many Tasmanian visitors and those from further afield.

I would also like to thank the Friends of the Allport for their support and dedication to our aim of making the Allport Library and Museum of Fine Arts more visible, known and engaging. Through the energetic leadership of Amanda Wojtowicz, the Friends coordinated and presented a series of public presentations, behind-the-scenes viewings and musical interludes that—over the year—contributed to the Allport's sustained growth in visitation.

## Tim Bugg AM

CHAIR

## TASMANIAN LIBRARY ADVISORY BOARD

On behalf of the Tasmanian Library Advisory Board (TLAB), I am pleased to submit TLAB's 34th 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 and Training (Minister) and the Secretary of the Department of Education (DoE) 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 March 2019 until 31 December 2021.

### BOARD MEMBERSHIP

Ministerial nominees:

- » Ms Mary Bent PSM (Chair)
- » Ms Jen Fitzgerald
- » Ms Kim Boyer
- » Dr Dianne Snowden AM
- » Ms Mary Lijnzaad
- » Ms Jan Butler
- » Mr Alistair Scott
- » Mr Daryl Connelly

Local Government Association of Tasmania (LGAT) nominees:

- » Councillor Dick Adams OAM
- » Alderman Tanya Denison – resigned 11 February 2020
- » Alderman Simon Fraser
- » Ms Jackie Merchant.
- » Ms Yolanda Sam – appointed 29 May 2020 to replace Ms Tanya Denison.

Nominee of the Secretary DoE:

- » Ms Liz Jack, Executive Director Libraries Tasmania.

### BOARD MEETINGS

TLAB held four meetings during 2019–20 in Hobart. Meeting dates were as follows:

- » Monday, 9 September 2019
- » Monday, 16 December 2019
- » Monday, 3 February 2020
- » Monday, 25 May 2020

## Major issues considered by the board:

### PRESERVATION AND DIGITISATION OF THE STATE AUDIO-VISUAL COLLECTION

TLAB recognised the critical need to preserve the state's audio-visual collection through an accelerated digitisation program to ensure clients could continue to access this collection, much of which is stored in increasingly obsolete media formats. TLAB members supported the urgent need to advocate for government investment in digitisation; particularly in light of the fact that by 2025 there is a very real possibility that any remaining non-digitised items will no longer be accessible.

### INCREASING FUNDING FOR CONTEMPORARY LIBRARY RESOURCES

TLAB acknowledged the four-year State Government funding for the purchase of contemporary library resources, which responded to TLAB's submissions for increased funding to support what has previously been known as the 'Book Vote'. In 2019-20, TLAB advocated for ongoing funding, noting Libraries Tasmania's use of the funds to improve client experiences, including expanding and refreshing the lending collection and investigating the use of wayfinding technology to help clients navigate on-site collections.

### ADVOCATING FOR THE STATE LIBRARY AND TASMANIAN ARCHIVES AS AN IMPORTANT CULTURAL INSTITUTION AND THE NEED FOR A REDEVELOPED HOBART BUILDING

In 2019-20, TLAB continued to advocate, at all levels of government and business, for the State Library and Tasmanian Archives to be recognised as a significant cultural institution, and to build support for the need to redevelop the 91 Murray Street building in Hobart.

Members noted that redevelopment would transform Libraries Tasmania's flagship site from a 1960s public library building into a contemporary, future-focused library, archive and community learning space.

## IMPACTS OF COVID-19 ON LIBRARY AND ARCHIVE SERVICES

As with all other government and non-government service providers in Tasmania and, indeed, the world, Libraries Tasmania staff, programs and services were significantly impacted by the COVID-19 pandemic. TLAB maintained regular contact with the Executive Director during this period, and spent considerable time at our May 2020 meeting discussing the challenges and opportunities we faced.

Of particular note for TLAB members was the resilience and innovation of staff, who quickly responded to the constantly changing environment, developing online versions of previously only face-to-face programs, instigating a one-stop statewide telephone service, establishing a novel 'Click & Collect' service as restrictions were eased, and developing new policies, procedures and protocols to keep staff and the public safe. This work will continue to be valuable as we navigate the coming changes that are undoubtedly ahead of us.

## CLOSING STATEMENT

On behalf of my TLAB colleagues, I extend my thanks to staff at Libraries Tasmania who contribute to our work, from providing strategic briefings on issues of importance, to organising meetings and papers and—importantly—delivering outstanding library and archive services to the Tasmanian community.

In particular, TLAB members appreciate the effort put into developing thorough, informative and well-researched briefing papers, providing members with the information they need to make informed decisions.

I also acknowledge the ongoing commitment to Libraries Tasmania of its Executive Director, Liz Jack. Liz is a strong believer in the value of libraries in our community and is driving internal change to ensure Libraries Tasmania continues to improve its delivery of contemporary library services. Finally, to my TLAB colleagues, past and present, I extend my sincere thanks for your ongoing commitment to information, documentary heritage, literacy and lifelong learning.

I look forward to continuing to work with 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 statewide library and archive service.

**Mary Bent PSM**

CHAIR

## STATE LIBRARY AND ARCHIVES TRUST

I am pleased to submit the 35th annual report of the State Library and Archives Trust (Trust). The Trust is required by the Libraries Act 1984 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.

## CONFERENCES AND SEMINARS

With the support of the Sir John Morris Memorial Trust Fund, Tasmanian librarians, archivists and library workers from across a range of organisations have attended a number of professional development conferences and workshops in 2019–20, including, among others:

- » **International Federation of Library Association**  
Library design conference, Rome, Italy, August 2019
- » **Australian Society of Archivists, International Council on Archives and Archives Records Association of New Zealand**  
Annual Conference, Adelaide, October 2019
- » **Australian Library and Information Association**  
National Library and Information Technicians' Symposium, Melbourne, November 2019
- » **VALA – Libraries, Technology and the Future Inc**  
Biennial Conference, Melbourne, February 2020
- » **Australasian Rare Book Summer School**  
Rare Book Cataloguing Course, Sydney, February 2020

Six applications were funded by the Sir John Morris Memorial Trust Fund for the 2019-20 year in accordance with the Trust Deed. The total amount of grant funding awarded was \$6,700. This amount is relatively low, compared with the previous year's grant allocation of \$17,017, which was shared across 20 funded applicants. The relatively low number of applications and related funding was due to the impact of the COVID-19 pandemic, which led to the cancellation of conferences and seminars and the implementation of strict travel restrictions.

Those applicants who did travel, prepared reports on their activities and made presentations to gatherings of library and archives professionals to share the knowledge they gained. All reports are available on request from the Secretary of the Trust.

The Trust continues to help raise the skills and knowledge of library and archives workers throughout Tasmania. Attendance at these professional development opportunities directly enhances the skills and knowledge of the grant recipients, who then—through a combination of reports and presentations—share their knowledge with members of the profession in Tasmania.

#### 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. Libraries Tasmania was allocated \$500 from the fund in 2019-20 for the purchase of books on topics such as cricket, tennis and other popular sporting activities.

#### KULA BEQUEST FUND

This fund was established through a bequest from Polish architect and migrant to Tasmania, Mr Lech Kula, who stipulated that for a designated period, the bequest funds should be used to purchase English translations of non-English novels for the use and enjoyment of the people of Tasmania.

On 13 December, 2019, in accordance with the terms of the bequest, the remaining \$96,619.05 was transferred to Libraries Tasmania to expend as it sees fit. Despite the conclusion of the bequest and closure of the trust, Libraries Tasmania continues to insert labels inside newly-purchased foreign language translations in recognition of the support provided by Mr Kula.

#### MEETINGS AND FUNDS

Two ordinary meetings of the Trust were held during the reporting year, in November 2019 and May 2020. A special meeting of the Trust was convened in April 2020 to discuss the implications of COVID-19, at which the Trust agreed to support approved applicants with out-of-pocket expenses that may have arisen due to the cancellation of events. No such claims were received.

The Trust also agreed to encourage applicants to seek funding support for online events in the May round of funding.

The Trust continues to utilise conservative bank-managed funds to manage its assets for investment in the continued professional development of library and archives workers across the state, and has exercised prudence and equity in the distribution of Trust funds.

The Trust considers funding applications for each

coming six-month period at meetings held in May and November. However, due to the impact of COVID-19, applications were only considered at the November 2019 meeting in the 2019-20 financial year. Despite promoting the willingness of the Trust to support online events at the May 2020 meeting, no applications were received.

#### CLOSING THANKS

I would like to express my sincere appreciation to each of the members of the State Library and Archives Trust, Ms Catherine Saunders, the Minister's appointee with knowledge and experience in law; Ms Gaylene Cunningham from the Public Trustee; Mr Ross Latham, Director Collections and State Archivist; and Ms Liz Jack, Executive Director, Libraries Tasmania, for their ongoing dedication and contribution to the success of the Trust. I also extend my gratitude to Mr Jason Lockley for his ongoing support in the role of Secretary.

#### Mary Bent PSM

CHAIR

## OFFICE OF THE EDUCATION REGISTRAR

I am pleased to submit the 3rd annual report of the Registrar as required under section 227 of the *Education Act 2016*.

The Office of the Education Registrar (OER) was established under the *Education Act 2016* and is an independent authority from the Department of Education.

The Registrar, Education is responsible for various functions under the Act including the:

- » registration and monitoring of home education in Tasmania
- » administration of the non-government schools registration process and for the operational aspects of the regulatory process
- » management of the new compulsory conciliation process for non-attendance at school.

Katharine O'Donnell was appointed as the Registrar, Education in April 2017. In 2019-20, OER had 13 full time equivalent staff members, with offices located in both the north and south of the State.

### 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 ten Standards as outlined in the *Education Regulations 2017*.

The purpose of a Home Education Summary and Program (HESP) is to provide information about the program which has been delivered in the previous year, and information about the program to be delivered in the year to come.

Following a review of the program, a Registration Officer visits the family to assess the Program so that an appropriate advice can be made to the Registrar, Education for her to make decision on registration.

The Registrar seeks advice from the Tasmanian Home Education Advisory Council in relation to all new home education applications as well seeking their advice on a number of reregistrations as and when required.

Under the *Education Act 2016*, an application to home educate a child may include the part-time enrolment and attendance of a child at one school. Part-time enrolment can be up to the equivalent of two full days a week but may be spread out across the week in smaller blocks as agreed between the parent and the Principal.

As at 30 June 2020, 1,160 children were approved for home education in Tasmania from 657 families across the State.

For the 1 July 2019 – 30 June 2020 period, the following registration activities occurred:

- » 376 new provisional registrations were approved
- » 218 students withdrew from Home Education
- » 706 renewal of registrations were approved
- » 2 registrations with conditions were approved
- » 3 provisional registrations were revoked
- » 1 registration was revoked by the Registrar
- » 36 registrations involving part-time attendance at a school were approved
- » 8 at non-government schools
- » 28 at Government Schools
- » 18 Statement of Year 10 Completion Certificates were issued by the Registrar in accordance with Section 91 of the Act
- » 6 Statement of Year 12 Completion Certificates were issued by the Registrar in accordance with Section 93 of the Act

OER maintains a home education blog and newsfeed on its website in which information about home education including events and opportunities are promoted.

## IMPACT OF COVID-19 PANDEMIC

Due to COVID-19, adjustments were made to the way that registration visits were carried out. Registration visits are usually conducted in the home, however OER staff quickly adapted to using video-conferencing in the first instance or teleconferencing if there were information technology limitations. Whilst sometimes challenging, we appreciate the support of the home educating community who worked with us to ensure that their registration status did not lapse.

## COMPULSORY CONCILIATION CONFERENCES

The intent of compulsory conciliation conferences is to improve outcomes for Tasmanian students not currently attending school by providing them with a way to participate in a process, and to voice their needs to enable and support them to return to school.

The conferences are facilitated by an independent conciliator and involve everyone necessary to support a resolution to non-attendance, including parents/guardians, the child (if the child wants to), and relevant school staff.

Referrals for compulsory conciliation conferences were received from both government and non-government schools.

## OUTCOMES:

For the period 1 July 2019 to 30 June 2020:

- » 157 referrals for the conduct of compulsory conciliation conferences were received by the Registrar
  - » 143 were received from state government schools; and
  - » 14 were received from non-government schools.

- » 157 conferences have been convened including 27 reconvened conferences.
- » 100 of these referrals were students of high school age with a complex history of non-attendance.
- » 127 sets of requirements were issued by the Registrar to parents, schools and other various third parties including support services. On some occasions where they are two or more children in a family, requirements were issued jointly.

The COVID-19 pandemic had an impact on the accuracy of attendance data as schools recorded attendance during the time when students were not present at school in different ways.

As a result we cannot provide accurate data with details relating to the re-engagement or attendance at school subsequent to conferences being held.

- » One referral for a Compulsory Schooling Order was made to the Principal Officer, Non-Attendance. The Principal Officer, Non-Attendance determined to issue the Compulsory School Order.
- » The Parent failed to comply with the Compulsory School Order and was summoned to appear before the Tasmanian Magistrate's Court to appear on charges for failing to comply with the Order. This was scheduled for September 2020. The child was returned to school as the start of the 2020 school year and has attended regularly since then.

## 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 Non-Government Schools Registration Board (NGSRB), who then makes a decision on the registration of a school.

Executive support is provided to the Board through OER.

In 2019-20, the Registrar provided 13 reports to the Board in relation to the registration of nongovernment schools.

A report of the NGSRB as required under section 233 of the *Education Act 2016* is also contained in this Report

## PART-TIME ATTENDANCE

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*. Specifically, for applications made by the Administrative Authority of a non-government school that is not Catholic Education Tasmania (CET).

In 2019-20, the Registrar approved 19 applications for part-time attendance from eight independent non-government schools.

**Katharine O'Donnell**

REGISTRAR, EDUCATION

# 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, Education 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 Members

The Non-government Schools Registration Board is a representative board which includes a Chair nominated by the Minister. One member is nominated by the Minister, one member represents registered schools, two members represent teachers of registered schools, one member represents the Tasmanian Catholic Education Sector, one member represents parents of children in registered schools, and one member represents the Department of Education.

When making appointments, the Minister also considers the need for members to collectively have knowledge, skills and experience in areas such as education, law, corporate governance or financial management.

Members of the Board are appointed by the Minister for Education and Training for a period not exceeding three years, however may be re-appointed.

## THE FOLLOWING PERSONS WERE MEMBERS OF THE BOARD IN 2019-20:

Mr Tony Freeman	Chair
Mrs Jill Morgan	Representing the Tasmanian Catholic Education Sector
Mr Michael Cole	Organisations representing Teachers in Registered Schools
Mrs Jacqueline Conboy	Organisations representing Teachers in Registered Schools
Vacant	Organisations representing Parents of Children at Registered Schools
Mr John Green	Organisations representing Registered Schools
Ms Terese Philips	Ministers Nominee
Mrs Suzanne Pennicott-Jones	Department of Education (resigned 14 November 2019)

## Board meetings

The Board met six times in 2019-20 when it considered matters relating the registration of new individual schools and the re-registration of existing schools, and to discuss procedural and policy issues.

All meetings were held in Hobart. The meeting dates were: 25 July 2019, 19 September 2019, 14 November 2019, 12 December 2019, 19 March 2020, and 14 May 2020.

## Board activities in 2019-20

### SCHOOL BRIEFINGS FOR SCHOOLS DUE FOR RE-REGISTRATION IN 2020

In August 2019, 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.

### REVIEW OF BOARD GUIDELINES

In October 2019, the Board reviewed both the 'Guidelines for the registration of a new nongovernment school', and the 'Guidelines for the re-registration of a non-government school'. Amendments made were as a result of feedback and comments from schools who underwent a review in 2018 and 2019, as well as from the Registration Officers, Independent Schools Tasmania (IST), and CET. The Minister for Education and Training approved the revised Board Guidelines on 9 December 2019.

### BOARD GUIDELINES FOR A CHANGE OF EDUCATION TYPE TO INCLUDE YEARS 11 AND 12

The Board developed new Board Guidelines for a Change of Education Type to include Years 11 and 12 for registered schools seeking to extend their registration.

These Guidelines are intended to provide clear information as to the matters that the Board would consider when making an assessment as to whether the application should be granted, and to provide schools with an understanding of those matters. The Guidelines also outline what documentation needs accompany a change of education type application.

Following consultation with IST and CET, the Minister for Education and Training approved the new Board Guidelines on 20 June 2020.

### IMPACT OF COVID-19 ON REGISTRATION ACTIVITIES

At its first meeting held on 19 March 2020, the Board considered the impact of COVID-19 on the registration process for schools due to be re-registered in 2020.

It was noted that the conduct of registration reviews and site visits would be undertaken in accordance with any advice and directives from the Tasmanian Director of Public Health.

As the first step of the process, a thorough desktop assessment of each School's application and documentation was undertaken and was completed by the end of second term. As restrictions were eased in Tasmania, the Board determined that site visits would be undertaken as they were firmly of the view that this is necessary to view the facilities and environment for the students.

Such visits are also necessary to confirm that what a school has documented is what is actually implemented and practiced, and is being embedded within the School values and culture. All of the Registration visits were conducted during July and August 2020.

## Registration activities in 2019-20

Registered schools in Tasmania

There are 75 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/>

## APPLICATION FOR REGISTRATION AS A NEW INDIVIDUAL SCHOOL

The Board considered four applications for the registration of a new individual school in 2019-20 and made recommendations to the Minister for Education and Training.

The Minister approved an application for each of the following schools to commence registration from 1 January 2020.

- » Indie School – Devonport
- » Australian Christian College – Hobart<sup>1</sup>
- » Australian Christian College – Launceston<sup>1</sup>
- » Australian Christian College – Burnie<sup>1</sup>

## 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 37 Tasmanian Catholic Schools.

Under this approval, the Tasmanian Catholic Education Commission is to ensure that all registered system schools are complying with the requirements for the re-registration of a registered school.

Schedule 2 of the *Education Regulations 2017* outlines the Standards that a system of schools is to comply with for registration purposes as a System.

In 2019-20, the Registrar and a Board member met with the CET to discuss the reporting requirements associated with the System of Schools registration.

## CHANGES TO REGISTRATION

Schools are required to seek approval from the Board for any significant changes in relation to their registration.

Significant changes include closures or amalgamations, change of school campus or change of education type.

In 2019-20, the Board approved a change to education type for the following schools:

- » Peregrine School – include Years 9 and 10
- » North West Christian School – include Years 11 and 12
- » Eastside Lutheran College – include Kindergarten

## REVIEW OF REGISTERED SCHOOLS

In 2019-20, the Board made decisions relating to the re-registration of the following schools:

- » Calvin Christian School
- » Northern Christian School
- » Peregrine School
- » Lambert School
- » One School Global
- » Indie School Glenorchy

## SCHOOL CLOSURES/AMALGAMATIONS

There were no school closures or amalgamations of registered nongovernment schools in 2019/20.

I look forward to continuing to work with the Board and the Education Registrar to provide advice and support to non-government schools in the registration and regulatory process in the coming year.

**Tony Freeman**

CHAIR

1. Previously the Australian Christian Colleges were registered as one school with three campuses. The Minister approved that each of these schools be registered as an individual school each in its own right.

# TASMANIAN HOME EDUCATION ADVISORY COUNCIL

The Tasmanian Home Education Advisory Council (THEAC) was established in 1993 to advise the Minister for Education and the general public on matters to do with home education, and to register and monitor individual home education programs.

With the introduction of the *Education Act 2016*, the functions of registering, monitoring and approving home education programs moved from THEAC to the newly established Office of the Education Registrar (OER). THEAC now plays an expert advisory role to the Education Registrar and the Minister.

Since the commencement of the *Education Act 2016*, parents who educate their children at home are required to register with the OER. It is the OER who monitors and approves their programs (now known as Home Education Summary and Program (HESP)).

## The Role of THEAC is to:

- » Provide advice to the Registrar in relation to applications for approval of a home education program.
- » Provide the Minister with advice in relation to home education generally.
- » Provide a reference point for enquiries, respond to community concerns and maintain liaison with other agencies about home education.

## How THEAC Undertakes its Work:

THEAC provides advice to the Registrar in three key ways:

1. Viewing and approving new applications on a weekly basis in consultation with a Registration Officer (OER staff).
2. Reviewing 10% of recently approved on-going registrations. This allows THEAC to stay up-to-date with the range of home education programs being approved by the Registrar.
3. Providing special advice as requested by the Registrar to assist the Registrar's decision-making in regard to a registration. The Registrar may seek immediate responses from THEAC in urgent situations or may choose to discuss the specific HESP at a THEAC meeting.

THEAC meets eight times a year with meetings held on a five weekly basis.

The business 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; and
- » address other issues relating to THEAC's functions.

THEAC also has a role in assisting with the recruitment and on-going support of Registration Officers, which helps ensure that a considered and consistent assessment process is available statewide to all home educators.

Executive support to THEAC is provided by the OER.

## THEAC's Guiding Principle:

THEAC has developed one Guiding Principle:

To provide advice to the Minister and the Education Registrar which:

- » is objective, impartial, fair and unbiased
- » is based on a strong knowledge and understanding of home education philosophies and approaches
- » is reached through collegial and considered processes and discussion
- » considers the best interest of the child/ren and family
- » acknowledges each family's understanding of the strengths, challenges and interests of their child/ren.

## Membership:

THEAC is made up of no fewer than five and not more than seven voluntary members. All members are appointed by the Minister as a result of public expressions of interest. At least half of THEAC must consist of people with experience in home education. One member must be an employee of the DoE. The Minister is able to appoint a member based on a specific need which may arise from time to time.

THE FOLLOWING PERSONS WERE MEMBERS  
OF THE COUNCIL IN 2019-20:

	COMMENTS:	FROM:	UNTIL:
Leanne Groves	Member	18/08/2017	30/06/2020
	Chair	20/06/2019	30/06/2020
Anne French	Member	01/08/2016	30/06/2020
William Linton	Member – DoE employee	18/08/2017	30/06/2020
Penny Webb	Member	10/01/2018	30/06/2020
Martin Hamilton	Member	30/08/2018	30/06/2020
Eileen Height	Member	01/07/2019	30/06/2022
Denise Cox	Member	01/07/2019	30/06/2022

## Contact details:

Email enquiries to: [chair@theac.tas.gov.au](mailto:chair@theac.tas.gov.au)

Website: [www.theac.tas.gov.au](http://www.theac.tas.gov.au)

## Report on Council Activities:

THEAC continued to work closely with the Education Registrar in providing support and advice on matters relating to Home Education.

THEAC held eight meetings during the 2019-20 financial year. THEAC provided advice to the Registrar on many special advice situations with positive outcomes for those involved.

THEAC provided the Registrar with a guiding document for assessing and monitoring Years 11 and 12 programs. A guide to the Social Security Act, to support the home educating community navigate Centrelink benefits, was provided. With the support of the Registrar, and a local Member of Government, some positive results were achieved in this complex area.

Home Education Mentoring was identified as a need by THEAC and the Registrar. THEAC appreciate the support of the OER with the implementation of this. The THEAC handbook was revised and updated by Council. The Chair compiled an induction module for new THEAC members, supporting new members upon appointment, along with support for all THEAC members in the areas of information technology and performing their council duties.

THEAC decided that the statewide forums were not the best way to engage with the home education community, due to low interest and the costs involved. A survey to gather feedback of what the home education community envisage communication and support looks like from THEAC, within the scope and role it fills, is planned for the near future. The Chair wrote a regular newsletter to the community, distributed through the mailchimp system.

THEAC provided support to the OER, and adapted to the online platform of Microsoft Teams for meetings during COVID-19. All THEAC members, the Registrar and OER staff displayed patience and resilience during this uncertain and difficult period.

At the time of writing this report (30 June 2020), there are currently 1,160 children who are being home educated in Tasmania, represented by 657 families.

# 5

## FINANCIAL STATEMENTS

FOR THE YEAR  
ENDED 30 JUNE

# STATEMENT OF COMPREHENSIVE INCOME FOR THE YEAR ENDED 30 JUNE 2020

	NOTES	2020 BUDGET \$'000	2020 ACTUAL \$'000	2019 ACTUAL \$'000
<b>CONTINUING OPERATIONS</b>				
<i>Revenue and other income from transactions</i>				
Revenue from Government				
Appropriation revenue – operating	5.1	1,008,997	1,011,239	966,619
Appropriation revenue – works and services	5.2	50,975	34,548	22,880
Other revenue from Government	5.1	....	10,975	2,156
Grants	5.3	19,552	18,537	21,061
Sales of goods and services	5.4	43,719	25,492	44,631
Fees and fines		171	8	73
Interest		665	345	670
Contributions received	5.5	....	3,546	24,464
Other revenue	5.6	20,719	18,296	18,818
<b>Total revenue from continuing operations</b>		<b>1,144,798</b>	<b>1,122,984</b>	<b>1,101,372</b>
Net gain/(loss) on non-financial assets	6.1	243	(325)	(349)
Net gain/(loss) on financial instruments and statutory receivables/payables	6.2	....	(510)	(2,363)
<b>Total income from continuing transactions</b>		<b>1,145,041</b>	<b>1,122,150</b>	<b>1,098,660</b>
<b>EXPENSES FROM TRANSACTIONS</b>				
Employee benefits	7.1	861,678	877,629	818,958
Depreciation and amortisation	7.2	52,979	53,614	49,463
Supplies and consumables	7.3	201,474	194,349	209,943
Grants and subsidies	7.4	18,406	13,225	14,370

	NOTES	2020 BUDGET \$'000	2020 ACTUAL \$'000	2019 ACTUAL \$'000
Finance costs	7.5	529	76	....
Contributions provided	7.6	....	4,818	....
Other expenses	7.7	12,384	12,096	12,783
<b>Total expenses from continuing operations</b>		<b>1,147,450</b>	<b>1,155,806</b>	<b>1,105,517</b>
<b>Net result from continuing operations</b>	<b>12.2</b>	<b>(2,409)</b>	<b>(33,657)</b>	<b>(4,145)</b>
<b>OTHER COMPREHENSIVE INCOME</b>				
<i>Items that will not be reclassified subsequently to profit or loss</i>				
Changes in property, plant and equipment revaluation surplus	11.1	38,768	55,143	34,085
<b>Total other comprehensive income</b>		<b>38,768</b>	<b>55,143</b>	<b>34,085</b>
<b>Comprehensive result</b>		<b>36,359</b>	<b>21,486</b>	<b>27,228</b>

This Statement of Comprehensive Income 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 3 of the accompanying notes.

# STATEMENT OF FINANCIAL POSITION AS AT 30 JUNE 2020

	NOTES	2020 BUDGET \$'000	2020 ACTUAL \$'000	2019 ACTUAL \$'000
<b>ASSETS</b>				
<i>Financial assets</i>				
Cash and cash equivalents	12.1	91,386	71,986	91,991
Receivables	8.1	12,412	8,053	10,777
Other financial assets	8.2	....	2,469	....
<i>Non-financial assets</i>				
Assets held for sale	8.3	1,035	4,259	3,638
Property, plant and equipment	8.4	1,494,875	1,519,592	1,463,135
Right of use assets	8.5	21,564	4,597	....
Library book stock	8.6	2,069	4,741	5,858
Heritage collections	8.7	46,703	43,472	43,432
Intangibles	8.8	4,274	7,846	7,652
Other assets	8.9	9,372	12,187	11,454
<b>Total assets</b>		<b>1,683,690</b>	<b>1,679,202</b>	<b>1,637,937</b>

	NOTES	2020 BUDGET \$'000	2020 ACTUAL \$'000	2019 ACTUAL \$'000
<b>LIABILITIES</b>				
Payables	9.1	6,350	9,729	10,524
Lease Liabilities	9.2	21,540	4,374	....
Employee benefit liabilities	9.3	165,901	182,682	159,836
Other liabilities	9.4	6,540	5,652	12,301
<b>Total liabilities</b>		<b>200,331</b>	<b>202,438</b>	<b>182,661</b>
<b>Net assets</b>		<b>1,483,359</b>	<b>1,476,763</b>	<b>1,455,277</b>
<b>EQUITY</b>				
Reserves	11.1	423,547	440,469	385,326
Accumulated funds		1,059,812	1,036,294	1,069,951
<b>Total equity</b>		<b>1,483,359</b>	<b>1,476,763</b>	<b>1,455,277</b>

This Statement of Financial Position 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 3 of the accompanying notes.

# STATEMENT OF CASH FLOWS FOR THE YEAR ENDED 30 JUNE 2020

	NOTES	2020 BUDGET \$'000	2020 ACTUAL \$'000	2019 ACTUAL \$'000
<b>CASH FLOWS FROM OPERATING ACTIVITIES</b>				
<i>Cash inflows</i>				
Appropriation receipts – operating		1,008,997	1,011,239	968,569
Other revenue from Government		....	2,674	....
Grants – continuing operations		19,552	20,081	16,100
Sales of goods and services		42,453	25,892	42,723
Fees and fines		171	7	82
GST receipts		28,503	27,270	33,793
Interest received		665	420	681
Other cash receipts		19,719	20,451	21,055
<b>Total cash inflows</b>		<b>1,120,060</b>	<b>1,108,033</b>	<b>1,083,003</b>
<i>Cash outflows</i>				
Employee benefits		(848,378)	(855,335)	(812,271)
Interest Payment		(529)	(76)	....
GST payments		(29,207)	(26,847)	(34,030)
Supplies and consumables		(210,616)	(195,526)	(208,640)
Grants and subsidies		(18,406)	(12,988)	(13,413)
Contributions provided		....	(3,222)	....
Other cash payments		(12,223)	(11,890)	(12,699)
<b>Total cash outflows</b>		<b>(1,119,359)</b>	<b>(1,105,884)</b>	<b>(1,081,053)</b>
<b>Net cash from / (used by) operating activities</b>	<b>12.2</b>	<b>701</b>	<b>2,149</b>	<b>1,950</b>

	NOTES	2020 BUDGET \$'000	2020 ACTUAL \$'000	2019 ACTUAL \$'000
<b>CASH FLOWS FROM INVESTING ACTIVITIES</b>				
<i>Cash inflows</i>				
Receipts from non-operational capital funding – Capital		50,975	34,548	27,104
Proceeds from the disposal of non-financial assets		4,693	662	....
<b>Total cash inflows</b>		<b>55,668</b>	<b>35,210</b>	<b>27,104</b>
<i>Cash outflows</i>				
Payments for acquisition of non-financial assets		(54,358)	(53,103)	(33,298)
Loans made to other entities		....	(2,469)	....
<b>Total cash outflows</b>		<b>(54,358)</b>	<b>(55,571)</b>	<b>(33,298)</b>
<b>Net cash from / (used by) investing activities</b>		<b>(1,310)</b>	<b>(20,361)</b>	<b>(6,194)</b>
<b>Cash flows from financing activities</b>				
<i>Cash outflows</i>				
Repayment of Lease liabilities (excluding interest)		(1,445)	(1,792)	....
<b>Total cash outflows</b>		<b>(1,445)</b>	<b>(1,792)</b>	<b>....</b>
<b>Net cash from / (used by) financing activities</b>				
<b>Net increase / (decrease) in cash and cash equivalents held</b>		<b>566</b>	<b>(20,004)</b>	<b>(4,244)</b>
<b>Cash and deposits at the beginning of the reporting period</b>		<b>90,820</b>	<b>91,991</b>	<b>96,235</b>
<b>Cash and deposits at the end of the reporting period</b>	<b>13.1</b>	<b>91,386</b>	<b>71,987</b>	<b>91,991</b>

This Statement of Cash Flows 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 3 of the accompanying notes.

# STATEMENT OF CHANGES IN EQUITY FOR THE YEAR ENDED 30 JUNE 2020

	NOTES	RESERVES \$'000	ACCUMULATED FUNDS \$'000	TOTAL EQUITY \$'000
<b>BALANCE AS AT 1 JULY 2019</b>		<b>385,326</b>	<b>1,069,951</b>	<b>1,455,277</b>
Net Result		....	(33,657)	(33,657)
Other comprehensive income		55,143	....	55,143
<b>Total comprehensive result</b>		<b>55,143</b>	<b>(33,657)</b>	<b>21,486</b>
<b>BALANCE AS AT 30 JUNE 2020</b>		<b>440,469</b>	<b>1,036,294</b>	<b>1,476,763</b>
<b>BALANCE AS AT 1 JULY 2018</b>		<b>351,241</b>	<b>1,077,923</b>	<b>1,429,165</b>
Net Result		....	(6,857)	(6,857)
Other comprehensive income		34,085	....	34,085
<b>Total comprehensive result</b>		<b>34,085</b>	<b>(6,857)</b>	<b>27,228</b>
<b>TRANSACTIONS WITH OWNERS IN THEIR CAPACITY AS OWNERS</b>				
Decrease in equity associated with CLAF* proceeds		....	(1,116)	(1,116)
<b>Total</b>		<b>....</b>	<b>(1,116)</b>	<b>(1,116)</b>
<b>Balance as at 30 June 2019</b>		<b>385,326</b>	<b>1,069,951</b>	<b>1,455,277</b>

\*CLAF = Crown Land Administration Fund. CLAF proceeds from property disposals are controlled by the Department of Treasury and Finance. The Department recognises these proceeds at the time of sale. This Statement of Changes in Equity should be read in conjunction with the accompanying notes.

# NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 30 JUNE 2020

NOTE	DESCRIPTION	PAGE NO.	NOTE	DESCRIPTION	PAGE NO.
<b>1</b>	<b>Administered financial statements</b>	<b>7</b>	5.4	Sales of goods and services	17
1.1	Schedule of Administered Income and Expenses	7	5.5	Contributions received	18
1.2	Schedule of Administered Assets and Liabilities	7	5.6	Other revenue	18
1.3	Schedule of Administered Cash Flows	8	<b>6</b>	<b>Other economic flows included in net result</b>	<b>19</b>
1.4	Schedule of Administered Changes in Equity	8	6.1	Net gain/(loss) on non-financial assets	19
<b>2</b>	<b>Departmental output schedules</b>	<b>9</b>	6.2	Net gain/(loss) on financial instruments and statutory receivables/ payables	20
2.1	Output group information	9	<b>7</b>	<b>Expenses from transactions</b>	<b>20</b>
2.2	Reconciliation of total output groups comprehensive result to Statement of Comprehensive Income	12	7.1	Employee benefits	20
2.3	Reconciliation of total output groups net assets to Statement of Financial Position	12	7.2	Depreciation and amortisation	23
2.4	Administered output schedule	12	7.3	Supplies and consumables	23
2.5	Reconciliation of administered output group comprehensive result to Administered Comprehensive Income	13	7.4	Grants and subsidies	24
2.6	Reconciliation of administered output groups net assets to Schedule of Administered Assets and Liabilities	13	7.5	Finance costs	24
<b>3</b>	<b>Explanations of material variances between budget and actual outcomes</b>	<b>13</b>	7.6	Contributions provided	25
3.1	Statement of Comprehensive Income	13	7.7	Other expenses	25
3.2	Statement of Financial Position	14	<b>8</b>	<b>Assets</b>	<b>25</b>
3.3	Statement of Cash Flows	14	8.1	Receivables	25
<b>4</b>	<b>Underlying net operating balance</b>	<b>15</b>	8.2	Other financial assets	26
<b>5</b>	<b>Revenue from transactions</b>	<b>15</b>	8.3	Assets held for sale	26
5.1	Revenue from government	15	8.4	Property, plant and equipment	27
5.2	Revenue from Special Capital Investment Funds	17	8.5	Right of Use Assets	31
5.3	Grants	17	8.6	Library book stock	32
			8.7	Heritage collections	32
			8.8	Intangibles	33

NOTE	DESCRIPTION	PAGE NO.	NOTE	DESCRIPTION	PAGE NO.
8.9	Other assets	33	<b>15</b>	<b>Notes to administered statements</b>	<b>44</b>
<b>9</b>	<b>Liabilities</b>	<b>34</b>	15.1	Explanations of material variances between budget and actual outcomes	44
9.1	Payables	34	15.2	Administered revenue from government	44
9.2	Lease liabilities	34	15.3	Administered sales of goods and services	44
9.3	Employee benefits	35	15.4	Administered other revenue	44
9.4	Other liabilities	35	15.5	Administered grants and subsidies	45
<b>10</b>	<b>Commitments and contingencies</b>	<b>36</b>	15.6	Administered accrued revenue	45
10.1	Schedule of commitments	36	15.7	Administered liabilities	45
10.2	Contingent assets and liabilities	37	15.8	Reconciliation of Administered Net Result to Net Cash from Administered Operating Activities	45
11	Reserves	37	<b>16</b>	<b>Transactions and balances relating to a trustee or agency arrangement</b>	<b>46</b>
<b>11.1</b>	<b>Reserves</b>	<b>37</b>	16.1	Activities Undertaken Under a Trustee or Agency Relationship	46
12	Cash flow reconciliation	37	<b>17</b>	<b>Events occurring after balance date</b>	<b>46</b>
12.1	Cash and deposits	37	<b>18</b>	<b>Other significant accounting policies and judgements</b>	<b>46</b>
12.2	Reconciliation of net result to net cash from operating activities	38	18.1	Objectives and funding	46
12.3	Acquittal of capital investment and special capital investment funds	38	18.2	Basis of accounting	47
12.4	Reconciliation of liabilities arising from financing activities	40	18.3	Reporting entity	47
<b>13</b>	<b>Financial instruments</b>	<b>40</b>	18.4	Functional and presentation currency	47
13.1	Risk exposures	40	18.5	Changes in accounting policies	47
13.2	Categories of financial assets and liabilities	43	18.6	Unrecognised financial instruments	49
13.3	Comparison between carrying amount and net fair value of financial assets and liabilities	43	18.7	Foreign currency	49
13.4	Net fair values of financial assets and liabilities	43	18.8	Comparative figures	50
<b>14</b>	<b>Details of consolidated entities</b>	<b>43</b>	18.9	Rounding	50
14.1	List of entities	43	18.10	Departmental taxation	50
14.2	Statement of payments for the Office of the Education Registrar	44	18.11	Goods and Services Tax	50
				Statement of Certification	50

# 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.

## I.1 Schedule of Administered Income and Expenses

	NOTES	2020 BUDGET \$'000	2020 ACTUAL \$'000	2019 ACTUAL \$'000
<b>ADMINISTERED REVENUE AND OTHER INCOME FROM TRANSACTIONS</b>				
Revenue from Government				
Appropriation revenue – operating	15.2	371,821	394,240	362,330
Other Revenue from Government		....	124	555
Sales of goods and services	15.3	401	2	3
Other revenue	15.4	....	1,494	1
<b>Total administered revenue and other income from transactions</b>		<b>372,222</b>	<b>395,860</b>	<b>362,889</b>
<b>ADMINISTERED EXPENSES FROM TRANSACTIONS</b>				
Grants and subsidies	15.5	371,821	395,858	362,885
Transfers to the Public Account		401	2	4
<b>Total administered expenses from transactions</b>		<b>372,222</b>	<b>395,860</b>	<b>362,889</b>
<b>Administered net result from transactions attributable to the State</b>		<b>....</b>	<b>....</b>	<b>....</b>
<b>Administered comprehensive result</b>		<b>....</b>	<b>....</b>	<b>....</b>

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.

## I.2 Schedule of Administered Assets and Liabilities

ADMINISTERED ASSETS	NOTES	2020 BUDGET \$'000	2020 ACTUAL \$'000	2019 ACTUAL \$'000
<b>ADMINISTERED FINANCIAL ASSETS</b>				
Cash and deposits		....	(1,494)	124
Accrued Revenue	15.6	....	1,494	....
<b>Total administered assets</b>		....	....	<b>124</b>
<b>ADMINISTERED LIABILITIES</b>				
Other Liabilities	15.7	....	....	124
<b>Total administered Liabilities</b>		....	....	<b>124</b>
<b>Administered net assets</b>		....	....	<b>....</b>
<b>ADMINISTERED EQUITY</b>				
Accumulated funds		....	....	....
<b>Total administered equity</b>		....	....	<b>....</b>

This Schedule of Administered Assets and Liabilities 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.

### I.3 Schedule of Administered Cash Flows

	NOTES	2020 BUDGET \$'000	2020 ACTUAL \$'000	2019 ACTUAL \$'000
<b>ADMINISTERED CASH FLOWS FROM OPERATING ACTIVITIES</b>				
<i>Administered cash inflows</i>				
Appropriation receipts – recurrent		371,821	394,240	362,454
Sales of goods and services		401	2	3
Other cash receipts		....	....	1
<b>Total administered cash inflows</b>		<b>372,222</b>	<b>394,242</b>	<b>362,458</b>
<i>Administered cash outflows</i>				
Grants and subsidies		(371,821)	(395,858)	(362,885)
Transfers to the Public Account		(401)	(2)	(4)
<b>Total administered cash outflows</b>		<b>(372,222)</b>	<b>(395,860)</b>	<b>(362,889)</b>
<b>Administered net cash from / (used by) operating activities</b>	<b>15.8</b>	<b>....</b>	<b>(1,618)</b>	<b>(431)</b>
<b>Net increase / (decrease) in administered cash held</b>		<b>....</b>	<b>(1,618)</b>	<b>(431)</b>
<b>Administered cash and deposits at the beginning of the reporting period</b>		<b>....</b>	<b>124</b>	<b>555</b>
<b>Administered cash and deposits at the end of the reporting period</b>		<b>....</b>	<b>(1,494)</b>	<b>124</b>

This Schedule of Administered Cash Flows 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 15.2 of the accompanying notes.

## I.4 Schedule of Administered Changes in Equity

	ACCUMULATED FUNDS \$'000	TOTAL EQUITY \$'000
Balance as at 1 July 2019	....	....
Net Result	....	....
Other comprehensive income	....	....
<b>Total comprehensive result</b>	....	....
<b>BALANCE AS AT 30 JUNE 2020</b>	....	....

	ACCUMULATED FUNDS \$'000	TOTAL EQUITY \$'000
Balance as at 1 July 2018	....	....
Net Result	....	....
Other comprehensive income	....	....
<b>Total comprehensive result</b>	....	....
<b>BALANCE AS AT 30 JUNE 2019</b>	....	....

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

## NOTE 2: DEPARTMENTAL OUTPUT SCHEDULES

### 2.1 Output Group Information

Comparative information has not been restated for administrative restructures.

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

#### OUTPUT GROUP 1 – EDUCATION

	2020 BUDGET \$'000	2020 ACTUAL \$'000	2019 ACTUAL \$'000
<b>CONTINUING OPERATIONS</b>			
<b>REVENUE AND OTHER INCOME FROM TRANSACTIONS</b>			
Revenue from appropriation	971,748	973,535	926,779
Other Revenue from government	....	3,910	....
Interest revenue	665	344	666
Grants	19,532	18,537	21,061
Sales of goods and services	43,054	25,096	44,020
Contributions received	....	1,650	4,615
Other revenue	20,434	17,157	18,185
<b>Total revenue and other income from transactions</b>	<b>1,055,433</b>	<b>1,040,229</b>	<b>1,015,325</b>
<b>EXPENSES FROM TRANSACTIONS</b>			
Employee benefits	833,417	848,872	790,431
Depreciation	49,299	49,004	44,759
Grants and subsidies	17,359	12,093	13,527
Contributions provided	....	3,237	...

	2020 BUDGET \$'000	2020 ACTUAL \$'000	2019 ACTUAL \$'000
Supplies and consumables			
Communications	1,044	1,868	1,984
Consultants	2,404	3,637	4,855
Information and technology	25,014	32,826	37,228
Maintenance and property services	39,010	71,793	72,495
Travel and transport	3,386	7,404	9,668
Other supplies and consumables	123,548	65,838	73,207
Other expenses	12,813	11,992	12,421
<b>Total expenses from transactions</b>	<b>1,107,294</b>	<b>1,108,564</b>	<b>1,060,575</b>
<b>Net result from transactions (net operating balance)</b>	<b>(51,861)</b>	<b>(68,336)</b>	<b>(45,249)</b>
<b>OTHER ECONOMIC FLOWS INCLUDED IN NET RESULT</b>			
Net gain/(loss) on sale of non-financial assets	243	387	693
Net gain/(loss) on financial instruments and statutory receivables/payables	....	(507)	(2,355)
<b>Total other economic flows included in net result</b>	<b>243</b>	<b>(120)</b>	<b>(1,662)</b>
<b>Net result</b>	<b>(51,618)</b>	<b>(68,455)</b>	<b>(46,911)</b>
<b>OTHER ECONOMIC FLOWS – OTHER NON-OWNER CHANGES IN EQUITY</b>			
Changes in property, plant and equipment revaluation reserve	36,980	51,520	37,145
<b>Total other economic flows – other non-owner changes in equity</b>	<b>36,980</b>	<b>51,520</b>	<b>37,145</b>
<b>Comprehensive result</b>	<b>(14,638)</b>	<b>(20,158)</b>	<b>(9,766)</b>

	2020 BUDGET \$'000	2020 ACTUAL \$'000	2019 ACTUAL \$'000
<b>EXPENSE BY OUTPUT</b>			
I.1 In School Education	1,067,953	1,070,180	1,027,592
I.2 School Support Services	13,124	13,198	13,976
I.3 Early Learning	18,610	16,552	11,505
I.4 Statutory Offices	7,607	8,634	7,502
<b>Total</b>	<b>1,107,294</b>	<b>1,108,564</b>	<b>1,060,575</b>
<b>NET ASSETS</b>			
Total assets deployed for Education		1,507,710	1,491,446
Total liabilities incurred for Education		(194,287)	(170,640)
<b>Net assets deployed for Education</b>		<b>1,313,423</b>	<b>1,320,807</b>

The variance of budget to actual for Maintenance and Property Services and Other Supplies and Consumables reflects changes to be made to subcategories within supplies and consumables.

## OUTPUT GROUP 2 – LIBRARIES TASMANIA

	2020 BUDGET \$'000	2020 ACTUAL \$'000	2019 ACTUAL \$'000
<b>CONTINUING OPERATIONS</b>			
<b>REVENUE AND OTHER INCOME FROM TRANSACTIONS</b>			
Revenue from appropriation	37,249	37,703	39,236
Sales of goods and services	665	396	611
Contributions received <sup>1</sup>	191	1,896	19,849
Other revenue	285	1,147	710
<b>Total revenue and other income from transactions</b>	<b>38,390</b>	<b>41,143</b>	<b>60,407</b>
<b>EXPENSES FROM TRANSACTIONS</b>			
Employee benefits	28,261	28,757	28,528
Depreciation	3,680	4,610	4,704
Grants and subsidies	1,047	944	843
Contributions provided	....	1,596	...
Supplies and consumables			
Communications	175	144	183
Consultants	33	23	23
Information and technology	806	887	1,308
Maintenance and property services	2,599	2,966	3,307
Travel and transport	264	235	339
Other supplies and consumables	3,191	3,043	3,404
Other expenses	100	104	362
<b>Total expenses from transactions</b>	<b>40,156</b>	<b>43,307</b>	<b>43,000</b>
<b>Net result from transactions (net operating balance)</b>	<b>(1,766)</b>	<b>(2,164)</b>	<b>17,407</b>

	2020 BUDGET \$'000	2020 ACTUAL \$'000	2019 ACTUAL \$'000
<b>OTHER ECONOMIC FLOWS INCLUDED IN NET RESULT</b>			
Net gain/(loss) on sale of non-financial assets	....	(712)	(1,042)
Net gain/(loss) on financial instruments and statutory receivables/payables	....	(3)	(8)
<b>Total other economic flows included in net result</b>	<b>....</b>	<b>(715)</b>	<b>(1,050)</b>
<b>Net result</b>	<b>(1,766)</b>	<b>(2,879)</b>	<b>16,356</b>
<b>OTHER ECONOMIC FLOWS – OTHER NON-OWNER CHANGES IN EQUITY</b>			
Changes in property, plant and equipment revaluation reserve <sup>2</sup>	1,788	3,622	(3,060)
<b>Total other economic flows – other non-owner changes in equity</b>		<b>3,622</b>	<b>(3,060)</b>
<b>Comprehensive result</b>	<b>22</b>	<b>743</b>	<b>(5,668)</b>
<b>EXPENSE BY OUTPUT</b>			
2.1 Information Services and Community Learning	36,952	39,676	39,329
2.2 Tasmanian Archives	3,204	3,631	3,671
<b>Total</b>	<b>40,156</b>	<b>43,307</b>	<b>43,000</b>
<b>NET ASSETS</b>			
Total assets deployed for Libraries Tasmania		137,314	130,046
Total liabilities incurred for Libraries Tasmania		(7,248)	(6,970)
<b>Net assets deployed for Libraries Tasmania</b>		<b>130,066</b>	<b>123,076</b>

1. Contributions received in 2019 includes the transfer of a share of the paranapple centre from the Devonport City Council.

2. The change in property, plant and equipment revaluation reserve in 2019 predominately reflects the write-down of Devonport Library in preparation for transfer to Council. This asset was transferred at no cost in partial exchange for paranapple centre. Transfer occurred in July 2019.

## CAPITAL INVESTMENT PROGRAM

	2020 BUDGET \$'000	2020 ACTUAL \$'000	2019 ACTUAL \$'000
<b>CONTINUING OPERATIONS</b>			
<b>REVENUE AND OTHER INCOME FROM TRANSACTIONS</b>			
Revenue from appropriation	....	....	605
<b>Total revenue and other income from transactions</b>	<b>....</b>	<b>....</b>	<b>605</b>
<b>EXPENSES FROM TRANSACTIONS</b>			
Expenditure program <sup>1</sup>	....	860	1,943
<b>Total expenses from transactions</b>	<b>....</b>	<b>860</b>	<b>1,943</b>
<b>Net result from transactions (net operating balance)</b>	<b>....</b>	<b>(860)</b>	<b>(1,338)</b>
<b>NON-OPERATIONAL CAPITAL FUNDING</b>			
Revenue from government			
Appropriation revenue – works and services	50,975	34,548	22,880
Other revenue from government	....	4,224	2,156
<b>Total non-operational capital funding</b>	<b>50,975</b>	<b>38,772</b>	<b>25,036</b>
<b>Net result from transactions (net operating balance)</b>	<b>50,975</b>	<b>37,912</b>	<b>23,698</b>
<b>Net result</b>	<b>50,975</b>	<b>37,912</b>	<b>23,698</b>
<b>OTHER ECONOMIC FLOWS – OTHER NON-OWNER CHANGES IN EQUITY</b>			
Comprehensive result	50,975	37,912	23,698

	2020 BUDGET \$'000	2020 ACTUAL \$'000	2019 ACTUAL \$'000
<b>NET ASSETS</b>			
Total assets deployed for Capital Investment Program		32,276	16,673
Total liabilities incurred for Capital Investment Program		(1,054)	(5,279)
<b>Net assets deployed for Capital Investment Program</b>		<b>31,222</b>	<b>11,393</b>
<b>GOVERNMENT MAINTENANCE PROGRAM</b>			
<b>CONTINUING OPERATIONS</b>			
<b>REVENUE AND OTHER INCOME FROM TRANSACTIONS</b>			
Grant Revenue	....	2,841	....
<b>Total revenue and other income from transactions</b>	<b>....</b>	<b>2,841</b>	<b>....</b>
<b>EXPENSES FROM TRANSACTIONS</b>			
Expenditure program	....	2,841	....
<b>Total expenses from transactions</b>	<b>....</b>	<b>2,841</b>	<b>....</b>
<b>Net result from transactions (net operating balance)</b>	<b>....</b>	<b>....</b>	<b>....</b>
<b>NON-OPERATIONAL CAPITAL FUNDING</b>			
Revenue from government			
Appropriation revenue – works and services	....	....	....
Other revenue from government	....	....	....
<b>Total non-operational capital funding</b>	<b>....</b>	<b>....</b>	<b>....</b>
<b>Net result from transactions (net operating balance)</b>	<b>....</b>	<b>....</b>	<b>....</b>
<b>Net result</b>	<b>....</b>	<b>....</b>	<b>....</b>

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

	2020 BUDGET \$'000	2020 ACTUAL \$'000	2019 ACTUAL \$'000
Other economic flows – other non-owner changes in equity	....	....	....
Comprehensive result	....	....	....
<b>Net assets</b>		....	....
Total assets deployed for Government Maintenance Program		2,127	....
Total liabilities incurred for Government Maintenance Program		(74)	....
<b>Net assets deployed for Government Maintenance Program</b>		<b>2,053</b>	....

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

	2020 BUDGET \$'000	2020 ACTUAL \$'000	2019 ACTUAL \$'000
Total comprehensive result of Output Groups	36,359	21,486	27,228
Comprehensive result	36,359	21,486	27,228

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

	2020 ACTUAL \$'000	2019 ACTUAL \$'000
Total net assets deployed for Output Groups	1,476,763	1,455,277

### RECONCILIATION TO NET ASSETS

Assets unallocated to Output Groups	....	....
Liabilities unallocated to Output Groups	....	....
<b>Net assets</b>	<b>1,476,763</b>	<b>1,455,277</b>

## 2.4 Administered Output Schedule

Comparative information has not been restated for administrative restructures. Budget information refers to original estimates and has not been subject to audit.

	2020 BUDGET \$'000	2020 ACTUAL \$'000	2019 ACTUAL \$'000
<b>ADMINISTERED REVENUE AND OTHER INCOME FROM TRANSACTIONS</b>			
Revenue from appropriation	371,821	394,240	362,330
Other revenue from government	....	124	555
Sales of goods and services	401	2	3
Other revenue	....	1,494	1
<b>Total administered revenue and other income from transactions</b>	<b>372,222</b>	<b>395,860</b>	<b>362,889</b>
<b>ADMINISTERED EXPENSES FROM TRANSACTIONS</b>			
Australian Government: Grants to non-government schools	291,500	312,281	283,177
State Government: Grants to non-government schools	77,648	82,404	77,876
State Government: Capital assistance to non-government schools	2,673	1,173	1,832
Transfers to the Public Account	401	2	4
<b>Total administered expenses from transactions</b>	<b>372,222</b>	<b>395,860</b>	<b>362,889</b>
<b>Administered net result from transactions (net operating balance)</b>	<b>....</b>	<b>....</b>	<b>....</b>
<b>ADMINISTERED NET ASSETS</b>			
Total administered assets deployed		....	124
Total administered liabilities deployed		....	(124)
<b>Administered net assets deployed</b>		<b>....</b>	<b>....</b>

## 2.5 Reconciliation of Administered Output Group Comprehensive Result to Administered Statement of Comprehensive Income

	2020 ACTUAL \$'000	2019 ACTUAL \$'000
Total administered net result of Output Groups	....	....
Comprehensive result	....	....

## 2.6 Reconciliation of Administered Output Group Net Assets to Schedule of Administered Assets and Liabilities

	2020 ACTUAL \$'000	2019 ACTUAL \$'000
Total administered net assets deployed for Output	....	....
Assets unallocated to Output	....	....
Liabilities unallocated to Output	....	....
Administered net assets	....	....

## NOTE 3: EXPLANATIONS OF MATERIAL VARIANCES BETWEEN BUDGET AND ACTUAL OUTCOMES

Budget information refers to original estimates as disclosed in the 2019-20 Budget Papers and is not 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

	NOTE	BUDGET \$'000	ACTUAL \$'000	VARIANCE \$'000	VARIANCE %
Appropriation revenue – capital	1	50,975	34,548	(16,427)	(32)
Other revenue from Government	2	....	10,975	10,975	100
Sales of goods and services	3	43,719	25,492	(18,227)	(42)
Contributions received	4	...	3,546	3,546	100
Contributions provided	5	...	4,818	4,818	100

1. The decrease in capital appropriation is detailed in note 5.1 Revenue from Government.
2. Other revenue from Government relates to s8A2 carry forwards from 2018-19 and Government stimulus funding relating to COVID-19.
3. The decrease in the sale of goods and services revenue mainly relates to the reduction in school levies as a result of relief provided for all parents/carers in Tasmanian Government Schools and the reduction in international education fees.
4. The variance is due to Donations and Sponsorships received within Schools, which is included within other revenue in the budget papers and the recognition of Library volunteers for the implementation of AASB 1058.
5. The variance is due to the implementation of recognition of library volunteers under AASB 1058, and contribution to Department of Communities Tasmania for agreed State contributions under the National Disability Insurance Scheme.

### 3.2 Statement of Financial Position

Budget estimates for the 2019-20 Statement of Financial Position were compiled prior to the completion of the actual outcomes for 2019-20. As a result, the actual variance from the Original Budget estimate will be impacted by the difference between estimated and actual opening balances for 2019-20. The following variance analysis therefore includes major movements between the 30 June 2019 and 30 June 2020 actual balances.

	NOTE	BUDGET \$'000	2020 ACTUAL \$'000	2019 ACTUAL \$'000	BUDGET VARIANCE \$'000	ACTUAL VARIANCE \$'000
Cash and Deposits	1	91,386	71,986	91,993	(19,400)	(20,006)
Receivables	2	12,412	8,053	10,777	(4,359)	(2,724)
Assets held for sale	3	1,035	4,259	3,638	3,224	621
Right of Use Assets	4	21,564	4,597	...	16,967	4,597
Library book stock	5	2,067	4,741	5,858	2,674	(1,117)
Intangibles	6	4,275	7,846	7,652	3,571	194
Other Assets	7	9,372	14,656	11,454	5,284	56
Payables	8	6,350	9,728	10,524	3,378	(796)
Lease Liabilities	6	21,540	4,374	....	(17,166)	4,374
Employee Liabilities	9	165,901	182,682	159,836	16,781	22,846
Other Liabilities	10	6,540	5,652	12,301	(888)	(6,648)

#### Notes to Statement of Financial Position

1. The decrease for cash and deposits reflects the combined impact of continued focus on the targeted use of school resources, decreased International fees revenue and increased costs including the loan to TasTAFE and maintenance stimulus spending.
2. The decrease for budget and actual for receivables mainly reflects the impact of the Government's policy decision to waive outstanding 2020 School Levies.
3. The increase in Assets held for sale represents longer than expected time frames for sale of assets than originally estimated.
4. The 2020 Budget included recognition of lease liabilities and right-of-use assets for major office accommodation and motor vehicle fleet. Subsequently it has been determined that the arrangements between Treasury and agencies for major office accommodation and motor vehicle fleet, do not meet the criteria of a lease contract for the purposes of AASB 16.
5. The decrease against budget for Library book stock will be realigned for future budgets.
6. The increase in Intangible assets predominately reflects capitalised expenditure on the Identity Management System and TASC Registration, Assessment and Certification System (TRACS) Development.
7. The increase in Other Assets predominately relates to the loan of funds to TasTAFE for the Launceston Consolidation project and accrued funds for the Maintenance Stimulus and National Partnership funding.
8. The increase in payables relates to accrued expenses due to timing of receipt of invoices.
9. The increase in Employee Liabilities is the combined impact of increased accrued salaries and annual and Long Service Leave. It is noted that normal leave management strategies were put on hold toward the end of the year due to COVID-19.
10. The decrease in Other Liabilities relates to the s8A2 carry forwards in 2018-19. These are no longer drawn down as income received in advance due to the implementation of the Financial Management Act 2016 and are managed through the Budget process from 2019-20 onwards.

### 3.3 Statement of Cash Flows

	NOTE	BUDGET \$'000	ACTUAL \$'000	VARIANCE \$'000	VARIANC %E
Sales of goods and services	1	42,453	25,892	(16,561)	(39)
Grants and subsidies	2	(18,406)	(12,988)	5,418	29
Proceeds from disposals of non-financial assets	3	4,693	675	(4,018)	(86)

#### Notes to Statement of Cash Flows

1. The decrease in the sale of goods and services revenue mainly relates to the reduction in school levies as a result of relief provided for all parents/carers in Tasmanian Government Schools and the reduction in international education fees.
2. The decrease in Grants and Subsidies mainly relates to decreases in International Student Fee payments to TasTAFE, decreased payments to Non-Government Schools and other grants reducing due to the grants reaching the end of the agreement.
3. The decrease in proceeds from disposals of non-financial assets held for sale represents longer than expected time frames for sale on assets than originally estimated.

## NOTE 4: UNDERLYING NET OPERATING BALANCE

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

For this reason, the net operating balance is adjusted to remove the effects of funding for capital projects.

	NOTES	2020 BUDGET \$'000	2020 ACTUAL \$'000	2019 ACTUAL \$'000
<b>Net result from transactions (net operating balance)</b>		<b>(2,652)</b>	<b>(33,657)</b>	<b>(4,145)</b>
<b>LESS IMPACT OF NON-OPERATIONAL CAPITAL FUNDING</b>				
Revenue from government – works and services	4.1	50,975	34,548	22,880
Other revenue from government	4.1	....	4,224	2,156
Fair value of assets assumed at no cost	4.4	....	235	22,215
<b>Total</b>		<b>50,975</b>	<b>39,007</b>	<b>47,251</b>
<b>Underlying net operating balance</b>		<b>(53,627)</b>	<b>(72,664)</b>	<b>(51,396)</b>

## 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.

### 5.1 Revenue from Government

Appropriations, whether recurrent or capital, are recognised as revenues in the period in which the Department gains control of the appropriated funds. Except for any amounts identified as carried forward, control arises in the period of appropriation.

Revenue from Government includes revenue from appropriations, appropriations carried forward under section 8A(2) of the *Public Account Act 1986* and Items Reserved by Law.

Section 8A(2) of the Public Account Act allows for an unexpended balance of an appropriation to be transferred to an Account in the Special Deposits and Trust Fund for such purposes and conditions as approved by the Treasurer. In the initial year, the carry forward is recognised as a liability, Revenue Received in Advance (refer note 10.3). The carry forward from the initial year is recognised as revenue in the reporting year, assuming that the conditions of the carry forward are met and the funds are expended.

The budget information is based on original estimates and has not been subject to audit.

	2020 BUDGET \$'000	2020 ACTUAL \$'000	2019 ACTUAL \$'000
<b>CONTINUING OPERATIONS</b>			
Appropriation revenue – recurrent			
Current year	1,008,997	1,011,239	968,569
Less: Section 8A(2) carry forward	....	....	(1,950)
<b>Total</b>	<b>1,008,997</b>	<b>1,011,239</b>	<b>966,619</b>
Appropriation revenue – works and services	50,975	34,548	27,104
Less: Section 8A(2) carry forward	....	....	(4,224)
<b>Total</b>	<b>50,975</b>	<b>34,548</b>	<b>22,880</b>
<b>REVENUE FROM GOVERNMENT – OTHER</b>			
Appropriation carried forward under Section 8A(2) of the <i>Public Account Act 1986</i> taken up as revenue in the current year - recurrent	....	1,950	....
Section 8A(2) carry forward – works and services	....	4,224	2,156
Government COVID-19 Funding	....	4,801	....
<b>Total</b>	<b>....</b>	<b>10,975</b>	<b>2,156</b>
<b>TOTAL REVENUE FROM GOVERNMENT</b>	<b>1,059,972</b>	<b>1,056,762</b>	<b>991,655</b>

The increase in Appropriation revenue – recurrent of \$2.242 million compared to budget is as follows:

INCREASE IN APPROPRIATION REVENUE – RECURRENT COMPARED TO BUDGET	2020 \$'000
Budget Savings Measures	(9,292)
Back pay for Wage Agreements <sup>1</sup>	6,212
Wage Increases	3,207
Australian Government Funding Government Schools	1,060
RAF: Improving Literacy and Numeracy Outcomes of Tasmanian School Students	1,000
RAF: Additional Cost for Forcett to Dodges Ferry Pipeline	55
<b>TOTAL</b>	<b>2,242</b>

1. The Public Sector Union Wages Agreement 2019 was registered by the Tasmanian Industrial Commission on 19 August 2019. As part of the terms of this Agreement, departmental employees covered by the Tasmanian State Service Award, were entitled to receive an increase of 2.1 per cent per annum effective from the pay period commencing on 13 December 2018. The Department made payments for this retrospective increase in respect of the period from 13 December 2018 to 30 June 2019 by 18 September 2019.

The decrease in Appropriation revenue – works and services of \$16.427 million compared to budget is as follows:

DECREASE IN APPROPRIATION REVENUE – WORKS AND SERVICES COMPARED TO BUDGET	2020 \$'000
<b>Rollovers</b>	
East Launceston Primary School	(725)
Hobart College	(69)
Lansdowne Crescent Primary School	(774)
Molesworth Primary School	(20)
Montagu Bay Primary	(250)
Penguin School	(3,939)
Riverside High School	(100)
School Farm Redevelopment – Brighton and Jordan River Learning Federation	(220)
School Farm Redevelopment – Sheffield	(2,600)
Six New Child and Family Learning Centres	(500)
Snug Primary School	(380)
Sorell School	(790)
Southern Support School	(3,591)
Spreyton Primary School	(125)
Tasmanian Archives	(529)
Taroona High School	(3,000)
Year 7-12 Implementation Plan	(508)
<b>Funding brought forward</b>	
Devonport High	598
Education Act Implementation	945
School Infrastructure Upgrades	150
<b>TOTAL</b>	<b>(16,427)</b>

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 Revenue from Capital Investment Funds

The Department received Works and Services Appropriation funding to fund specific projects through Capital Investment Funds. The Department is allocated funding for specific projects from the Capital Investment Funds as part of the Budget process.

	2020 \$'000	2019 \$'000
Appropriation revenue – works and services	34,548	22,880
<b>TOTAL</b>	<b>34,548</b>	<b>22,880</b>

## 5.3 Grants

In 2018-19, Grants payable by the Australian Government were recognised as revenue when the Department gains control of the underlying assets. Where grants are reciprocal, revenue was recognised as performance occurred under the grant. Non-reciprocal grants were recognised as revenue when the grant is received or receivable. Conditional grants were reciprocal or non-reciprocal depending on the terms of the grant.

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

	2020 \$'000	2019 \$'000
<b>CONTINUING OPERATIONS</b>		
<b>Grants from the Australian Government</b>		
Specific grants	754	818
National Partnership grants	15,514	17,830
<b>Total</b>	<b>16,268</b>	<b>18,648</b>
<b>OTHER GRANTS</b>		
Other Grants	2,269	2,413
<b>Total</b>	<b>2,269</b>	<b>2,413</b>
<b>TOTAL REVENUE FROM GRANTS</b>	<b>18,537</b>	<b>21,061</b>

Details of total Capital Investment Funds revenues and expenses are provided as part of Note 2 Departmental Output Schedules. Details of total cash flows for each project are at Note 12.3.

## 5.4 Sales of Goods and Service

In 2018-19, amounts earned in exchange for the provision of goods were recognised when the significant risks and rewards of ownership had been transferred to the buyer. Revenue from the provision of services was recognised in proportion to the stage of completion of the transaction at the reporting date. The stage of completion was assessed by reference to surveys of work performed.

From 2019-20, revenue from Sales of goods are recognised when the Department satisfies a performance obligation by transferring the goods to the customer.

Revenue from the provision of services is recognised in proportion to the stage of completion of the transaction at the reporting date. The stage of completion is assessed by reference to surveys of work performed.

	2020 \$'000	2019 \$'000
<b>GOODS</b>		
School supplies	7,460	7,788
<b>SERVICES</b>		
Overseas students	10,162	11,291
Adult education fees	113	282
School levies	8,540	13,283
Other student collections	1,561	4,820
Refund/Waiver of School levies and other student collections <sup>1</sup>	(9,169)	....
Teachers registration fees	1,185	985
TasTAFE service provision and reimbursement of costs <sup>2</sup>	3,317	3,341
Other	2,321	2,841
<b>TOTAL</b>	<b>25,490</b>	<b>44,631</b>

1. The government's commitment to supporting families as part of economic stimulus was to reimburse all 2020 Tasmanian Government School levies.

2. This relates to an agreement between the Department and TasTAFE for the Department to provide corporate services, and the management of specific expenditure on behalf of TasTAFE.

## 5.5 Contributions Received

Services received free of charge by the Department, are recognised as income when a fair value can be reliably determined and at the time 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, where 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.

	2020 \$'000	2019 \$'000
Donations	1,715	2,249
Fair value of volunteer services provided <sup>1</sup>	1,596	....
Fair value of assets assumed at no cost <sup>2</sup>	132	21,873
Fair value of library books donated	103	342
<b>TOTAL</b>	<b>3,546</b>	<b>24,464</b>

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. The 2019 transfer related to the transfer of building and land assets at Bathurst Street Hobart and the paranapple centre in Devonport. This Bathurst St building was previously shared between TasTAFE and the Department. The paranapple centre was built by the Devonport City Council and ownership is now shared by the Council and the Department.

## 5.6 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.

	2020 \$'000	2019 \$'000
Workers' compensation refunds	3,804	3,348
Miscellaneous school revenue	8,390	9,453
Paid Parental Leave Funding	2,260	2,122
Salary recovered from external bodies	362	260
Rental properties	1,035	1,028
Other	2,444	2,607
<b>TOTAL</b>	<b>18,295</b>	<b>18,818</b>

## NOTE 6: OTHER ECONOMIC FLOWS INCLUDED IN NET RESULT

Other economic flows measure the change in volume or value of assets or liabilities that do not result from transactions.

### 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

All non-financial assets are assessed to determine whether any impairment exists. 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. The Department's 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 impairment losses are recognised in Statement of Comprehensive Income.

In respect of other assets, 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.

Net gain/(loss) on physical assets includes the write down of specific purpose assets upon identification and transfer for sale.

	2020 \$'000	2019 \$'000
Net gain/(loss) on disposal of physical assets	397	402
Net gain/(loss) on disposal of library books, plant and equipment	(721)	(751)
<b>TOTAL NET GAIN/(LOSS) ON NON-FINANCIAL ASSETS</b>	<b>(324)</b>	<b>(349)</b>

## 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.

	2020 \$'000	2019 \$'000
Expected credit loss	(510)	(2,363)
<b>TOTAL NET GAIN/(LOSS) ON FINANCIAL INSTRUMENTS</b>	<b>(510)</b>	<b>(2,363)</b>

## 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

	2020 \$'000	2019 \$'000
Wages and salaries	710,382	665,324
Annual leave	20,056	19,338
Sick leave	23,998	22,208
Long service leave	28,899	23,389
Superannuation – contribution scheme	76,902	70,078
Superannuation – defined benefit scheme	16,983	18,247
Other employee expenses	409	374
<b>TOTAL</b>	<b>877,629</b>	<b>818,958</b>

Superannuation expenses relating to defined benefits schemes relate to payments into the Public Account. The amount of the payment is based on an employer contribution rate determined by the Treasurer, on the advice of the State Actuary. The current employer contribution is 12.95 per cent (2019: 12.95 per cent) of salary.

Superannuation expenses relating to contribution schemes are paid directly to superannuation funds at a rate of 9.5 per cent (2019: 9.5 per cent) of salary. In addition, departments are also required to pay into the Public Account a “gap” payment equivalent to 3.45 per cent (2019: 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. The Key management personnel disclosed are the Executive Group of the Department.

Remuneration during 2019-20 for key personnel is set by the *State Service Act 2000*. Remuneration and other terms of employment are specified in employment contracts. Remuneration includes salary, motor vehicle and other 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.

2020	SHORT-TERM BENEFITS		LONG-TERM BENEFITS		
	SALARY \$'000	OTHER BENEFITS \$'000	SUPERANNUATION \$'000	OTHER BENEFITS AND LONG SERVICE LEAVE \$'000	TOTAL \$'000
<b>KEY MANAGEMENT PERSONNEL</b>					
Timothy Bullard, Secretary	388	19	25	(10)	422
Robert Williams, Deputy Secretary Corporate and Business Services	250	19	24	20	313
Jodee Wilson, Deputy Secretary Support and Development	232	19	30	28	309
Trudy Pearce, Deputy Secretary Learning	230	19	30	17	296
Jennifer Burgess, Deputy Secretary Strategy and Performance	241	19	23	2	285
<b>TOTAL</b>	<b>1,341</b>	<b>95</b>	<b>131</b>	<b>57</b>	<b>1,625</b>

2019	SHORT-TERM BENEFITS		LONG-TERM BENEFITS		
	SALARY \$'000	OTHER BENEFITS \$'000	SUPERANNUATION \$'000	OTHER BENEFITS AND LONG SERVICE LEAVE \$'000	TOTAL \$'000
<b>KEY MANAGEMENT PERSONNEL</b>					
Timothy Bullard, Secretary	381	19	25	(17)	408
Trudy Pearce, Deputy Secretary Learning *	225	19	28	6	278
Robert Williams, Deputy Secretary Corporate and Business Services	240	19	24	(14)	269
Jennifer Burgess, Deputy Secretary Strategy and Performance – appointment 27 November 2018	132	11	13	7	163
Jodee Wilson, Deputy Secretary Support and Development – appointed 6 May 2019	21	3	3	1	28
<b>ACTING KEY MANAGEMENT PERSONNEL</b>					
Jodee Wilson, Acting Deputy Secretary Support and Development – until 5 May 2019	160	16	21	8	205
Jennifer Burgess, Acting Deputy Secretary Strategy and Performance – until 26 November 2018	84	7	8	5	104
Kane Salter, Acting Deputy Secretary Corporate and Business Services 20 December 2018 – 8 February 2019	32	3	4	....	39
<b>TOTAL</b>	<b>1,275</b>	<b>96</b>	<b>126</b>	<b>(4)</b>	<b>1,494</b>
*Disclosure of remuneration for Trudy Pearce in relation to this role reported in 2019 was overstated due to a reporting error relating to timing of Acting arrangements.					
Disclosed in 2019	248	19	31	6	304
Actual remuneration in relation to the role of Deputy Secretary Learning	225	19	28	6	279
Total adjustment	23	-	3	-	25

### (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	50–60 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 25%.

### (A) DEPRECIATION

	2020 \$'000	2019 \$'000
Plant and equipment	1,856	1,886
Buildings	46,230	44,097
Library book stock	1,959	2,059
Right of use assets	1,569	...
<b>Total</b>	<b>51,613</b>	<b>48,042</b>

### (B) AMORTISATION

	2020 \$'000	2019 \$'000
Intangibles	1,975	1,421
Leasehold Improvements	26	...
<b>Total</b>	<b>2,001</b>	<b>1,421</b>
<b>TOTAL DEPRECIATION AND AMORTISATION</b>	<b>53,614</b>	<b>49,463</b>

### 7.3 Supplies and Consumables

Supplies and consumables are recognised when the items have been received by the Department.

	2020 \$'000	2019 \$'000
Audit fees – financial audit <sup>I</sup>	246	184
Consultants	3,761	4,827
Property services	52,383	50,200
Maintenance	26,010	27,561
Communications	2,012	2,167
Information technology	33,714	38,568
Travel and transport	7,639	10,008
Advertising and promotion	1,074	1,679
Materials and supplies	28,385	29,012
Miscellaneous school expenses	17,361	22,595
Books and periodicals	3,222	3,029
Equipment leases	465	1,772
Postage and freight	1,526	1,467
Training and development	4,363	5,083
Contractors	5,376	4,675
Finance and administration expenses	2,040	2,566
Other supplies and consumables	4,772	4,550
<b>TOTAL</b>	<b>194,349</b>	<b>209,943</b>

I. Financial audit fees include audits for Commonwealth and State Statutory returns. The increase results from a combination of new audits and timing impacts of invoices received and accrued.

## 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.

	2020 \$'000	2019 \$'000		2020 \$'000	2019 \$'000
26 Ten	501	520	School Sports Associations	272	210
Alannah and Madeline Foundation - Cyber Safety in Schools	158	158	Senior secondary accommodation allowance	243	273
Australian Music Examinations Board	113	107	Sexual assault support services	150	....
Beacon Foundation <sup>1</sup>	1,198	1,250	Smith family - learning for life	400	400
Bookend Trust	5	45	Spectacles and uniforms	323	350
Bravehearts	250	50	Stay ChatTy - Relationships Australia	250	250
Children's book Council of Australia	50	....	Studentworks	272	266
Digital Connections Grants Program	433	320	Tasmanian School Canteen Association	150	167
Education and Care	425	812	Tasmanian Youth Orchestra <sup>2</sup>	....	100
First aid in Schools	114	....	TASSO	274	198
GETI - International – transfers to TasTAFE	1,782	2,444	Teacher Intern Scholarships	227	282
Life without Barriers	164	....	University of Tasmania – Schools Engagement Project	53	142
Non-government school	3,926	4,229	Vision Australia	69	....
Other grant payments	318	864	Working it out – Program to Combat Bullying	85	....
Peter Underwood Centre	40	330	Working Together for 3 Year Olds	681	303
Save the Children Australia – Out teach Mobile Education Program	300	300	<b>TOTAL</b>	<b>13,225</b>	<b>14,370</b>

1. 2019 included two Beacon Foundation milestone payments, compared to a single payment in 2020

2. 2019-20 for Tasmanian Youth Orchestra was paid in June 2019

## 7.5 Finance costs

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

	2020 \$'000	2019 \$'000
Interest on lease liabilities	76	....
<b>TOTAL</b>	<b>76</b>	<b>....</b>

## 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.

	2020 \$'000	2019 \$'000
State contribution to the National Disability Insurance Scheme	3,222	....
Volunteer services provided	1,596	....
<b>TOTAL</b>	<b>4,818</b>	<b>....</b>

## 7.7 Other Expenses

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

	2020 \$'000	2019 \$'000
Salary on-costs – workers compensation premiums	12,096	12,783
<b>TOTAL</b>	<b>12,096</b>	<b>12,783</b>

## 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

From 2019-20, the Department recognises receivables 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. The Department recognises an allowance for expected credit losses for all debt financial assets not held at fair value through statement of comprehensive income. 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, the Department applies a simplified approach in calculating expected credit losses. The Department recognises 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.

	2020 \$'000	2019 \$'000
Central Office receivables	8,741	7,695
Libraries receivables	3	3
Less: Expected Credit Loss	(1,012)	(1,431)
<b>Total</b>	<b>7,732</b>	<b>6,267</b>
School receivables	780	7,563
Less: Expected credit loss	(459)	(3,053)
<b>Total</b>	<b>321</b>	<b>4,510</b>
<b>Total receivables</b>	<b>8,053</b>	<b>10,777</b>
Comprising:		
Sale of goods and services (inclusive of GST)	5,615	7,862
GST Receivable	2,438	2,915
<b>Total</b>	<b>8,053</b>	<b>10,777</b>
Settled within 12 months	8,053	10,777
<b>Total</b>	<b>8,053</b>	<b>10,777</b>

### KEY ESTIMATE AND JUDGEMENT

During 2019-20, non-school receivables over 90 days with no action or payments on their accounts, and school receivables over 180 days were assessed as being impaired.

## RECONCILIATION OF MOVEMENT IN EXPECTED CREDIT LOSS AND PROVISIONS FOR IMPAIRMENT OF RECEIVABLES

	2020 \$'000	2019 \$'000
<b>Carrying amount at 1 July</b>	<b>4,483</b>	<b>2,786</b>
Amounts written off during the year	(2,502)	(666)
Increase/(decrease) in provision recognised in profit or loss	(510)	2,363
<b>Carrying amount at 30 June</b>	<b>1,471</b>	<b>4,483</b>

## 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 recognises an allowance for an expected credit loss for all debt financial assets not held at fair value through profit and loss is being recognised. The expected credit loss is based on the difference between the difference between the contractual cash flows and the cash flows that the entity expects to receive, discounted at the original effective interest rate.

	2020 \$'000	2019 \$'000
Loan advances	2,469	....
<b>Total</b>	<b>2,469</b>	<b>....</b>

\* Loans advances refers to advance funding paid to TasTAFE for the purpose of Campus Consolidation in Launceston. In accordance with the approval of the Treasurer the loan is to be repaid from planned asset sales as part of the campus consolidation.

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

## 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, the assets (or components of a disposal group) are remeasured at the lower of carrying amount and fair value less costs to sell.

### (A) CARRYING AMOUNT

	2020 \$'000	2019 \$'000
Land and buildings	4,259	3,638
<b>TOTAL</b>	<b>4,259</b>	<b>3,638</b>
Settled within 12 months	4,259	3,638
<b>TOTAL</b>	<b>4,259</b>	<b>3,638</b>

The assets held for sale consist of land and some buildings 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 and building sold due to surplus in the Department's requirements.

(B) FAIR VALUE MEASUREMENT OF ASSETS HELD FOR SALE  
(INCLUDING FAIR VALUE LEVELS)

**KEY JUDGEMENT**

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).

FAIR VALUE MEASUREMENT  
AT END OF REPORTING  
PERIOD

	CARRYING VALUE AT 30 JUNE	LEVEL 2 \$'000	LEVEL 3 \$'000
<b>2020</b>			
Land	1,500	....	1,500
Buildings	2,759	....	2,759
<b>TOTAL</b>	<b>4,259</b>	<b>....</b>	<b>4,259</b>
<b>2019</b>			
Land	1,700	....	1,700
Buildings	1,938	....	1,938
<b>TOTAL</b>	<b>3,638</b>	<b>....</b>	<b>3,638</b>

## 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 includes 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 \$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 last revalued as at 30 June 2015 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 July 2015 and 30 June 2020 (based on 31 March 2020 Quarter) is calculated at 12% increase.

The market movement in value of residential land between 1 July 2015 and 30 June 2020 has shown a significant increase of 20.0%. 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. Full revaluations previously scheduled for the 2019-20 Financial year have been deferred to 2020-21 due to the impact of COVID-19 on finalising inspections of all sites.

## (A) CARRYING AMOUNT

	2020 \$'000	2019 \$'000
<b>LAND</b>		
At fair value	238,527	227,354
<b>Total land</b>	<b>238,527</b>	<b>227,354</b>
<b>BUILDINGS</b>		
At fair value	2,838,313	2,697,384
Less: Accumulated depreciation	(1,436,094)	(1,335,344)
Less: Provision for impairment	(163,140)	(151,256)
	<b>1,239,080</b>	<b>1,210,784</b>
Works in progress (at cost)	32,276	16,673
<b>Total buildings</b>	<b>1,271,356</b>	<b>1,227,456</b>
<b>LEASEHOLD IMPROVEMENTS</b>		
At fair value	563	...
Less: Accumulated amortisation	(26)	...
<b>Total Leasehold improvements</b>	<b>537</b>	<b>...</b>
<b>PLANT AND EQUIPMENT</b>		
At cost	44,419	42,115
Less: Accumulated depreciation	(35,246)	(33,791)
<b>Total plant and equipment</b>	<b>9,173</b>	<b>8,324</b>
<b>Total property, plant and equipment</b>	<b>1,519,592</b>	<b>1,463,135</b>

## (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 6% (7% in 2019) to reflect the movement in value of residential land. Buildings have been indexed by 4.56% (2.44% in 2019) 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.

2020

	NOTE	LAND LEVEL 2 (VACANT LAND IN ACTIVE MARKETS) \$'000	LAND LEVEL 3 (LAND WITH NO ACTIVE MARKETS AND/ OR SIGNIFICANT RESTRICTIONS) \$'000	BUILDINGS LEVEL 2 (GENERAL OFFICE BUILDINGS) \$'000	BUILDINGS LEVEL 3 (SPECIFIC PURPOSE/USE BUILDINGS) \$'000	WORK IN PROGRESS \$'000	LEASEHOLD IMPROVEMENTS	PLANT AND EQUIPMENT \$'000	TOTAL \$'000
<b>Carrying value at 1 July</b>		<b>19,652</b>	<b>207,702</b>	<b>43,898</b>	<b>1,166,886</b>	<b>16,673</b>	...	<b>8,324</b>	<b>1,463,135</b>
Additions		132	...	...	...	47,904	...	2,299	50,335
Assets transferred to held for sale	8.3	(79)	...	(821)	...	...	...	...	(900)
Disposals		...	...	...	...	...	...	(9)	(9)
Capitalised works to assets		...	...	...	31,324	(32,301)	563*	414**	...
<b>GAINS/LOSSES RECOGNISED IN OPERATING RESULT</b>									
Depreciation and amortisation	6.2	...	...	(913)	(45,317)	...	(26)	(1,855)	(48,111)
<b>GAINS/LOSSES RECOGNISED IN OTHER COMPREHENSIVE INCOME</b>									
Revaluation increments	11.1	956	10,164	1,882	45,189	...	...	...	58,190
Impairment losses		...	...	...	(37,890)	...	...	...	(37,890)
Impairment reversals		...	...	...	34,842	...	...	...	34,842
<b>Carrying value at 30 June</b>		<b>20,661</b>	<b>217,866</b>	<b>44,045</b>	<b>1,195,034</b>	<b>32,276</b>	<b>537</b>	<b>9,173</b>	<b>1,519,592</b>

\*Works previously carried as WIP were capitalized as leasehold improvements as refurbishment of Cooper St Glenorchy

\*\* Public artwork previously carried within WIP projects were capitalised to Plant and Equipment

2019

		LAND LEVEL 2 (LAND IN GENERAL USE / RESIDENTIAL ASSETS) \$'000	LAND LEVEL 3 (LAND WITH NO ACTIVE MARKETS AND/OR SIGNIFICANT RESTRICTIONS) \$'000	BUILDINGS LEVEL 2 (GENERAL USE/ RESIDENTIAL BUILDINGS) \$'000	BUILDINGS LEVEL 3 (SPECIFIC PURPOSE / USE BUILDINGS) \$'000	WORK IN PROGRESS \$'000	PLANT AND EQUIPMENT \$'000	TOTAL \$'000
	NOTE							
Carrying value at 1 July		17,517	195,209	23,269	1,154,208	26,516	8,936	1,425,655
Additions		1,228	...	20,645	...	27,133	1,287	50,293
Assets transferred (to)/from held for sale		(319)	...	(584)	...	...		(903)
Disposals		...	...	...	...	...	(13)	(13)
Capitalised works to assets		...	...	...	36,976	(36,976)	...	...
<b>GAINS/LOSSES RECOGNISED IN OPERATING RESULT</b>								
Depreciation and amortisation	6.2	...	...	...	(44,096)	...	(1,886)	(45,982)
<b>GAINS/LOSSES RECOGNISED IN OTHER COMPREHENSIVE INCOME</b>								
Revaluation increments	11.1	1,226	12,493	568	19,798	...	...	34,085
Carrying value at 30 June		19,652	207,702	43,898	1,166,886	16,673	8,324	1,463,135

## 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
<b>LAND</b>				
With no active markets and/or significant restrictions)	217,866	A – economic conditions B – availability of and demand for similar assets for sale C – costs of credit	Note 1	Land values have increased over the last 12 months. Interest rates are at historical lows and are expected to remain at those levels. As a result land values have been indexed at 6% based on assessment by the Office of the Valuer General.
<b>BUILDINGS</b>				
Specific purpose/use buildings	1,195,034	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 4.56% based on assessment by the Office of the Valuer General.

## (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.

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.

## 8.5 Right of Use Assets

From 1 July 2019, 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. Right-of-use assets includes assets in respect of leases previously treated as operating leases under AASB 117, and therefore not recognised on the Statement of Financial Position.

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.

	LAND AND BUILDINGS \$'000	PLANT AND EQUIPMENT \$'000	TOTAL \$'000
2020			
Carrying Value at 1 July	1,585	2,460	4,045
Additions	1,107	1,015	2,121
Depreciation and amortisation	(418)	(1,151)	(1,569)
Carrying value at 30 June	2,274	2,324	4,597

## 8.6 Library Book Stock

### (A) CARRYING AMOUNT

	2020 \$'000	2019 \$'000
At cost	23,214	24,726
Less: Accumulated depreciation	(18,473)	(18,868)
<b>TOTAL LIBRARY BOOK STOCK</b>	<b>4,741</b>	<b>5,858</b>

### (B) RECONCILIATION OF MOVEMENTS

	2020 \$'000	2019 \$'000
Carrying value at 1 July	5,858	6,453
Additions	1,577	2,242
Disposals	(735)	(778)
Depreciation	(1,959)	(2,059)
Carrying value at 30 June	4,741	5,858

## 8.7 Heritage Collections

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

### (A) CARRYING AMOUNT

	2020 \$'000	2019 \$'000
At fair value	43,472	43,432
<b>TOTAL HERITAGE</b>	<b>43,472</b>	<b>43,432</b>

### (B) RECONCILIATION OF MOVEMENTS

	2020 \$'000	2019 \$'000
<b>Carrying value at 1 July</b>	<b>43,432</b>	<b>43,107</b>
Additions	40	325
<b>Carrying value at 30 June</b>	<b>43,472</b>	<b>43,432</b>

The Department holds a number of heritage assets. These assets were revalued during 2015-16 by independent valuers. Heritage Assets are revalued every five years to ensure they reflect fair value at balance date. A significant component of these assets relate to the Allport Library and Museum of Fine Arts and the Crowther Library. 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. The Crowther Library is a collection of books, pamphlets, maps, manuscripts, photographs, works of art and museum objects such as medical instruments and scrimshaw. It was formed during the lifetime of Sir William Crowther and presented by him to the State Library of Tasmania over a period from 1964 until his death in 1981.

These items are not depreciated as they do not have limited useful lives as appropriate curatorial policies are in place.

## 8.8 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 4 years.

### (A) CARRYING AMOUNT

	2020 \$'000	2019 \$'000
<b>INTANGIBLES WITH A FINITE USEFUL LIFE</b>		
Software at cost	15,781	11,783
Less: Accumulated amortisation	(11,256)	(9,281)
	<b>4,525</b>	<b>2,502</b>
Work in progress	3,321	5,150
<b>TOTAL INTANGIBLES</b>	<b>7,846</b>	<b>7,652</b>

### (B) RECONCILIATION OF MOVEMENTS

	2020 \$'000	2019 \$'000
<b>Carrying value at 1 July</b>	<b>7,652</b>	<b>5,634</b>
Additions to work in progress	1,391	2,664
Completed work in progress	778	775
Amortisation	(1,975)	(1,421)
<b>Carrying value at 30 June</b>	<b>7,846</b>	<b>7,652</b>

## 8.9 Other Assets

The Department recognises some other small assets such as prepayments of expenditure, revenue received in advance and GST input tax credits received.

### (A) CARRYING AMOUNT

	2020 \$'000	2019 \$'000
<b>OTHER CURRENT ASSETS</b>		
Prepayments	3,477	3,797
Accrued Revenue	6,598	5,707
Other current assets	2,112	1,950
<b>Total</b>	<b>12,187</b>	<b>11,454</b>
Recovered within 12 months	12,187	11,454
<b>Total</b>	<b>12,187</b>	<b>11,454</b>

### (B) RECONCILIATION OF MOVEMENTS

	2019 \$'000	2019 \$'000
<b>Carrying value at 1 July</b>	<b>11,454</b>	<b>5,328</b>
Additions	12,187	11,454
Prepayments and other assets expensed	(11,454)	(5,328)
<b>Carrying value at 30 June</b>	<b>12,187</b>	<b>11,454</b>

## 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.

	2020 \$'000	2019 \$'000
Creditors	2,867	2,080
Accrued expenses	6,861	8,444
<b>Total</b>	<b>9,728</b>	<b>10,524</b>
Settled within 12 months	9,728	10,524
<b>Total</b>	<b>9,728</b>	<b>10,524</b>

Settlement is usually made within 30 days.

### 9.2 Lease liabilities

On 1 July 2019, 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	Land and buildings leased up to 50 years

	LAND AND BUILDINGS \$'000	PLANT AND EQUIPMENT \$'000	TOTAL \$'000
2020			
<b>Carrying Value at 1 July</b>	<b>1,585</b>	<b>2,460</b>	<b>4,045</b>
Additions	1,107	1,015	2,122
Lease payments excluding interest	(465)	(1,326)	(1,791)
<b>Carrying value at 30 June</b>	<b>2,227</b>	<b>2,149</b>	<b>4,374</b>

### 9.3 Employee Benefits

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.

	2020 \$'000	2019 \$'000
Accrued salaries	13,836	6,493
Annual leave	16,275	14,383
Long service leave	151,843	138,138
State Service Accumulated Leave Scheme	728	822
<b>Total</b>	<b>182,682</b>	<b>159,836</b>
Expected to settle wholly within 12 months	51,448	46,129
Expected to settle wholly after 12 months	131,234	113,707
<b>Total</b>	<b>182,682</b>	<b>159,836</b>

#### (A) SUPERANNUATION

##### (I) DEFINED CONTRIBUTION PLANS

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

##### (II) DEFINED BENEFIT PLANS

A defined benefit plan is a post employment benefit plan other than a defined contribution plan. The Department does not recognise a liability for the accruing superannuation benefits of Departmental employees. This liability is held centrally and is recognised within the Finance General Division of the Department of Treasury and Finance.

### 9.4 Other Liabilities

	2020 \$'000	2019 \$'000
<b>REVENUE RECEIVED IN ADVANCE</b>		
Appropriation carried forward from current and previous years under section 8A(2) of the <i>Public Account Act 1986</i>	....	6,174
Other revenue received in advance	2,980	3,714
<b>OTHER LIABILITIES</b>		
Provision for workers compensation	2,522	2,289
Other liabilities	150	124
<b>Total</b>	<b>5,652</b>	<b>12,301</b>
Settled within 12 months	3,540	10,475
Settled in more than 12 months	2,112	1,826
<b>Total</b>	<b>5,652</b>	<b>12,301</b>

## NOTE 10: COMMITMENTS AND CONTINGENCIES

### 10.1 Schedule of Commitments

In 2018-19, the Department had entered into a number of operating lease agreements for property, plant and equipment, where the lessors effectively retain all the risks and benefits incidental to ownership of the items leased. Equal instalments of lease payments were charged to the Statement of Comprehensive Income over the lease term, as this is representative of the pattern of benefits to be derived from the leased property.

From 2019-20, 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 includes 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.

	2020 \$'000	2019 \$'000
<b>BY TYPE</b>		
<i>Capital commitments</i>		
Buildings	13,708	21,271
<b>Total capital commitments</b>	<b>13,708</b>	<b>21,271</b>
<i>Other commitments</i>		
Property and tenancies	46,418	23,270
Motor vehicle fleet	3,346	3,904
Equipment leases	....	2,836
<b>Total other commitments</b>	<b>49,764</b>	<b>30,010</b>

#### BY MATURITY

##### *Capital commitments*

One year or less	10,109	6,255
From one to five years	3,599	15,016
<b>Total capital commitments</b>	<b>13,708</b>	<b>21,271</b>

##### *Other commitments*

One year or less	3,221	4,901
From one to five years	15,193	10,360
Greater than five years	31,349	14,749
<b>Total other commitments</b>	<b>49,764</b>	<b>30,010</b>

<b>TOTAL</b>	<b>63,471</b>	<b>51,281</b>
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The Department has entered into a number of future commitments for property, plant and equipment, where the vendors effectively retain all the risks and benefits incidental to ownership of the items utilised. Equal instalments of payments are charged to the Statement of Comprehensive Income over the term of the agreement, as this is representative of the pattern of benefits to be derived from the property.

The Department is prohibited by Treasurer's Instruction, Financial Control 19 Leases, from holding finance leases.

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

Note: Commitments are GST inclusive where relevant.

## 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

At 30 June 2020, the Department had 11 legal claims against it, relating to alleged matters involving negligence. The Crown Solicitor has advised the Department that the estimated potential liability to be \$0.854 million for 2019-20 (\$0.939 million for 2018-19).

The Department has a number of leases on property it occupies. 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 the Department considers a value of these provisions cannot be reliably measured due a variety of factors. The majority of leases cover a 5 to 10 year period and are generally renewed, hence deferring any make good liability.

## NOTE II: RESERVES

### II.1 Reserves

2020	LAND \$'000	BUILDINGS \$'000	HERITAGE \$'000	TOTAL \$'000
<b>ASSET REVALUATION RESERVE</b>				
<b>Balance at the beginning of financial year</b>	<b>26,649</b>	<b>357,430</b>	<b>1,247</b>	<b>385,326</b>
Indexation	11,120	46,640	...	57,760
Revaluation increments (decrements)	...	431	...	431
Impairment losses	...	(37,890)	...	(37,890)
Reversals of impairment losses	...	34,842	...	34,842
<b>Balance at end of financial year</b>	<b>37,769</b>	<b>401,453</b>	<b>1,247</b>	<b>440,469</b>
2019	LAND \$'000	BUILDINGS \$'000	HERITAGE \$'000	TOTAL \$'000
<b>ASSET REVALUATION RESERVE</b>				
<b>Balance at the beginning of financial year</b>	<b>12,930</b>	<b>337,064</b>	<b>1,247</b>	<b>351,241</b>
Indexation	13,719	20,366	...	34,085
<b>Balance at end of financial year</b>	<b>26,649</b>	<b>357,430</b>	<b>1,247</b>	<b>385,326</b>

#### (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.

## 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 Deposits

Cash and deposits includes 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.

	2020 \$'000	2019 \$'000
<b>SPECIAL DEPOSITS AND TRUST FUND BALANCE</b>		
S511 – Department of Education Operating Account	17,949	34,400
S521 – Department of Education School Banking Account	53,716	57,428
<b>Total</b>	<b>71,665</b>	<b>91,828</b>
<b>OTHER CASH HELD</b>		
Other bank accounts	200	41
Cash floats	121	121
<b>Total</b>	<b>321</b>	<b>162</b>
<b>TOTAL CASH AND DEPOSITS</b>	<b>71,986</b>	<b>91,991</b>

### 12.2 Reconciliation of Net Result to Net Cash from Operating Activities

	2020 \$'000	2019 \$'000
Net result from transactions (net operating balance)	(33,657)	(4,145)
Non Operational capital funding	(34,548)	(52,425)
Depreciation and amortisation	53,614	49,463
(Gain) loss from sale of non-financial assets	325	349
Expected credit and impairment losses	1,489	4,483
Decrease/(increase) in Receivables	2,724	(4,662)
Decrease/(increase) in Prepayments	320	(656)
Decrease/(increase) in Accrued revenue	(891)	(5,260)
Decrease/(increase) in Inventories	(162)	(210)
Decrease/(increase) in other assets	(2,468)	....
Increase/(decrease) in Employee benefits	22,846	6,698
Increase/(decrease) in Payables	787	(168)
Increase/(decrease) in Accrued expenses	(1,584)	4,584
Increase/(decrease) in Other liabilities	(6,648)	3,898
<b>Net cash from/(used by) operating activities</b>	<b>2,149</b>	<b>1,950</b>

## 12.3 Acquittal of Capital Investment and Special 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

	2020 BUDGET \$'000	2020 ACTUAL \$'000	2019 ACTUAL \$'000
<b>CAPITAL INVESTMENT PROGRAM</b>			
<i>New projects</i>			
Devonport High <sup>1</sup>	....	598	....
Lansdowne Crescent Primary School <sup>3</sup>	1,145	371	....
Molesworth Primary School <sup>3</sup>	260	240	....
School Farm Redevelopment (Brighton/JRLF) <sup>3</sup>	300	80	....
School Farm Redevelopment (Sheffield) <sup>3</sup>	3,000	400	....
Six New Child and Family Learning Centres <sup>3</sup>	500	....	....
Spreyton Primary School <sup>3</sup>	260	135	....
<i>Continuing projects</i>			
East Launceston Primary School <sup>2,3</sup>	2,300	2,129	1,446
Education Act – Capital <sup>1,2,5</sup>	7,400	9,770	2,175
Hobart College <sup>1,3,5</sup>	2,050	2,223	208
Montagu Bay Primary School <sup>2,3</sup>	1,550	1,399	101

	2020 BUDGET \$'000	2020 ACTUAL \$'000	2019 ACTUAL \$'000
Penguin School – New K-12 School <sup>3,4</sup>	4,750	811	350
Riverside High School <sup>2,3,5</sup>	7,100	8,395	3,105
School Infrastructure Upgrades <sup>1</sup>	3,150	3,460	410
Sorell School <sup>3</sup>	1,000	210	225
Southern Support School <sup>2,3</sup>	4,000	433	226
Taroona High School <sup>2,3</sup>	4,450	1,516	395
Year 7 – 12 Implementation Plan <sup>3</sup>	3,000	2,492	2,580
<i>Completed projects</i>			
Austins Ferry Primary School	....	....	....
Boat Harbour Primary School	....	....	1,682
East Devonport Primary School	....	....	529
Illawarra Primary school <sup>2,5</sup>	450	647	2,053
Lenah Valley Primary School	....	....	250
Parklands High School	....	....	1,258
Queechy High School <sup>2</sup>	...	62	3,058
Riverside Primary School	....	....	500
Snug Primary School <sup>4</sup>	2,110	1,730	730
Somerset Primary School	....	....	150
St Marys District School	....	....	2,681
Tasmanian Archives and Heritage Office <sup>4</sup>	2,200	1,671	729
Windermere Primary School	....	....	195
<b>TOTAL</b>	<b>50,975</b>	<b>38,772</b>	<b>25,036</b>

## (B) CLASSIFICATION OF CASH FLOWS

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

	2020 ACTUAL \$'000	2019 ACTUAL \$'000
<b>CASH OUTFLOWS</b>		
Buildings and infrastructure - works and services	37,564	21,951
Consultants	1,208	3,085
<b>TOTAL CASH OUTFLOWS</b>	<b>38,772</b>	<b>25,036</b>

## 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.

2020	LEASE LIABILITIES \$'000
<b>Balance as at 1 July 2019</b>	<b>4,045</b>
New Leases	2,121
<b>Changes from financing cashflows</b>	
Interest expense	(76)
Lease payments	(1,716)
<b>TOTAL CASH OUTFLOWS</b>	<b>4,374</b>

### Notes:

1. Funding was brought forward from the Forward Estimates into 2019/20 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. Actual expenditure for these projects in 2019/20 includes funding carried forward into 2019/20 through a section 8A(2) transfer.
3. The balance of funds for these projects were rolled forward into 2020/21 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.
4. The 2019/20 budgets for these projects were reduced in 2019/20 due to higher expenditure incurred as at 30 June 2019.
5. The actual is higher than budget for these projects due to the approved carry forward from 2018-19 not being in the original budget.

## 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 INSTRUMENT	ACCOUNTING AND STRATEGIC POLICIES	NATURE OF UNDERLYING INSTRUMENT
<b>FINANCIAL ASSETS</b>		
<i>Receivables</i>	<p>The Department has established an allowance for expected credit losses that are reassessed each year.</p> <p>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.</p>	<p>Standard debtor terms are 30 days net.</p> <p>Individual debtors tend to be small in nature with no significant credit risk exposure to any individual debtor.</p>
<i>Cash and deposits and other financial assets</i>	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.

## RECEIVABLES AGE ANALYSIS – EXPECTED CREDIT LOSS

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.

## EXPECTED CREDIT LOSS ANALYSIS OF RECEIVABLES AS AT 30 JUNE 2020

	NOT PAST DUE \$'000	PAST DUE 30–59 DAYS \$'000	PAST DUE 60–89 DAYS \$'000	PAST DUE 90 + DAYS \$'000	TOTAL \$'000
Expected credit loss rate (A)	0.9%	1.2%	3.5%	40.1%	
Total gross carrying amount (B)	2,528	1,617	1,977	3,394	9,516
Expected credit loss (A x B)	23	19	70	1,360	1,471

## EXPECTED CREDIT LOSS ANALYSIS OF RECEIVABLES AS AT 1 JULY 2019

	NOT PAST DUE \$'000	PAST DUE 30–59 DAYS \$'000	PAST DUE 60–89 DAYS \$'000	PAST DUE 90 + DAYS \$'000	TOTAL \$'000
Expected credit loss rate (A)	13%	41%	41%	41%	
Total gross carrying amount (B)	6,498	473	260	8,031	15,262
Expected credit loss (A x B)	869	193	107	3,315	4,484

## (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 INSTRUMENT	ACCOUNTING AND STRATEGIC POLICIES	NATURE OF UNDERLYING INSTRUMENT
<b>FINANCIAL LIABILITIES</b>		
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 30 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.

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.

## 2020 MATURITY ANALYSIS FOR FINANCIAL LIABILITIES

FINANCIAL LIABILITIES	1 YEAR \$'000	UNDISCOUNTED TOTAL \$'000	CARRYING AMOUNT \$'000
Payables	9,728	9,728	9,728
Lease liabilities	4,374	4,374	4,374
Other financial liabilities	2,980	2,980	2,980
<b>TOTAL</b>	<b>17,083</b>	<b>17,083</b>	<b>17,083</b>

## 2019 MATURITY ANALYSIS FOR FINANCIAL LIABILITIES

FINANCIAL LIABILITIES	1 YEAR \$'000	UNDISCOUNTED TOTAL \$'000	CARRYING AMOUNT \$'000
Payables	10,524	10,524	10,524
Other financial liabilities	9,888	9,888	9,888
<b>TOTAL</b>	<b>20,412</b>	<b>20,412</b>	<b>20,412</b>

## (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:

	2020 \$'000	2019 \$'000
<b>Variable rate instruments</b>		
Financial assets	53,916	57,474
<b>TOTAL</b>	<b>53,916</b>	<b>57,474</b>

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:

## SENSITIVITY ANALYSIS OF DEPARTMENT'S EXPOSURE TO POSSIBLE CHANGES IN INTEREST RATES

	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
<b>30 JUNE 2020</b>				
Financial assets	539	(539)	539	(539)
<b>Net sensitivity</b>	<b>539</b>	<b>(539)</b>	<b>539</b>	<b>(539)</b>
<b>30 JUNE 2019</b>				
Financial assets	575	(575)	575	(575)
<b>Net sensitivity</b>	<b>575</b>	<b>(575)</b>	<b>575</b>	<b>(575)</b>

This analysis assumes all other variables remain constant. The analysis was performed on the same basis for 2019.

### 13.2 Categories of Financial Assets and Liabilities

AASB 9 CARRYING AMOUNT	2020 \$'000	2019 \$'000
<b>FINANCIAL ASSETS</b>		
Financial assets at fair value through profit and loss	71,986	91,991
Amortised cost	10,521	10,777
<b>Total</b>	<b>82,508</b>	<b>102,768</b>
<b>FINANCIAL LIABILITIES</b>		
Amortised cost	17,083	20,412
<b>Total</b>	<b>17,083</b>	<b>20,412</b>

### 13.3 Comparison between Carrying Amount and Net Fair Value of Financial Assets and Liabilities

	CARRYING AMOUNT 2020 \$'000	NET FAIR VALUE 2020 \$'000	CARRYING AMOUNT 2019 \$'000	NET FAIR VALUE 2019 \$'000
<b>FINANCIAL ASSETS</b>				
Cash and cash equivalents	71,986	71,986	91,991	91,991
Receivables	8,053	8,053	10,777	10,777
Other financial assets	2,469	2,469	....	....
<b>Total financial assets</b>	<b>82,508</b>	<b>82,508</b>	<b>102,768</b>	<b>102,768</b>
<b>FINANCIAL LIABILITIES (RECOGNISED)</b>				
Payables	9,728	9,728	10,524	10,524
Lease liabilities	4,374	4,374	....	....
Other financial liabilities	2,980	2,980	9,888	9,888
<b>Total financial liabilities (Recognised)</b>	<b>17,083</b>	<b>17,083</b>	<b>20,412</b>	<b>20,412</b>

### 13.4 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 1.4. 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 1.4. It is responsible for the registration and monitoring of home education in Tasmania, 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.

	2020 \$'000	2019 \$'000
Salaries	1,353	1,153
Travel	101	96
Consultants	96	60
Maintenance and Property Services	186	99
Supplies and Consumables	117	109
Miscellaneous	60	65
<b>TOTAL EXPENDITURE</b>	<b>1,915</b>	<b>1,582</b>

## 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 2019-20 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.

Administered revenue from government includes revenue from appropriations, appropriations carried forward under section 8A(2) of the *Public Account Act 1986* and items Reserved by Law.

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

	2020 BUDGET \$'000	2020 ACTUAL \$'000	2020 ACTUAL \$'000
<b>CONTINUING OPERATIONS</b>			
Appropriation revenue – recurrent	371,821	394,240	362,330
<b>Total administered revenue from Government</b>	<b>371,821</b>	<b>394,240</b>	<b>362,330</b>

#### Notes:

1. Other revenue accrued in 2019-20 relates to Commonwealth Non-Government School funding.

The increase in Appropriation revenue recurrent of \$22.4 million compared to budget reflects the following:

	\$'000
Australian Government Funding for the Non-Government Sector	19,287
State Funded Educational Grants	3,361
State Funded Capital Assistance	(229)

### 15.3 Administered Sales of Goods and Services

For significant Accounting Policies relating to sales of goods and services please refer to Note 5.4.

	2020 \$'000	2019 \$'000
State Library services	2	3
<b>TOTAL</b>	<b>2</b>	<b>3</b>

### 15.4 Administered Other Revenue

For significant Accounting Policies relating to other revenue please refer to Note 5.6

	2020 \$'000	2019 \$'000
Other Revenue <sup>1</sup>	1,494	1
<b>TOTAL</b>	<b>1,494</b>	<b>1</b>

## 15.5 Administered Grants and Subsidies

For significant Accounting Policies relating to Administered Grants please refer to Note 6.3.

	2020 \$'000	2019 \$'000
Non-government schools: Grants by Australian Government	312,281	283,177
Non-government schools: Grants by State Government	82,404	77,876
Non-government schools: Capital assistance	1,173	1,832
<b>TOTAL</b>	<b>395,858</b>	<b>362,885</b>

## 15.6 Administered Accrued Revenue

For significant Accounting Policies relating to other revenue please refer to Note 5.6.

	2020 \$'000	2019 \$'000
Accrued Revenue <sup>1</sup>	1,494	....
<b>TOTAL</b>	<b>1,494</b>	<b>....</b>

## 15.7 Administered liabilities

For significant Accounting Policies relating to Administered liabilities please refer to Note 10.4.

	2020 \$'000	2019 \$'000
<b>Administered Liabilities</b>		
Appropriation carried forward from current and previous years under section 8A(2) of the <i>Public Account Act 1986</i>	....	124
<b>Total Administered Liabilities</b>	<b>....</b>	<b>124</b>
Settled within 12 months	....	124
<b>Total</b>	<b>....</b>	<b>124</b>

## 15.8 Reconciliation of Administered Net Result to Net Cash from Administered Operating Activities

	2020 \$'000	2019 \$'000
Net result from transactions (net operating balance)	....	....
Increase/(decrease) in Liabilities	(124)	(431)
Decrease/(increase) in Receivables	(1,494)	....
<b>Net Cash from/(used by) operating activities</b>	<b>(1,618)</b>	<b>(431)</b>

## NOTE 16: TRANSACTIONS AND BALANCES RELATING TO A TRUSTEE OR AGENCY ARRANGEMENT

### 16.1 Activities Undertaken Under a Trustee or Agency Relationship

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 at 30 June 2020.

ACCOUNT NAME	OPENING BALANCE 1 JULY 2019 \$'000	NET TRANSACTIONS DURING 2019–20 \$'000	CLOSING BALANCE 30 JUNE 2020 \$'000
Critchley Parker Junior Student Loan Fund	23	....	23
Sir John Morris Memorial Fund	1,240	21	1,240
TM Crisp Memorial Sporting Library	15	....	15
Kula Bequest	97	(97)	....
	<b>1,372</b>	<b>(76)</b>	<b>1,297</b>

## NOTE 17: EVENTS OCCURRING AFTER BALANCE DATE

On 9 July 2020 Facilities staff involved in the maintenance and management of TasTAFE buildings transferred to TasTAFE together with their leave entitlements. Employee entitlements of \$1.1m is expected to transfer to TasTAFE effective of this date.

## NOTE 18: OTHER SIGNIFICANT ACCOUNTING POLICIES AND JUDGEMENTS

### 18.1 Objectives and Funding

The Department is responsible for the delivery of public early years and school education, adult and community education and library and archive services throughout Tasmania. The Department is responsible to Minister for Education and Training.

The Department's overarching objective is that all learners succeed as connected, resilient, creative and curious thinkers. It is these attributes that research shows will prepare learners for further education and the world of work in the 21st Century.

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 5.4. 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; and
- » Output group 2: Libraries Tasmania
- » Capital Investment Program
- » Government 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 for the lifelong learning of all Tasmanians through the delivery of information, education and training, literacy support and other community services through the Libraries Tasmania network. It also focuses on the provision of Tasmanian Information Services and the management of Tasmania's Archival and Heritage Collection.

### 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 Secretary on 28 September 2020.

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 generally consistent with the previous year except for those changes outlined in Note 18.5.

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

- » AASB 15 *Revenue from Contracts with Customers* – This Standard establishes principles that require an entity to apply to report useful information to users of financial statements about the nature, amount, timing, and uncertainty of revenue and cash flows arising from a contract with a customer.

AASB 15 supersedes AASB 111 *Construction Contracts*, AASB 118 *Revenue* and related Interpretations and it applies, with limited exceptions, to all revenue arising from contracts with customers. AASB 15 establishes a five-step model to account for revenue arising from

contracts with customers and requires that revenue be recognised at an amount that reflects the consideration to which an entity expects to be entitled in exchange for transferring goods or services to a customer.

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

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

- » AASB 16 *Leases* – This Standard introduces a single lessee accounting model and requires a lessee to recognise assets and liabilities. The standard results in most of the Department's operating leases being brought onto the Statement of Financial Position and additional note disclosures. The calculation of the lease liability takes into account appropriate discount rates, assumptions about the lease term, and required lease payments. A corresponding right to use asset is recognised, which is amortised over the term of the lease. Operating lease costs are no longer shown. In the Statement of Comprehensive Income, impact of leases is through amortisation and interest charges. In the Statement of Cash Flows, lease payments is shown as cash flows from financing activities instead of operating activities. The Department has adopted AASB 16 retrospectively with the cumulative effect of applying the standard recognised from

1 July 2019 by adopting the transitional practical expedient permitted by the Standard.

The Department elected to use the practical expedient to expense lease payments for lease contracts that, at their commencement date, have a lease term of 12 months or less and do not contain a purchase option (short-term leases), and lease contracts for which the underlying asset is valued at \$10 000 or under when new (low value assets).

In applying AASB 16 for the first time, the Department has used the following practical expedients permitted by the standard:

- not reassess whether a contract is, or contains, a lease at 1 July 2019, for those contracts previously assessed under AASB 117 and Interpretation 4;
- applying a single discount rate to a portfolio of leases with reasonably similar characteristics;
- relying on its previous assessment on whether leases are onerous immediately before the date of initial application as an alternative to performing an impairment review;
- not recognise a lease liability and right-of-use-asset for short-term leases that end within 12 months of the date of initial application;
- excluding the initial direct costs from the measurement of the right-of-use asset at the date of initial application; and
- using hindsight in determining the lease term where the contract contained options to extend or terminate the lease.

The effect of adopting AASB 16 on the Statement of Financial Position as at 1 July 2019 is as follows:

	NOTES	\$'000
<b>ASSETS</b>		
Right-of-use assets	8.5	4,045
<b>LIABILITIES</b>		
Lease liabilities	9.2	4,045

Reconciliation of operating lease commitments as at 30 June 2019 to lease liabilities on 1 July 2019:

	\$'000
<b>OPERATING LEASE COMMITMENTS AS AT 30 JUNE 2019</b>	<b>30,010</b>
Major accommodation tenancies managed through Department of Treasury and Finance	(19,899)
Vehicle fleet managed through Department of Treasury and Finance	(3,904)
Weighted average incremental borrowing rate as at 1 July 2019	0.17
Discounted operating lease commitments as at 1 July 2019	<b>4,045</b>
<b>Lease liabilities as at 1 July 2019</b>	<b>4,045</b>

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

The timing of income recognition under AASB 1058 depends on whether a transaction gives rise to a liability or other performance obligation, or a contribution by owners, related to an asset (such as cash or another asset) received. If the transaction is a transfer of a financial asset to enable the Department to acquire or construct a recognisable non-financial asset to be controlled by the Department (i.e. an in-substance acquisition of a non-financial

asset), the Department recognises a liability for the excess of the fair value of the transfer over any related amounts recognised. The Department will recognise income as it satisfies its obligations under the transfer, similarly to income recognition in relation to performance obligations under AASB 15 as discussed above.

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

Under AASB 1058, the Department will continue to recognise volunteer services only when the services would have been purchased if they had not been donated, and the fair value of the services can be measured reliably. This treatment is the same as in prior years.

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

The effect of adopting AASB 1058 on the Statement of Comprehensive Income is as follows:

	WITH THE ADOPTION OF AASB 1058 \$'000	ADJUSTMENT	WITHOUT ADOPTION OF AASB 1058 \$'000
<b>REVENUE</b>			
Contributions received	3,546	1,596	1,950
<b>EXPENSE</b>			
Contributions provided	4,818	1,596	3,222
<b>Net Impact</b>	....	....	....

## (B) IMPACT OF NEW AND REVISED ACCOUNTING STANDARDS YET TO BE APPLIED

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

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

### 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 of Education 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 2020 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.

**Tim Bullard**

SECRETARY

Date 28 September 2020

# AUDITOR'S REPORT



## Independent Auditor's Report

### To the Members of Parliament

### Department of Education

### Report on the Audit of the Financial Statements

#### Opinion

I have audited the financial statements of the Department of Education (the Department), which comprise the statement of financial position as at 30 June 2020 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 by the 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 2020 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.

...1 of 4

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

Strive | Lead | Excel | To Make a Difference

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

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

#### Key Audit Matters

Key audit matters are those matters that, in my professional judgement, were of most significance in my audit of the financial statements of the current period. These matters were addressed in the context of my audit of the financial statements as a whole, and in forming my opinion thereon, and I do not provide a separate opinion on these matters.

Why this matter is considered to be one of the most significant matters in the audit	Audit procedures to address the matter included
--	---

#### Property, Plant and Equipment

Refer to note 9.3

The Department's Property, Plant and Equipment at 30 June 2020 includes land and buildings, totalling \$0.24bn and \$1.27bn respectively, both recognised at fair value.

The fair value of vacant land and general office buildings is valued with reference to observable prices in an active market. Inputs consider recent market conditions for comparable assets.

The valuation of land is adjusted where there is no active market or significant restrictions of use.

The valuation of specific purpose buildings is based on current replacement cost, which considers the cost to construct assets with similar utility.

The calculation of fair values is judgemental and highly dependent on a range of assumptions and estimates.

Land and buildings were indexed during 2019-20 based on indices provided by an independent valuer.

- Assessing the scope, expertise and independence of experts engaged to assist in the valuations.
- Evaluating the appropriateness of the valuation methodology applied to determine fair values.
- Evaluating indexation applied to assets.
- Testing, on a sample basis, the mathematical accuracy of indexation calculations.
- Evaluating the adequacy of disclosures made in the financial statements.

...2 of 4

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# AUDITOR'S REPORT

## 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.

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

Strive | Lead | Excel | To Make a Difference

- 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.

From the matters communicated with the Secretary, I determine those matters that were of most significance in the audit of the financial statements of the current period and are therefore the key audit matters. I describe these matters in my auditor's report unless law or regulation precludes public disclosure about the matter or when, in extremely rare circumstances, I determine that a matter should not be communicated in my report because the adverse consequences of doing so would reasonably be expected to outweigh the public interest benefits of such communication.



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

## Tasmanian Audit Office

28 September 2020  
Hobart

...4 of 4

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

Strive | Lead | Excel | To Make a Difference

# 6

## APPENDICES

# ABBREVIATIONS AND ACRONYMS

<b>ACARA</b>	Australian Curriculum, Assessment and Reporting Authority	<b>RIMAC</b>	Risk Management and Audit Committee
<b>ALIA</b>	Australian Library and Information Association	<b>RTI</b>	Right to Information
<b>ASBA</b>	Australian School-based Apprenticeships	<b>RTOS</b>	Registered Training Organisations
<b>CFLC</b>	Child and Family Learning Centre	<b>SHI</b>	School Health Initiative
<b>DOE</b>	Department of Education	<b>STEM</b>	Science, Technology, Engineering and Mathematics
<b>ECEC</b>	Early Childhood Education and Care	<b>SRB</b>	Schools Registration Board
<b>EDI</b>	the portal to the data warehouse	<b>TASTAFE</b>	Tasmanian Technical and Further Education
<b>FTE</b>	Full-Time Equivalent	<b>TASC</b>	Office of the Tasmanian Assessment, Standards and Certification
<b>GETI</b>	Government Education and Training International Tasmania	<b>TEMA</b>	Tasmanian Emergency Management Arrangements
<b>GST</b>	Goods and Services Tax	<b>TCE</b>	Tasmanian Certificate of Education
<b>HESP</b>	Home Education Summary and Program	<b>TFA</b>	Teach for Australia
<b>ICT</b>	Information and Communication Technology	<b>THEAC</b>	Tasmanian Home Education Advisory Council
<b>ITS</b>	Information Technology Services	<b>TIMSS</b>	Trends in International Mathematics and Science Study
<b>LAT</b>	Limited Authority to Teach	<b>TLAB</b>	Tasmanian Library Advisory Board
<b>LIFT</b>	Learning in Families Together	<b>TRB</b>	Teachers Registration Board
<b>LIL</b>	Launching into Learning	<b>TRMF</b>	Tasmanian Risk Management Fund
<b>LOTE</b>	Language other than English	<b>VET</b>	Vocational Education and Training
<b>MP</b>	Member of Parliament	<b>VLCE</b>	Vocational Learning and Career Education
<b>NAPLAN</b>	National Assessment Program – Literacy and Numeracy	<b>UTAS</b>	University of Tasmania
<b>NCCD</b>	Nationally Consistent Collection of Data	<b>TFA</b>	Teach for Australia
<b>NDIS</b>	National Disability Insurance Scheme	<b>THEAC</b>	Tasmanian Home Education Advisory Council
<b>NMS</b>	National Minimum Standard	<b>TIMSS</b>	Trends in International Mathematics and Science Study
<b>OER</b>	Office of Education Registrar	<b>TLAB</b>	Tasmanian Library Advisory Board
<b>OSA</b>	Office of the State Archivist	<b>TMAG</b>	Tasmanian Museum and Art Gallery
<b>PAT</b>	Progressive Achievement Tests	<b>TRB</b>	Teachers Registration Board
<b>PDP</b>	Performance and Development Plan	<b>TRMF</b>	Tasmanian Risk Management Fund
<b>PIPS</b>	Performance Indicators in Primary Schools	<b>VET</b>	Vocational Education and Training
<b>PISA</b>	Program for International Student Assessment	<b>VLCE</b>	Vocational Learning and Career Education
<b>PLI</b>	Professional Learning Institute	<b>UTAS</b>	University of Tasmania

# COMPLIANCE INDEX

This index identifies compliance with the statutory disclosure requirements for annual reporting of:

- » *Financial Management and Audit Act 1990*
- » *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

## CHILD AND STUDENT WELLBEING

- » Student Wellbeing Booklets and Postcards to support the annual Student Wellbeing Survey
- » Updated Respectful Schools Respectful Behaviours resource
- » Respectful Relationships Education Teaching and Learning – we printed hard copies of these and provided two to every school. Not sure if this counts!
- » 2020-21 Physical Wellbeing and the Environment Action Plan

## CURRICULUM SERVICES

- » Systematic Curriculum Delivery: A guide for schools leaders
- » Assessment Strategy 2020-23
- » Learners First: A Pedagogical Framework

## EARLY YEARS

- » Working Together - Overview Working Together – Independent Pilot Evaluation Summary
- » Working Together – Independent Pilot Evaluation Report
- » Working Together – Prospectus for Early Childhood Education and Care Services 2020-21

## EDUCATION ACT

- » A range of new and updated parent fact sheets related to the increase in the minimum leaving age and related changes from implementation of the *Education Act 2016*.

## GETI

- » A range of fact sheets and course guides were developed to support international students.

## GET INVOLVED

- » A range of promotional material was developed for projects under the Get Involved campaign.

## INCLUSION AND DIVERSITY SERVICES

- » A range of resources were developed to support the implementation of the Educational Adjustments Disability Funding Model.

## LIBRARIES TASMANIA

- » A range of promotional material (both printed and online) for events across the library network.
- » A range of promotional material (both printed and online) for new or revised services.
- » A range of online and printed material in response to COVID-19.
- » Online and library location material for client satisfaction surveys.
- » Updated various promotional material for Libraries Tasmania.
- » Style Guide for the Community HUBs.

- » Allport Museum and Library of Fine Arts promotional material for the Baudin voyage sketches invitation and A Shipwrecked Life exhibitions as well as Interpretation Sheets.
- » A small range of updated merchandise.
- » Outdoor signage for George Town HUB.

## STRATEGIC MARKETING, COMMUNICATIONS AND MEDIA\*

- » DoE Annual Report 2018-19
- » DoE Awards for Excellence Program 2019
- » DoE Key Data – March 2020
- » A range of online and printed material in response to COVID-19, including numerous Facebook posts, web banners, fact sheets, posters and signage, pull up banners, COVID-19 Stories, and the Roadmap to Reopening.

## VOCATIONAL LEARNING AND CAREER EDUCATION

- » Packages of Learning - various resources
- » My Education Fact Sheet
- » Myfuture Fact Sheet
- » Poster - What is the TCE?
- » Poster – What is the TCEA?
- » Poster – What is VET?
- » Poster – What is an ATAR?

### Notes:

\*A number of publications listed under other business units in this section were produced by the Strategic Marketing, Communications and Media Unit.



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