



Annual Report
2020–2021

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 and library services. The report provides an overview of the operations, initiatives and performance of the Department during the 2020–21 financial year.

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

This report, and further information is available on the Department's website at 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 2020–21 financial year.

APPENDICES

This section includes indexes and supplementary information. Additional performance information on the Department is published through: 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 2020–21 financial year.

During 2020–21 we continued to navigate the COVID-19 pandemic in collaboration with our learners, staff, families and communities, but with the space to refocus on our longer-term aspirations for learners. The strengths we discovered or built on during 2019-20 opened up new ways of working, learning and seeing things.

Our COVID-19 experience has helped to clarify what really matters most in realising our aspiration to engage and support more learners to learn more, every day.

During 2020–21 we:

- continued to transform Years 9–12 learning in Tasmania so that learners have engaging and varied ways in which to learn in the upper secondary years of school: this included bringing over 500 school staff from across all education sectors in Tasmania together online, to learn and be inspired by national and international experts, and to inform key pieces of project, course and policy development in Years 9–12 learning
- we continued to implement the Literacy Plan for Action to ensure learners of all ages have the literacy skills needed for learning, life and work, and we developed a Numeracy Plan for Action to bring similar focus to numeracy learning
- released the 2021–21 Physical Wellbeing and the Environment Action Plan: to support wellbeing for learning, through actions such as the introduction of minimum hours of timetabled physical activity in our primary schools
- progressed the establishment of six new Child and Family Learning Centres to design phase to provide greater access to our youngest learners and their families to services that support early learning and wellbeing
- supported lifelong learners to build essential skills: 600 people received one-to-one literacy support in our libraries and 10,789 people participated in lifelong learning programs
- showcased our cultural icons: we embarked on a multi-year campaign to raise awareness of the

State Library, the Tasmanian Archives and the Allport Library and Museum of Fine Arts, with thousands of people enjoying the Stories After Dark event during Dark MOFO in 2021

- honed our COVID-19 response: we tackled a dynamic situation with a dynamic response, and built our adaptive capacity, ready to respond to any challenges as they unfold.

For a more fulsome sample of our work over the year, I commend this Annual Report to you, and to the community, noting it shows just a glimpse of the incredible work and learning going on across the State every day.

Thanks to our families and communities for your partnership, and all that you do to support learning and aspiration in Tasmania.

To DoE staff, thank you for your extraordinary efforts to enable learning and growth. Your dedicated, innovative and courageous work through another unusual year underlines exactly why you are the heart of education in Tasmania.

To our learners, we believe in each of you, and we are working hard to keep public education growing with you, so that we can inspire, support and engage you to achieve your aspirations for the future.

Together, we are definitely coming back stronger.

TIM BULLARD

SECRETARY, DEPARTMENT OF EDUCATION

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OVERVIEW

Our services

At the commencement of 2021, there were 195 Government schools¹ across Tasmania, which include:

- 125 primary
- 29 secondary
- 25 combined (primary and secondary)
- 8 senior secondary²
- 8 support³

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

There are also 12 Child and Family Learning Centres (CFLCs) 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), 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'.

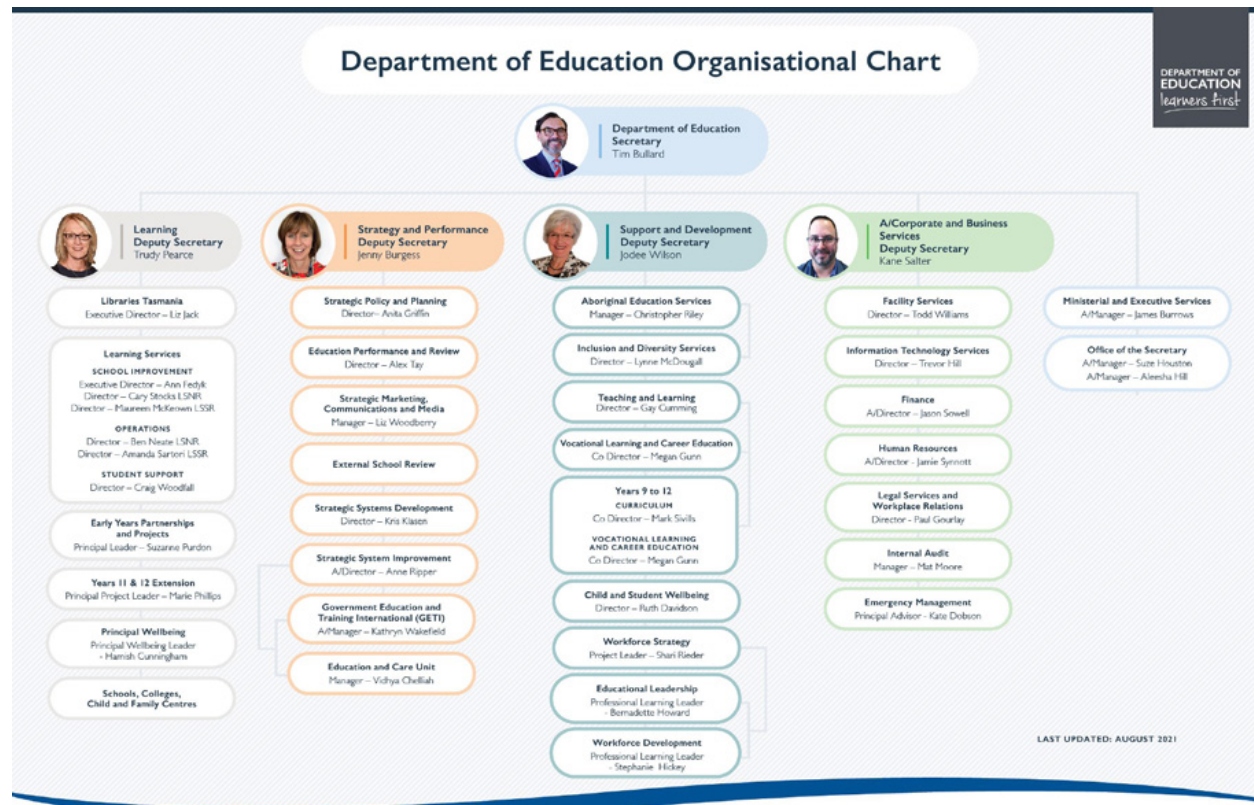
Our organisational structure

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 2021, the Department consisted of four divisions

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

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



Department of Education



2018–2021 Department of Education Strategic Plan

The 2018–2021 *Department of Education Strategic Plan, Learners First: Every Learner, Every Day* commitment is to inspire and support all learners to succeed as connected, resilient, creative and curious thinkers.

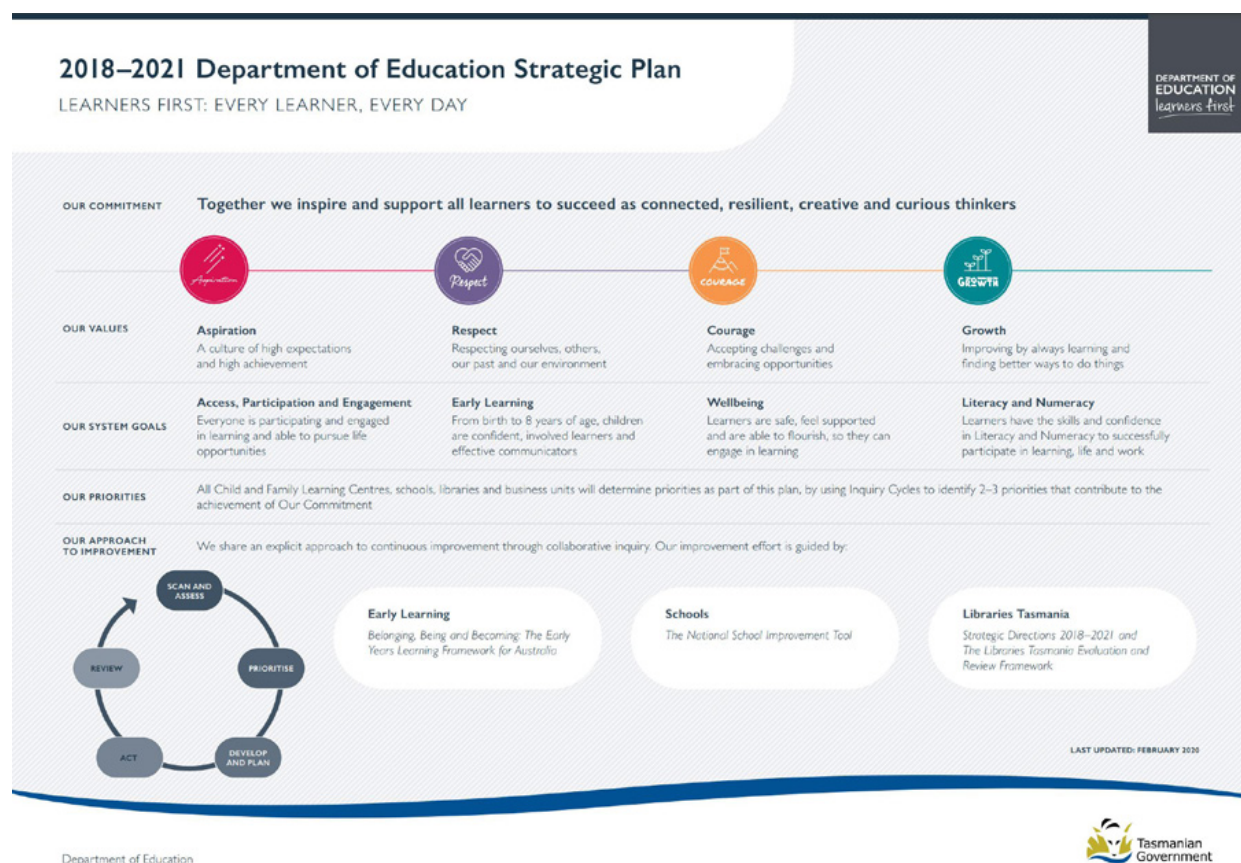
Our Strategic Plan continues to focus our work and way of working. Our learners are at the heart of our plan and are our focus for what we do, and our drive for improvement and improved outcomes.

In 2020–21, we continued to drive change to meet our commitment to our learners by working together to develop and deliver on four priorities:

- embedding quality teaching through a focus on what we teach, how we teach and how we assess learning to ensure a year's growth for every learner
- aligning and refining our practices to support wellbeing and engagement for learning
- learning through and for growth by implementing an explicit school improvement agenda
- continuing to build on the foundations for school improvement.

We identified 12 key actions with 32 deliverables (projects) aligned to the *National School Improvement Tool* that are helping us deliver on our 2020–21 priorities.

We have an excellent opportunity to use the learnings from our COVID-19 experience and continue to build on the progress we have already made by implementing our key actions in a collaborative way.



Expenditure Summary 2020–21

OUTPUT GROUP EXPENDITURE	\$'000
Output Group 1: Education	1,144,674
Output Group 2: Libraries Tasmania	44,062
Administered Payments	418,611
Government Maintenance Program	7,553
Capital Investment Program	695
COVID-19 Response and Recovery	540
	1,616,135

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EDUCATION
OUTPUT GROUP I

Access, Participation and Engagement

Everyone is participating and engaged in learning and able to pursue life opportunities

Aboriginal Education Services

We continue to contribute to the whole-of-government *Closing the Gap Implementation Plan* that is being developed in partnership with Tasmanian Aboriginal community organisations.

In response to the needs of First Nations learners in the Jordan River area, we established *kutalayna learners*, a team of Aboriginal Educators to work with the tagari lia Child and Family Learning Centre and schools in the region to support Aboriginal and Torres Strait Islander students to be ready to begin school and be successful learners.

Educational Adjustments: Disability Funding, Meeting Learner Needs

In 2021, the Educational Adjustments model allocated funding and staffing resources to the levels and types of educational adjustments that are required to implement appropriate teaching and learning programs for students with disability across our schools.

An additional \$34 million has been allocated by the Tasmanian Government to implement this model over four years from 2019 to 2023.

The model supports more students from previous years and has provided an additional 51 FTE support teachers in our schools since it was introduced (28 FTE in 2020 and an additional 23 FTE in 2021). Support Teachers are employed in every DoE school to guide and coordinate the inclusive practices in supporting students with disability.

Review of Education Regulation

The *Review of Education Regulation*, which aims to modernise the education regulatory framework in Tasmania, continued to progress in 2020–21. After extensive consultation, the *Review of Education Regulation Steering Committee Report*, which included 24 recommendations, was endorsed by the Tasmanian Government in January 2021. We continued to implement the recommendations.

Family Engagement Review

In March 2021 we released the *Together with Families* engagement approach. This approach to engagement includes a commitment to families; shared expectations for how we engage with families; and focus on action to strengthen the capacity of staff, families and the system to work better together. It is not a one-size-fits-all approach to working with families, but a way of working with families to support learners.

The approach focuses attention on deepening the system-wide culture of family engagement over the long term.

Years 9–12 Project

We delivered the first *Tas Ed Talks* online conference to schools across all education sectors. The free four day event attracted over 500 school staff from across Tasmania. International and national keynote speakers delivered talks on everything from credentialling and pedagogy to alternative models of schooling. Other conference sessions allowed our staff in Years 9 to 12 Learning to engage directly with school-based staff, helping to inform key pieces of project, course and policy development.

Six General Capabilities Short Qualifications were granted Recognised Formal Learning status by the Office of Tasmanian Assessment, Standards and Certification (TASC) and are now being in taught in schools.

Years 11–12 Extension School Program

We continue to provide unprecedented choice to Tasmanian senior secondary students in where and how they study.

Through the Extension School Program, we are supporting 56 schools to offer senior secondary courses, including nine schools that have extended to Years 11 and 12 in 2021.

At the First Term Census 2021 there were 993.9 FTE students studying Years 11 and 12 in Extension Schools.

School Levies and Charges - Supporting Families and Students

As part of the 2020-21 Budget the Government announced the expansion of the Student Assistance Scheme (STAS) by changing the eligibility criteria.

The eligibility for STAS for 2021 is now based on using the Health Care Card or equivalent as the assessment mechanism, replacing previous income thresholds that applied.

STAS provides assistance for low-income families towards the cost of levies for students enrolled from Kindergarten through to Year 12.

The expansion of STAS has resulted in additional levies relief being provided to the value of \$1.5 million during 2021.

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 has committed \$28 million to build six CFLCs at East Tamar, Table Cape (Wynyard), West Ulverstone, Kingston, Sorell, and Glenorchy primary schools.

For the first three communities, Sorell, East Tamar and Wynyard, community engagement continued with Local Enabling Groups (LEGs) meeting monthly, architects engaged, and the design process commenced in 2020. An Education Officer was appointed for the Sorell CFLC, which will be constructed later as a part of the major school redevelopment, and Sorell 'Pop-up' CFLCs commenced in early 2021. CFLC Centre Leaders were appointed for East Tamar and Wynyard in June 2021.

The other CFLCs, in Kingston, Sorell and Glenorchy, were fast tracked and community engagement commenced in late 2020. Architects were engaged and the design phase commenced for these CFLC in early 2021.

B4 Early Years Coalition

B4 continues to connect, support, engage with and encourage individuals and organisations to value, support and 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 of over 300 individuals and organisations. Innovative and inclusive events such as *Making Marks: A Celebration of Children's Art Exhibition* launched at the Tasmanian Museum and Art Gallery

(TMAG) and has since toured the state, and the B4 Community Storytellers Project currently being implemented across 11 communities through the B4 Grants Program.

Launching into Learning (LiL)

We continued to support families with children from birth to four years to engage in learning through the free LiL program.

6912 Tasmanian children attended LiL sessions in 2020. Sessions focused on supporting families to talk, read and play with their children every day. We provided over 4400 *Bouncing Back – Talk and Read* bags to families. These bags included quality picture books, posters and support materials. We also developed a public campaign to share key literacy messages with families.

Working Together

Working Together continued to support children and families to overcome a range of complex barriers to participate in quality early learning. In 2020 the program supported 119 three to four-year olds with access to services and the transition to Kindergarten.

Nineteen Early Childhood Education and Care services (ECEC) are delivering *Working Together* during 2020 and 2021 across the State, with another 120 fully funded places being delivered in 2021.

Strong Partnerships

The *Strong Partnerships Framework* provides online information and resources, including our *Co-Location Policy*, to guide consistent processes

for working together and managing the co-location arrangements between ECEC providers and our schools and services. In 2020–21 we supported the implementation of the Framework through information sessions and supporting schools and ECEC providers to develop new agreements.

National Quality Standard (NQS) in Kindergartens

In 2020–21, utilisation of the NQS in Tasmanian Government Kindergartens continued. The NQS sets the benchmark for quality early years' education and care across Australia.

Participating schools received ongoing professional learning, resources, and tools to build their understanding of the NQS and its application in our schools.

Literacy and Numeracy

Learners have the skills and confidence in Literacy and Numeracy to successfully participate in learning, life and work

Literacy Framework and Action Plan

Implementation of the *Literacy Plan for Action* has continued to ensure learners of all ages have the literacy skills and confidence needed for learning, life and work.

Six Lead Quality Teaching Coaches provided professional learning, guidance and resources to support our system-wide approach to literacy teaching and learning through the Coaching Initiative of 85.4FTE. In 2021 there has been an increasingly strong focus on the key areas of oral language, writing and reading.

Numeracy Framework and Action Plan

We developed a *Numeracy Framework and Action Plan 2021–2025* highlighting the importance of all our learners to have both the skills and confidence in numeracy.

A key action is to provide quality and targeted professional learning and support through the implementation of a Numeracy Coaching Initiative. We commenced a Pilot in 2021 with six Lead Quality Teaching Coaches working across 19 schools.

Learning in Families Together

Learning in Families Together (LIFT) continues to provide support and resources to schools to enhance their work in improving student outcomes through an emphasis on family engagement and literacy and numeracy skills.

In 2020–21, 109 schools received funding through the LIFT initiative. These schools were supported to engage families of students from Kindergarten to

Year 2 to be active partners in their child's learning, with a focus on developing oral language.

Teaching and Learning Resources: Literacy and Numeracy

All schools have access to a Quality Teaching Coach to support literacy and/or numeracy teaching and learning.

In February 2021, we released our *Quality Teaching Guide: Literacy* – a key resource to support teachers across all areas of pedagogy. Professional learning was provided to support access to and understanding of this resource.

In collaboration with teachers, literacy leaders and speech and language pathologists, a *DoE Phonics Scope and Sequence: Kindergarten to Year 2* document was developed and launched to support the explicit teaching of the phonics component of reading and writing in line with the Australian Curriculum.

Progressive Assessment Testing

Our schools are provided with access to a range of Progressive Assessment Tests (PAT) which are developed by the Australian Council for Educational Research (ACER). Schools use these assessments to support teaching and learning, particularly in reading, writing and mathematics.

The information gained from PAT assessment is used to identify each student's next steps in learning and to help identify those students who are in need of further support. PAT data also assists in school improvement planning and is used to monitor system progress. PAT can be administered to all year levels, from Prep to Year 10, and allows for timely and

comprehensive monitoring of student progress, achievement and growth.

In 2021, the Tasmanian Government announced a new literacy target that by Year 7 all students will meet an expected reading standard that is above the national minimum by no later than 2030.

The PAT Reading Test will be used to assess student achievement in reading and monitor progress against the Tasmanian standard.

Teachers will be supported through professional learning and resources to strengthen their capacity to ensure learners are able to meet the expected standard.

Phonics Instruction

Phonics is one part of literacy teaching and learning that contributes to students becoming successful readers and writers in the early years of schooling.

Building on work undertaken in 2020, all DoE schools have access to professional learning and resources to strengthen the teaching of the phonics component of reading and writing in Prep to Year 2.

During Term 1 and 2 this year, approximately 611 teachers and leaders attended professional learning on phonics instruction.

The ongoing monitoring of student progress is integral for all aspects of early literacy learning. The *Year One Phonics Check* provides one source of data to monitor student progress.

Wellbeing

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

2018–21 Child and Student Wellbeing Strategy

In 2020, as part of the implementation of the 2018 – 2021 *Child and Student Wellbeing Strategy: Safe, Well and Positive Learners*, we released the 2020–21 *Physical Wellbeing and the Environment Action Plan*. As part of the Action Plan, we developed minimum hours of timetabled physical activity in our primary schools and worked with the Tasmanian Schools Canteen Association to support healthy eating in schools.

Student Wellbeing Survey

Due to disruptions of COVID-19 in 2020, the *Student Wellbeing and Engagement Survey* was available for schools to undertake in both Term 1 and Term 3, 2020. Approximately 30,000 students in Years 4 to 12 across all schools completed the Wellbeing Survey. The survey continues to provide us with reliable measures of student wellbeing in the voice of the learner.

School Health Nurses

In 2020–21, 8.0 FTE School Health Nurses commenced working in colleges, ensuring each college has access to 1.0 FTE nurse. Additionally, in June 2021, further funding was allocated to deliver an additional 11.4FTE (as at 30 June 2021 there were 43.26 FTE School Health Nurses). This commitment will ensure all schools and colleges are supported to foster healthy choices, create positive outcomes for students and a culture of lifelong learning. It also enables a future focus on the priority areas of smoking prevention and cessation and obesity prevention.

Supporting Students Impacted by Trauma

We continued to implement the *Model for Supporting Students Impacted by Trauma*. The Model was developed to identify and address need at a universal, targeted whole-of-school, and individual student level. Thirty-three schools received targeted funding over two years (2020 and 2021) to build long-term sustainable, whole-school practices to supporting students impacted by trauma. Schools have received individual student trauma funding to provide additional support to 256 students across Tasmania in 2021.

Combatting Bullying

During 2021, we continue to partner with the Alannah & Madeline Foundation to deliver their *Cyber Safety in Schools* Initiative through *eSmart Schools*, a K–10 anti-cyberbullying program. By the end of December 2020, 128 Government schools had registered for the *eSmart* program. The introductory *eSmart* training has been undertaken by 119 schools, 36 have completed planning and 46 have achieved *eSmart School* status.

Speak Up Stay ChatTY

The *Speak Up Stay ChatTY* schools program supports young people's awareness, knowledge and skills in relation to their own mental health needs and those of others around them. During 2020–21, the program was delivered to approximately 616 students in Years 9 to 12 across Tasmania.

Bravehearts

During 2020–21, 22,339 Government school students and a further 354 of our youngest learners from Child and Family Learning Centres (22,693) participated in the Ditto's Keep Safe Adventure Show.

Working It Out and A Fairer World

During 2020–21 we continued our partnership with Working It Out to promote inclusion and diversity across our schools and provide practical support to schools for LGBTIQ students.

During 2020–21, we also continued to fund A Fairer World to deliver the *Let's Get Together* diversity program in our secondary schools. Further to this, funding was provided to A Fairer World to subsidise schools who book their *Human Library* program to break down barriers and build empathy.

Performance

External School Review

External School Review is an integral part of the Department's approach to school improvement. The *National School Improvement Tool* underpins the *External Review Framework*. Reviews provide an external perspective and feedback on a school's current improvement initiatives. Each school receives approximately three recommendations that outline improvement priorities for the next 3–4 years.

In 2020–21 reviews were conducted in 58 schools, with over 180 recommendations made for inclusion in school improvement planning.

Early years school improvement measures

Kindergarten students in our schools are assessed by teachers against the Kindergarten Development Check (KDC), involving 21 developmental markers in the areas of Gross Motor Skills; Fine Motor Skills; Personal and Social Behaviour; Listening, Speaking and Understanding; and Cognitive Development. In recent years, the percentage of students meeting all KDC outcomes has shown a 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'. The 2020 KDC outcome was impacted by COVID-19, as only one assessment was conducted. As a result, comparisons with previous years should be undertaken with caution.

Increased supports for schools based on KDC screening are currently in place to understand each student's and school's results, and work with families to ensure the students achieve all KDC markers in the second KDC assessment.

In 2020, Prep students' literacy and numeracy assessments involved a revised Instrument compared to previous years. Therefore, caution should be exercised when comparing results to previous years.

From 2021, a new assessment instrument will provide a revised data set and targets for 2021–22 onwards. Targets will be determined in 2022, once data from the end of 2021 is available.

MEASURE	2018	2019	2020
Percentage of children meeting the Kindergarten Development Check	67.8	67.1	60.7
Percentage of Prep students achieving expected literacy outcomes	86.0	84.7	85.4
Percentage of Prep students achieving expected numeracy outcomes	86.3	85.7	84.1

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

Assessment and rating of education and care services

Education and Care services are assessed against the National Quality Standard (NQS) 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 2021, 93 per cent of Tasmanian services had a quality rating.

	Significant improvement required	Working towards National Quality Standard	Meeting National Quality Standard	Exceeding National Quality Standard	Total
Number of services with a final rating	1	46	107	58	212
Percentage of services at rating level	1%	22%	50%	27%	100%

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). On 20 March 2020, Education Council agreed to cancel NAPLAN for 2020 as a consequence of the COVID-19 pandemic. In May 2021, approximately 26,000 Tasmanian students in Years 3, 5, 7 and 9 from Government, Catholic and Independent schools completed NAPLAN tests online.

Performance measures are currently based on percentages of students at or above the national minimum standard in Reading and Numeracy. Results tabled below show mixed results in 2021, compared with recent years. Other reporting measures listed in the *Measurement Framework for Schooling in Australia 2020* include mean scores, and future reporting against proficient standards. Based on mean score, Tasmania's 2021 NAPLAN results were statistically comparable to 2019 achievement for all assessments (noting that NAPLAN 2020 did not occur due to COVID-19). Additional reporting late in 2021 will provide further detail by demographic factors, including comparisons taking into account socio-economic factors that have previously shown many Tasmanian results to be close to similar students across Australia.

Literacy remains a key focus through implementation of the Department's Literacy Framework, including an ambitious literacy target for reading of students entering Year 7 by 2030. Tasmania's results in Years 3 and 5 Reading significantly improved from 2008 to 2021, and Tasmania's Year 3 Writing significantly improved from 2011 to 2021. Ongoing work across literacy domains aims to lift students achievement above minimal standards to higher levels of proficiency.

For numeracy, Tasmania's Year 5 results significantly improved from 2008 to 2021, however there were no significant changes since 2008 for Years 3, 7 and 9. The Numeracy Coaching Initiative Pilot commenced in 2021 with 19 Partnership Schools supported by six Lead Quality Teaching Coaches who work collaboratively with teaching teams and in classrooms to strengthen teaching and learning of mathematics.

MEASURE	2018	2019	2020	2021
Percentage of students at or above national minimum standard				
Reading Year 3	93.9	94.6	na	94.7
Reading Year 5	92.6	92.7	na	93.3
Reading Year 7	92.5	92.0	na	91.0
Reading Year 9	91.9	89.3	na	86.4
Numeracy Year 3	96.1	95.5	na	95.8
Numeracy Year 5	95.1	93.9	na	93.7
Numeracy Year 7	95.2	91.8	na	90.3
Numeracy Year 9	95.4	95.2	na	92.7

Data source: <https://reports.acara.edu.au/NAP>

Note: Tasmanian results are inclusive of students from Government and non-Government schools. Caution should be exercised comparing results over year levels, as minimum standards are set at different points for different year levels, evident in Australian results.

Aboriginal education outcomes

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

Performance measures are based on the gap in the percentages of students at or above the national minimum standard. Tasmanian average gaps of 6 to 8 per cent across years are smaller than Australian gaps of 16 to 18 per cent.

Measure	2018	2019	2020	2021
Education outcome gap across Years 3,5,7 and 9 reading and numeracy	6.0	7.8	n/a	n/a

Tasmanians aged 20–24 years old, who have attained a Year 12 or equivalent/ Cert III or above.

	2001	2006	2011	2016
Aboriginal and Torres Strait Islander	44.3	54.7	54.9	62.7
Non-Indigenous	64.3	73.9	76.9	79.0

Source: Australian Bureau of Statistics (ABS) (unpublished) 2016 Census of Population and Housing, Australia; ABS (unpublished) 2011 Census of Population and Housing, Australia; ABS (unpublished) 2006 Census of Population and Housing, Australia; ABS (unpublished) 2001 Census of Population and Housing, Australia.

Student attendance and retention measures

Student attendance performance reporting is based on a nationally reported measure of the proportion of government school students attending 90 per cent or more of the Semester 1 period. Other reporting measures used by the Department include attendance rates across the school years. Attendance during 2020 was affected by COVID-19 and a learning from home period during 2020. Consequently, attendance data for 2019–20 excludes Term 1 Week 7 – Term 2 Week 6 inclusive. While attendance across all years is important, the current performance indicator focusses on secondary years of schooling, aligned with other national reporting.

Student retention performance reporting includes both direct retention and apparent retention rates from Year 10 to 12 among Tasmanian Government Schools.

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

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

Over time, government schools are improving retention of students. By 2021, 76.1 per cent of Year 10 students who were in government schools in 2019 were retained in a government school through to the start of Year 12. This continues an upward trend from 69.0 per cent in 2016.

Apparent retention rates, published nationally, show increases over the long term: the Tasmanian rate of 73.9 per cent in 2020 is up from 70.7 per cent in 2010. Among government schools, apparent retention rates “appear higher” at 79.5 per cent, which is higher than Australia (78.2 per cent), with many new students enrolling in a Tasmanian Government School for Years 11 and 12.

Senior secondary student attainment measures

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

Reporting against these measures for Tasmania is provided in annual reporting by the Office of Tasmanian Assessment, Standards and Certification (TASC).

Refer to www.tasc.tas.gov.au

Measure	2018	2019	2020	2021
Tasmanian Government School students whose attendance is 90% or more				
Years 7 to 10	62.7	60.2	58.2	tba
Direct retention rate Years 10-12 among Tasmanian Government Schools				
Percentage retained to Year 12 (Census 1)	71.6	72.2	71.5	76.1
Percentage retained to Year 12 (Census 2)	65.7	66.2	66.0	n/a
Apparent Retention Rate Years 10-12				
Rate among Tasmanian Government Schools	76.5	80.4	79.5	n/a
Rate among all Tasmanian Schools	73.2	74.3	73.9	n/a

Clients

Number of education and care and licenced child care services in Tasmania as at 30 June 2021¹

Service type	Number of services on school sites	Total number of services
Education and care services	82	227
Licensed Child Care Services	1	26
Total	83	253

1. The table has been updated in 2021 to reflect the number of services on school sites rather than the number of services on departmental sites to improve accuracy of data.

Students - Government as at Mid-Year Census 2020^{1,2}

School type	FTE	Headcount
Combined	6,368.4	6,574
Primary	32,172.0	33,749
Secondary	14,033.7	14,060
Senior Secondary Only	6,530.0	6,656
Support	587.3	1,104
Total	59,691.4	62,143

1. Student fulltime equivalent enrolment (FTE) and headcount from the mid-year census is 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 ABS 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 2020¹

School type	Northern Region	Southern Region
Combined	4,116	2,458
Primary	16,449	17,300
Secondary	7,572	6,488
Senior Secondary Only	3,254	3,402
Support	700	404
Total	32,091	30,052

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

Class Sizes as at First Term Census 2021¹

Year level	2019	2020	2021
Kindergarten	19.3	18.6	17.8
Prep – Year 6	23.4	23.3	22.9
Year 7 – 10	23.2	23.0	22.7

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

2020 average daily attendance rates by student year level (%)¹

Attendance rate	PREP	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6	YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11	YEAR 12
Annual Average daily attendance rate (proportion of students present)	88.1%	88.3%	88.8%	88.7%	88.5%	87.9%	87.2%	84.9%	83.2%	81.1%	80.5%	75.3%	74.5%

1. Prep to Year 10 attendance figures include half day absences to align with the National Standards for Student Attendance Report.

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

In 2020 attendance rates were affected by the COVID-19 lockdown for 10 weeks from Term 1 Week 7 to Term 2 Week 6.

3

LIBRARIES OUTPUT GROUP 2

In 2020–21 Libraries Tasmania:

Improved client experience and access

through the State Government's *Contemporary Library Resources* (CLR) funding, in its third year of expenditure, upgrading lighting in the Hobart Reading Room, installing more after-hours return chutes at priority library locations, bringing the total number of new chutes to 11 libraries, and installing new, contemporary shelving across 13 locations since the new funding commenced in 2018.

Enhanced the breadth and quality of the lending and reference collection

by purchasing 11,585 additional items with CLR funding, including: junior non-fiction books and reference monographs; additional book sets for the Book Group service; more titles and copies of electronic items such as books, audiobooks, eBooks in languages other than English, digital comics and newspapers. Enhanced e-lending services, including BorrowBox, which gives clients access to thousands of eAudiobooks. Many of these feature Australian titles and narrators, online streaming databases such as Australasian Video Online, showcasing Australian documentaries and educational videos, online language learning resources, and Story Box Library, which was created for children to hear stories read aloud by some of Australia's and New Zealand's finest storytellers in video format.

Continued to experience high levels of eLibrary loans

triggered by the COVID-19 library closures in early 2020, with a 47 per cent increase in these loans compared to the previous year; redesigned the lending eResources webpage to consolidate links, resources, access and relevant guides onto a single page; and updated our subscription to NewsBank, providing library members with access to the full electronic versions of *The Australian* and *The Mercury* newspapers.

Helped 14 adults to re-engage with learning

through an interim adult learning phone referral service introduced as part of the Tasmanian Government's *Adult Learning Strategy*. This was ahead of establishing a longer-term *Lifelong Learning Information Service* to inform adults of available learning options, refer them to information and services and help them to make informed learning choices catering to their individual needs.

Supported adults to build essential skills, with 600 people receiving one-to-one literacy support in our libraries, supported by volunteer adult literacy tutors and 10,789 attendees in lifelong learning programs. Eighty-eight per cent of survey respondents reported satisfaction with what they learnt through programs such as Adult Education, First Gear (supporting the Learner Licence Assistance Program), Literacy Skills Development Programs, School Holiday Programs, STEAM and Summer Reading Club.

Helped bridge the digital divide

by providing free WiFi and supported computer access, and helped 4,479 participants to improve their digital skills through 1,170 programs on using a computer, the Internet, email, mobile devices, Libraries Tasmania eResources, online safety, social media, and online communication and collaboration.

Celebrated Get Online Week with statewide activities promoting the importance of everyone having the digital skills they need to connect with their family and friends and stay safe online. This included a digital scavenger hunt (for children and adults) at Kingston Library and Bruny Online, and sessions for seniors on using MyGov, All about Apps and Buy and Sell Online held across the Ulverstone, Devonport and Latrobe communities.

Ensured compliance with public health requirements

regarding physical distancing, hygiene and gathering restrictions across the statewide network of almost 50 sites, with all sites implementing and updating site safety plans in line with staged easing of restrictions. Engagement in Libraries Tasmania in-person services and programs started showing signs of recovery following COVID-19 library closures in 2020, with Early Learning programs (*Rock & Rhyme* and *Storytime*) making up the bulk of program attendance.

Completed final preparations to safely relocate State archive records from the existing Berriedale Archives Repository to the new facility at Geilston Bay in late 2021, with building work for the Geilston Bay project moving into its final stages.

Embarked on a multi-year cultural campaign to raise awareness of the cultural significance of the State Library, the Tasmanian Archives and the Allport Library and Museum of Fine Arts (Allport). Thousands of people enjoyed the *Stories After Dark* event during Dark MOFO in 2021, with the State Library heritage-listed building activated through a digital canvas of audio and visual technology, showcasing the archival treasures from within Libraries Tasmania's collections. Launched the *91 Stories* crowd-sourcing project, which encouraged Tasmanians to nominate their favourite story about items within the collections.

Participated in a national partnership with the Australian Government to train 120 Libraries Tasmania service delivery staff to navigate the My Health website and help communities develop their skills and confidence in using government websites. Delivered My Health sessions to the public across library catchment sites, including providing outreach to communities on Flinders Island and at No. 34 Aboriginal Health Service in Ulverstone. Partnered with Hydro Tasmania to support post-COVID-19 recovery, focussing on improving digital literacy and increasing digital inclusion in four regional pilot locations: Smithton, Geeveston, New Norfolk and Deloraine.

Collaborated with our interstate Galleries, Libraries, Archives and Museum counterparts to promote national engagement, partnerships and advocacy through the Australian Library and Information Association, Australian Public Library Alliance, National and State Libraries Australasia, Council of Australasian Archives and Records Authorities. Contributed to national strategies through the National Early Language and Literacy Strategy, Australian Parliamentary Inquiry into Adult Literacy and its Importance and the Australian Media Literacy Alliance.

Received over 1,200 submissions of images, poems, and stories to the COVID-19 Stories project, which is presented in an online gallery on the Libraries Tasmania website. The project is a partnership between the Tasmanian Archives and Tasmanian Museum and Art Gallery to collect Tasmanians' experiences of the COVID-19 pandemic.

Preserved Tasmania's iconic film, video and sound collection, digitising 207 video tapes as part of the State Government's 2020–21 funding for at-risk audio-visual collection items. Digitised videos included the production *Burnie Mill* (1956) and *Timber Makes News* (1947), featuring rare footage of the timber industry at Bushy Park and Tarraleah, and operations at the Boyer Mill.

Digitised 5,021 other collection items, including a photograph of Aboriginal Tasmanian Fanny Cochrane Smith; diary of Police Constable Charles Brown stationed at the Tasman Peninsula Coal Mines (1853); stereoscopic views of the 'Franklin Relics', photographed by Lieut. Cheyne RN (1860); photographs, glass plate negatives, stereoscopic slides and negatives used by Tourism Agencies to publicise Tasmania from the 1940s to 1970s; and Hobart High school photographs (1930–60).

Conserved and repaired significant cultural collection items, including convict records; *The Mercury* newspaper early glass plate negatives; a toy theatre from 1740 depicting whaling; and Thomas Bock artworks and early photographs.

Received, processed and described government records transferred to Libraries Tasmania under the *Archives Act 1983* from the Department of Communities, Department of Education, Department of Premier and Cabinet and local councils, the Probate Registry, and Metro Tasmania. Notable transfers of digital State archives came from the Registry of Births, Deaths and Marriages, Mineral Resources Tasmania and the Port Arthur Historic Site.

Acquired significant and culturally valuable items for the State Library of Tasmania collection:

Cleone: a tale of married life (1834) about Mary Leman Grimstone, Australia's first novelist and feminist intellectual who lived in Hobart 1825–1829; hand-coloured lithograph portrait of the Chartist leader William Jones 1809–1873 taking notes of a witness's deposition at his trial in January 1840; printed notice (1831) of Lieutenant Governor Arthur's grant of a salary of £250 and 2560 acres of land to George Augustus Robinson; and a volume of Indian ethnographic paintings from the collection of Charles Swanston (1789–1850), East India Company officer, and later banker and merchant of Hobart Town.

Improved discoverability and breadth of records in the Tasmanian Names Index, adding 23,383

records of deeds to land granted to Tasmanian colonists, along with 17 Digivol projects involving 199 online volunteers who transcribed and indexed 21,433 records. Published a blog series titled "Esther's Story" based on a little girl's handwriting found in an 1850s whaling logbook, which revealed a compelling story of the struggles and survival of women during the era.

Continued to focus on 'client at the centre',

improving the client experience, with the latest client satisfaction survey showing 95.2 per cent of clients are satisfied with Libraries Tasmania services. Introduced new Client Service Standards and improved communication with members through a new newsletter.

Fostered strategic networks and partnerships

with Department of Education business units, including Information and Technology Services to progress work on a new Qualitative Data Management System to better manage the volume of client feedback through capture, data entry, processing, storage and analysis.

Established a Staff Wellbeing Reference Group

to support the wellbeing of staff across all aspects of work and participation in the organisation and coordinate existing efforts; supported staff to continue their journey to increase knowledge of Aboriginal and Torres Strait Islander culture through the Core Cultural Learning: Aboriginal and Torres Strait Islander Australia Foundation Course (CORE); delivered a professional development package to staff during Library and Information Week to explore the role of libraries in media and information literacy.

Recognised the invaluable contribution our 716 volunteers play

in supporting our programs and services presenting Outstanding Volunteer Service Awards presented to 44 volunteers for five, ten and 20 plus years of service on International Volunteer Day in December 2020, holding local celebrations at libraries to thank their volunteers during National Volunteer Week in May 2021. Kingston Library entered its fourth year partnering with Kingston High School where Big Picture School students or those participating in the Duke of Edinburgh Awards programs volunteer in the library as part of their commitment to community engagement.

Performance

Libraries Tasmania externally reported key performance indicators

Performance measure	2018-19 Actual	2019-20 Actual	2020-21 Target	2020-21 Actual	% of Target reached
Percentage of people satisfied with Libraries Tasmania services	93.4	92.5	95	95.2	100.2
Average of library loans per lending item per annum	5.9	5.22 ¹	5.8	5.74	99
Number of visits to archive and heritage pages on Libraries Tasmania websites	977,861	1,300,084 ²	1,200,000	1,276,340 ²	106.4
Attendance in Libraries Tasmania programs and events per annum per 1,000 people	205.5	128.2 ³	125	95.6 ³	76.5
Percentage of people who feel more confident using digital technology after receiving support from Libraries Tasmania staff (including volunteers), or participating in courses	86.5	84.8	90	80.6 ⁴	89.6

Source: Libraries Tasmania

1. The 2019-20 actuals for the 'Average of library loans per lending item per annum' were impacted by the COVID-19 closure of library sites from 25 March 2020 to 18 June 2020.
2. The 2019-20 and 2020-21 actuals for the 'Number of visits to archive and heritage pages on Libraries Tasmania websites' were impacted by the COVID-19 closure of library sites and physical distancing restrictions, which led to high online visits.
3. The 2019-20 and 2020-21 actuals for 'Attendance in Libraries Tasmania programs and events (per annum per 1 000 people)' were impacted by COVID-19 library closures and ongoing impacts from COVID-19.
4. The 2020-21 actuals include individuals who sought incidental, general IT support, in addition to those who participated in a genuine learning activity aimed at building their digital skills. This will be addressed in 2021-22 surveys.

Clients

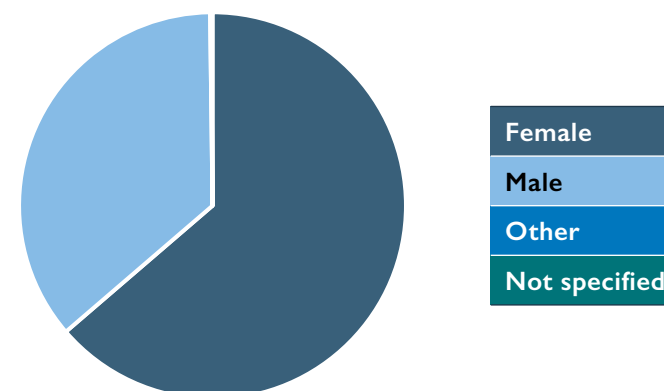
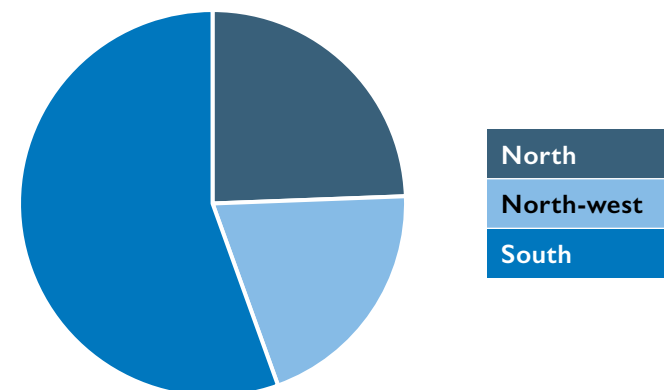
There were 108,515 active members at 30 June 2021. This represents 20.3 per cent of the Tasmanian population.

Active library members by region

30 JUNE 2021		
North	26,505	24.4%
North-west	21,796	20.1%
South	60,214	55.5%
TOTAL	108,515	100.00%

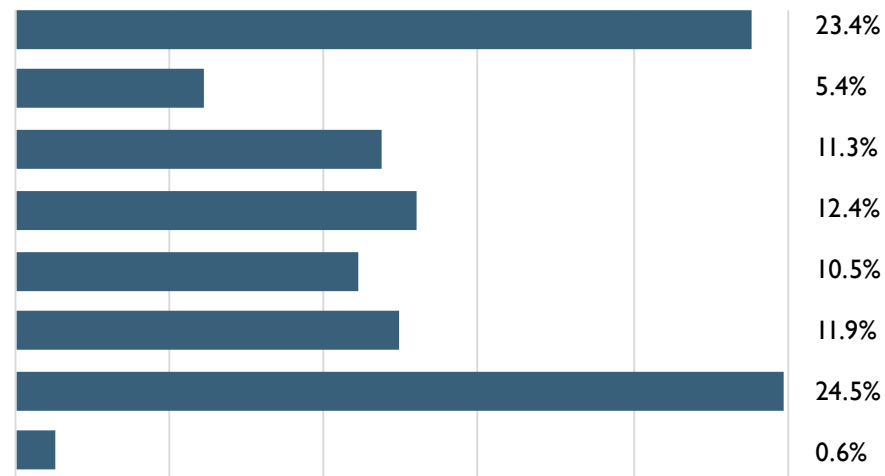
Active registered library members by gender

30 JUNE 2021		
Female	69,103	63.7%
Male	39,207	36.1%
Other	98	0.1%
Not specified	107	0.1%
TOTAL	108,515	100.00%



Active registered library users by age range as at 30 June 2021

AGE	TOTAL	%
0–17	25,397	23.4%
18–24	5,836	5.4%
25–34	12,268	11.3%
35–44	13,472	12.4%
45–54	11,358	10.5%
55–64	12,931	11.9%
65+	26,614	24.5%
Not specified	639	0.6%
TOTAL	108,515	100%



Whole-of-government strategies

In 2020–21 the Office of the State Archivist (OSA):

Issued a special Disposal Schedule for COVID-19 covering records of Public Health directives, border entry registration, and Check In Tas and COVIDSafe app data.

Published new Information Management Standards for managing records through their lifecycle and storing physical records safely and securely.

Responded to the announcement of the *Commission of Inquiry into the Tasmanian Government's Response to Child Sexual Abuse in Institutional Settings* by issuing a records disposal freeze. Many of the records required by the Commission will also be covered by the freeze OSA issued in response to the *Royal Commission into Institutional Responses to Child Sexual Abuse* announced by the former Prime Minister Julia Gillard in 2012 that is in place until 2029.

Coordinated a new cross-agency working group for dealing with information management requirements for, and arising from, the Tasmanian Commission of Inquiry referred to above.

Moved client support and engagement to a fully online model due to COVID-19 restrictions.

Supported the *Premier's Economic and Social Recovery Advisory Council* recommendation

to improve government shared data capability to support Tasmania's recovery from COVID-19 by seconding the OSA Principal Policy Analyst to the Department of Premier and Cabinet's Digital Strategy and Services Unit for six months.

In 2020–21 26TEN:

Released the five-year progress report *26TEN in 2020: How far we've come as a state towards better adult literacy and numeracy and what we've learned*, which made 13 recommendations and showed that for every dollar invested in the 26TEN Strategy by government, industry, community groups and individuals, at least \$5.20 in benefits was returned to the Tasmanian community in 2018–19 through improvements in adults' literacy and numeracy skills.

Expanded the 26TEN Coalition and its sector coverage with the appointment and reappointment of members: Daryl Quilliam – local government (26TEN Coalition Chair); Siobhan Gaskell (26TEN Convenor); Marta Dusseldorp – arts, culture, and media; Gail Eaton-Briggs – adult learning, and trades; Richard Warner – agriculture; Allyson Warrington – aged and disability care; Malcom Wells – education; Kym Goodes – community; Tim Tierney – legal; Mellissa Gray – State Government; and Dr Judith Watson – health.

Targeted youth through an emoji campaign from August to October 2020 using television, YouTube, Facebook and Instagram, encouraging people aged under 30 with low literacy skills to ask for help.

Invested more in 26TEN's service to communities

through additional Tasmanian Government funding of \$3 million over four years, delivered through the *Adult Learning Strategy* for the new *26TEN Communities: Local Literacy for Work and Life* program. The need for this funding was informed by the 26TEN in 2020 review, which showed that multi-year investment in adult literacy is essential to support lasting community-led place-based change. The host organisations and their communities that received funds in the first year of the program are Glenorchy City Council – *Building a 26TEN Community*; Hobart City Mission (Clarence Plains) Parents, Families and Carers – *Learning for our Kids: a 26TEN Community Project*; Starting Point Neighbourhood House, Ravenswood – *Connecting with literacy across Launceston Northern Suburbs – 26TEN Community Hub*; and Geeveston Community Centre – *Huon 26TEN Community*.

Supported the Disability and Aged Care sector by training staff in work and communication skills in a COVID-19 environment, as well as promoting the 26TEN awareness raising campaign through 26TEN Employer Grants awarded to: TasTex Knitwear; Self Help workplace; Mosaic Support Service and OneCare.

Delivered three Easy English workshops during 26TEN's plain English month in May, to teach the importance of communicating health information in a simple, easy to understand way using images to support text, large font sizes and white space.

Communicated and promoted 26TEN stories through RPH Print Radio community radio station for people who find it difficult to access printed material or who have a print disability. As a 26TEN member, the radio station broadcast thirteen interviews, including with 26TEN Coalition Member, Dr Judith Watson, who talked about the importance of literacy to understand and follow medical advice, and Andrew Badcock from LINK Youth Health Centre who discussed the impact of low literacy on young Tasmanians' mental health and wellbeing.

Created the Kate Warner, AC, Literacy Volunteer Bursary in honour of former Governor, Kate Warner AC, who was a generous and active supporter of the 26TEN Strategy. The annual bursary will support an adult literacy volunteer's professional development working in the legal sector. The first recipient was Maria Flynn – an adult literacy volunteer in Community Corrections at the Department of Justice.

Built on the success of 26TEN's free online course: *Writing in Plain English to Parents and Carers*, with a live online Q&A session for 40 Department of Education school psychologists who had completed the online course.

Encouraged the 26TEN network of over 1000 organisations and individuals to join a 26TEN plain English workshop and to use the free online tools during May 2021's plain English month, which included: delivering four, half-day plain English workshops for Devonport and Hobart library participants, the Glenorchy City Council and the Integrity Commission; held a live 45-minute lunchtime webinar, *Write clearer emails using one simple plain English technique* with over 50 people attending (the session is now available on the 26TEN website); and delivered professional development to 26TEN plain English trainers.

3

REQUIRED REPORTING

Employment

Employment status as at 30 June 2021

EMPLOYMENT STATUS	FULL TIME EQUIVALENTS (FTE) ^{1, 2, 3}			HEADCOUNT ^{2, 3}		
	FEMALE	MALE	TOTAL	FEMALE	MALE	TOTAL
Full-Time Fixed Term	379.31	195.45	574.76	383	197	580
Full-Time Permanent	2,774.24	1,390.54	4,164.78	2,783	1,395	4,178
Part-Time Fixed Term	657.29	194.31	851.60	1,164	363	1,527
Part-Time Permanent	2,445.94	440.79	2,886.73	3,918	664	4,582
TOTAL	6,256.78	2,221.09	8,477.87	8,248	2,619	10,867

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. The 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 2021

SERVICES ¹	FTE ²	HEADCOUNT
LEARNING DIVISION	7,833.68	10,151
Office of the Deputy Secretary Learning	3.00	3
Learning ³	3.00	3
Primary Schools	3,488.70	4,679
Combined Schools	968.14	1,254
Secondary Schools	1,711.73	2,049
Senior Secondary Schools	687.66	880
Support Schools	277.36	390
Child and Family Learning Centres	37.64	50
Years 11 and 12 Extension	9.40	10
Operations	8.97	9
Business Operations	5.00	5
Administration	12.46	13
Staffing	14.20	15
School Improvement	12.00	12
Student Support	10.80	11
Strong Families Safe Kids	15.10	18
Professional Support	169.41	242
Inclusive Learning	22.60	24
Student Engagement	29.70	32
Autism Support	2.10	3
School Health Nurse Program	43.26	62
Libraries Tasmania	284.06	367
Principal Wellbeing	3.00	3
Early Years Partnerships and Projects	14.39	17

STRATEGY AND PERFORMANCE DIVISION	123.88	138
Office of the Deputy Secretary Strategy and Performance	1.00	1
Education and Care Unit	23.21	24
Government Education Training International	20.15	25
Education Performance and Review	31.31	33
Strategic Policy and Planning	15.30	18
Strategic Marketing Communications and Media	17.07	19
Strategic System Improvement	9.24	11
Strategic Systems Development	3.00	3
External School Review	3.60	4
SUPPORT AND DEVELOPMENT DIVISION	203.21	241
Office of the Deputy Secretary Support and Development	3.00	3
Curriculum Services	29.56	37
Vocational Learning and Career Education	17.89	20
Aboriginal Education Services	17.02	19
Inclusion and Diversity Services	83.92	108
Early Learning	7.18	8
Professional Learning Institute	5.80	6
Child and Student Wellbeing	4.40	5
Teaching and Learning	16.00	16
Years 9 – 12 Curriculum	12.70	12
Years 9 – 12 Learning	1.50	2
Workforce Strategy	4.24	5

CORPORATE AND BUSINESS SERVICES DIVISION	303.27	322
Office of the Deputy Secretary Corporate and Business Services	3.00	3
Security and Emergency Management ³	2.00	2
Finance and Budget Services	36.89	39
Facility Services	37.74	39
Information and Technology Services	139.79	146
Human Resources Management	72.45	80
Internal Audit Office	5.90	6
Legal Services	5.50	7
Office of the Secretary	13.83	15
Office of the Secretary ³	8.13	8
Ministerial Services	5.70	7
TOTAL	8,477.87	10,867

1. As per the Department's divisional structure at 30 June 2021.

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.

Teachers employed

POSITIONS	FTE	HEADCOUNT
Base Grade Teachers ¹	3,602.20	4,461
Advanced Skills Teachers ¹	654.36	700
Principals and Assistant Principals ¹	521.57	525
Non-School Based Band 4	2.00	2
TOTAL	4,780.13	5,688

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

Employment status of teachers

EMPLOYMENT STATUS	AVERAGE AGE	HEADCOUNT
FEMALE		
Full-Time Fixed Term	33.07	253
Full-Time Permanent	44.61	1,934
Part-Time Fixed Term	44.57	345
Part-Time Permanent	45.05	1,658
All Female	44.08	4,190
MALE		
Full-Time Fixed Term	34.10	135
Full-Time Permanent	43.17	935
Part-Time Fixed Term	44.86	135
Part-Time Permanent	46.69	293
All Male	43.19	1,498
ALL TEACHERS	43.85	5,688

Qualifications of teachers – percentages of teachers who were four or five year trained (based on the total number of base grade staff)

	2019	2020	2021
4 Year-Trained	69%	68%	67%
5 Year-Trained	27%	28%	29%

Support staff employed as at 30 June 2021

SUPPORT STAFF	FTE	HEADCOUNT
Teacher Assistants	1,103.61	1,972
School Psychologists	71.39	93
Social Workers	82.99	110
Speech and Language Pathologists	46.22	64
Nurses	43.26	62
Education Support Specialists	24.64	25
TOTAL	1,372.11	2,326

Average age of teachers

POSITION	2019		2020		2021	
	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE
Base Grade Teachers	43.35	42.21	43.10	42.31	43.17	42.41
Advanced Skills Teachers	45.72	44.01	46.09	44.60	45.59	44.27
Principals and Assistant Principals	50.95	46.03	50.97	46.54	50.74	46.81

Age distribution for principals and assistant principals

AGE GROUP	HEADCOUNT
25 – 29	5
30 – 34	10
35 – 39	67
40 – 44	83
45 – 49	90
50 – 54	105
55 – 59	97
60 – 64	59
65+	9
TOTAL	525

Gender distribution in promoted position

POSITION	FEMALE	MALE	TOTAL
Advanced Skills Teachers	500	200	700
Principals and Assistant Principals	345	180	525
TOTAL	845	380	1,225

General Workforce Recruitment

Advertising and filling of jobs

	2018–19	2019–20	2020–21 ¹
Permanent jobs that were advertised	724	535	428
Permanent jobs that were advertised and filled	612	514	327
Permanent jobs that were advertised and filled by staff from within the Department	492 ¹	410 ¹	272
Permanent jobs that were advertised and filled by people outside of the Department but within the state public service	10	14	5
Permanent jobs that were advertised and filled by people outside of the state public service	110	90	70

1. Adjusted figures for 2018-19 & 2019-20 following a review of data.

Appointment of part-time employees

	2018–2019	2019–20	2020–21
Part-time positions advertised	276	194	105 ¹
Full-time employees who reduced their hours to part-time	686	666	670
Part-time employees (total)	5,854	5,901	6,109

1. Part-time positions advertised reduced in 2020–21 by a Review of fixed-term employment (for particular cohorts only) arrangements from *Public Sector Union Wages Agreement 2019*.

Separations

	2018–19	2019–20	2020–21
Permanent employees who resigned	157	145	182
Permanent employees who retired	317	270	313

Secondments and inter-agency transfer

	2018–19	2019–20	2020–21
Employees who were seconded	18	12	11
Employees who participated in an inter-agency transfer	75	65	83

Appointment of permanent base-grade teachers

Financial year ending	New graduates appointed through scholarship program	Appointments through merit application	Conversions to program permanent status
2021	13 (intern placement program only)	56	181
2020	12 (intern placement program only)	124	79
2019	18 (intern placement program only)	95	423 ²

1. 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

Work is ongoing for the development and implementation of a *Diversity and Inclusion Strategy and Action Plan*, reflecting the State Service Management Office's *Diversity and Inclusion Framework*.

A significant 'scan and assess' phase was completed for the project - this included the analysis of:

- internal data sets
- data from two consecutive Tasmanian State Service Employee surveys
- academic articles on diversity and inclusion
- consultation with diversity and inclusion experts and consultants across Australia
- consultation with employees across the Department, including the Diversity and Inclusion Advisory Group (members who have a lived experience of diversity).

The culmination of this process has been the development of a Diversity and Inclusion Issues Paper, which has made evidence-based recommendations to improve practice within the Department. The recommendations are aligned to the employee life-cycle model, highlighting opportunities to attract, recruit, develop and retain diverse talent, as well as opportunities to implement inclusive practices throughout all elements of employment.

The Department is aligning this work with *Strategic Staff Wellbeing*, *Our Watch: Workplace Equality and Respect Standards*.

Aboriginal and Torres Strait Islander people

Aboriginal Education Services (AES) has led a review of the Aboriginal Education Worker (AEW) role in schools and continues to provide increased information and support to prospective AEWs, and greater in-school support and learning. A direct positive outcome of this has been a significant increase in the number of Aboriginal and Torres Strait Islander people who have secured permanent employment within the AES.

AES continues to be an active participant in the Interdepartmental Committee – *Resetting the Relationship with Tasmanian Aboriginal Communities*. 2020–21 has seen an increased focus on the *National Agreement on Closing the Gap*, with the expectation that implementation of the Tasmanian Government's response will strengthen over 2021–22.

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. AES continues to take advantage of all opportunities to facilitate greater cultural and professional collaborations with museums and cultural institutions.

Recognising the transformational impacts of education, AES continues to provide culturally safe support and professional learning across the community. In particular, First Nations people continue to direct the resource production and quality assurance processes of *The Orb*. AES is also increasing professional learning opportunities and resources designed and delivered by First Nations employees.

Following the completion of a project to investigate ways to support Aboriginal students to complete compulsory schooling, an identified role has been established. The role focuses on supporting Aboriginal and Torres Strait Islander students in Years 9–12 with tailored vocational learning and career education support.

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 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, CFLCs and business units.

Libraries Tasmania continues to facilitate staff participation in the *CORE: Cultural Learning: Aboriginal and Torres Strait Islander* foundation course. With guidance from AES, this has included specific training for a new specialist Indigenous Collections role.

People from culturally and linguistically diverse backgrounds

Building on from learnings from COVID-19, the Department has worked hard to ensure all official DoE correspondence is written in plain English, and translated to the 10 most common languages used by our students and their families. This has extended to online updates, making it easier to quickly translate information made available online. This has been particularly successful during the COVID-19 pandemic, ensuring that all learners and their families have access to important information relating to safety within schools, and online learning opportunities.

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 continue to promote 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. Libraries Tasmania is on track to have all staff complete this online training.

Libraries Tasmania continues to strengthen connections and relationships with local culturally and linguistically diverse (CALD) communities. They have facilitated a number of face-to-face and online English Conversation Groups (particularly in the North and North-West). They have also introduced a state-wide collection of bilingual children's picture pictures, in a range of languages including Farsi, Spanish, Mandarin, Korean, Arabic, Japanese, Nepali, Urdu, Hindi and Bengali.

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 undertook a Trainee Support Assistant role whilst completing a Certificate III in Education Support within the early years education at schools located in regional areas state-wide. In 2021, four of the five trainees have completed the program and hold their qualification.

Libraries Tasmania continues to build strong relationships with their local communities. Over the reporting period, there was significant collaboration with the Dorset Community House in celebration of Youth Week. This relationship is continuing into the coming year. Libraries Tasmania also continues to offer job skills training across its sites – supporting young people (and other community members) through training on resume writing and digital literacy.

People over age 50

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

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 old's 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. In response to the COVID-19 pandemic, Libraries Tasmania has been able to shift this service to online platforms, ensuring that community members stay connected with important services and learning opportunities.

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 2021, the overall gender profile within DoE is 76 per cent female and 24 per cent male.

The Tasmanian Government remains committed to preventing and responding to family and sexual violence and in July 2019, released *Safe Homes, Families, Communities: Tasmania's action plan for family and sexual violence 2019–2022*.

On 7 December 2020, the Premier announced that Tasmanian Government departments would implement the *Our Watch: Workplace Equality and Respect Standards* under Action 6 of *Safe Homes, Families, Communities*, which commits to 'continue to ensure that gender equality and respect are at the center of all Tasmanian State Service workplaces'.

Along with all other agencies, the Department is dedicated to leading primary prevention actions that drive change in the attitudes and behaviours that lead to violence.

We have facilitated a number of actions which contribute to a self-assessment of our current gender equality initiatives, with the intention of identifying priorities of future actions. A number of staff with cross-divisional representation participated in two workshops with an Our Watch employee, and over 1,000 employees participated in an online survey.

We are also working on a number of systems changes across all student and parent data platforms to provide multiple gender options (in line with the *Justice and Related Legislation (Marriage and Gender*

Amendments) Act 2019). This work has now extended to include staff data systems, and it is anticipated that system updates will be completed in late 2021.

Senior Executive by gender as at 30 June 2021

OFFICE	2019		2020		2021	
	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE
SES 1	4	4	6	8	3	8
SES 2	1	6	1	6	1	6
SES 3	3	1	2	0	2	0
SES 4	2	1	3	1	3	1
TOTAL	10	12	12	15	9	15

Senior Executive salary equivalents by gender as at 30 June 2021

POSITION	2019		2020		2021	
	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE
Head of Agency	-	1	0	1	-	1
SES 1 ^{1, 2, 3}	4	4	6	8	3	8
SES 2	1	6	1	6	1	6
SES 3	3	1	2	0	2	-
SES 4	2	1	3	1	3	1
Senior Education Manager/Director Band 4 Level 2	1	1	1	1	1	1
Principal Band 3A Level 2	19	11	24	12	25	12
Principal Band 3A Level 3	21	21	28	24	36	23
Principal Band 3A Level 4	22	10	26	11	24	13
Principal Band 3A Level 5	9	8	7	10	11	11
Principal Band 3A Level 6	4	3	7	5	6	4
Principal Band 3C Level 1	-	1	-	-	-	-
Principal Band 3C Level 3	-	-	1	-	-	-
Principal Band 3C Level 4	11	3	1	-	-	-
Principal Band 3C Level 5	8	5	-	-	-	-
Principal Band 3C Level 6	4	1	1	-	1	-
Principal Band 3C Level 7	1	1	-	-	-	-
Principal Band 3C Level 8	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	-	1	-
Principal Non-Teaching Band 3A Level 4	3	1	3	1	3	1

POSITION	2019		2020		2021	
Principal Non-Teaching Band 3A Level 5	2	-	2	-	3	-
Principal Non-Teaching Band 3A Level 6	17	5	14	7	14	7
Principal/Manager Non-Teaching Band 3 Level 5	6	4	5	4	6	4
Principal/Manager Non-Teaching Band 3 Level 6	-	-	-	-	-	-
Principal/Manager Non-Teaching Band 3 Level 8	-	-	-	-	-	-
Assistant Principal Band 3*	-	-	-	-	-	-
TSSA General Band 9	3	1	4	1	2	1
TOTAL	144	89	137	92	142	93

* assigned duties of AP, however to maintain salary as Principal Band 3C Level 4

1. June 2019 SES I base salary point was \$128,744
2. June 2020 SES I base salary point was \$131,769
3. June 2021 SES I base salary point was \$134,800

Gender ratio as at 30 June 2021

YEAR	FEMALE	MALE	TOTAL
2019	8,080	2,499	10,579
2020	8,115	2,562	10,677
2021	8,248	2,619	10,867

Award classifications by gender as at 30 June 2021

TEACHING AWARD		
CLASSIFICATION GROUP	FEMALE ¹	MALE ¹
Principals	136	72
Assistant Principals	134	72
Advanced Skills Teachers	467	192
Teachers	3,263	1100
School Psychologists	4	0
Education Support Specialist	24	1

NON-SCHOOL BASED TEACHING AWARD ¹		
CLASSIFICATION GROUP	FEMALE ¹	MALE ¹
Band 4 Teaching	1	1
Band 3 Teaching	75	36
Band 2 Teaching	33	8
Band 1 Teaching	81	17
School Psychologists	78	11

1. 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.

NON-TEACHING

CLASSIFICATION GROUP	FEMALE ⁵	MALE ⁵
School Based Trainee	3	1
TSSA General Band 1 - 3 ²	866	89
TSSA General Band 4 – 6	589	160
TSSA General Band 7 – 8	104	43
TSSA General Band 9 – 10	2	1
TSSA Professional Band 1 ³	5	0
TSSA Professional Band 2 ³	27	6
TSSA Professional Band 3	3	0
TSSA Professional Band 4	3	0
Facility Attendants ⁴	445	401
Nurses	57	5
Social Workers	97	13
Speech and Language Pathologists	63	1
Teacher Assistants	1,672	300
ICT Technician	7	73

2. Includes School Improvement, Student Support and Teachers in Strategy and Performance and Support and Development and Years 11 and 12 Extension.

3. Excludes Band 2 Teacher Assistants.

4. TSSA Professional includes Archivists, Curators and Librarians.

5. Includes Libraries Cleaners.

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 has been reviewed in 2020–21 to provide a range of new resources around sexual misconduct and Employment Direction No.5 (ED5) investigations and are 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 5 (ED5) in order to convey the message that inappropriate conduct does have consequences, and to provide the safest possible environment for learners.

In 2020–21, 23 ED5 investigations were commenced, and two remain ongoing from 2019–20.

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

We recognise that the leadership of a principal is critical to creating conditions that allow learners to thrive and achieve. We continue to support our principals through the implementation of the *Principal Wellbeing Action Plan 2019–21*.

The Action Plan defines a coordinated, sustained and holistic approach that sets out 19 Actions to address

some work issues that principals have identified as the main ones impacting on their wellbeing:

- workload and staffing
- principal preparation and development
- support systems
- managing challenging behaviours.

The recent challenges that have been thrust unexpectedly onto schools and principals by COVID-19 has highlighted, more than ever, the importance of providing a more proactive approach to principal wellbeing and embedding wellbeing practices into the principalship. Key initiatives in 2020–21 include:

- Proactive Wellbeing Supervision (PWS) support that provides principals with up to five one-on-one sessions to reflect on work issues impacting their wellbeing and develop a wellbeing plan with a suitably experienced and qualified psychologist. A Pilot of this provision was completed in 2020, with 155 principals and acting principals utilising the wellbeing assessment survey and 37 accessing the PWS sessions. The feedback received from principals around PWS was overwhelmingly positive. A robust procurement process formalised the provision of this support for three years, from 2021 to 2024. As at June 2021, 101 principals and acting principals have utilised the Wellbeing Assessment Survey and 23 were accessing the PWS sessions.

- A pilot of the Mentoring Program was concluded in 2020. It provided 24 principals and acting principals with the opportunity to have confidential discussions with a retired principal on chosen topics. This program continues to be available in 2021 through the PLI. As at June 2021, 17 principals and acting principals engaged in the program.
- Alternative Dispute Resolution (ADR) support that principals can access when resolving complex issues and complaints with students and families. A Pilot of the ADR provision was also concluded in 2020, with 22 cases receiving ADR interventions. The feedback from the Pilot informed a procurement process that will formalise the provision of ADR support for three years, from 2021 to 2024.
- A suite of professional learning opportunities to support principals and other school leaders in leading for wellbeing continues to be available through PLI.
- A new Enquiries and Complaints Management Policy, Procedure and Guidelines are being developed through extensive stakeholder consultation. It aims to provide principals and schools with a robust system in managing complaints and provide key stakeholders with clarity around the scope and the process, as well as their roles and responsibilities. A suite of supports and resources targeted to school staff and other DoE staff, including online professional learning opportunities, are being developed.
- A new model for managing underperformance, that works within the existing processes, has been developed. Four new senior performance consultant positions have been established to support principals and school leaders with the process of managing underperformance. A pilot of the new model and the support provision commenced in 2020. Following consultation with principals, the scope of the pilot was later broadened to also cover misconduct matters. Evaluation of the pilot has been completed and the processes have been formalised as part of normal operating activities.
- The *Respectful Schools Campaign*, a three-year community education campaign to encourage respectful behaviours in schools. The campaign is being developed through rigorous consultation with principals and other key stakeholders.
- A High-Impact Leadership Teams (HILT) Tool was developed in 2021 to support school leadership teams to work in a high-impact way. The HILT Tool is being tested by 45 school leadership teams.

As 2021 is the last year of the Action Plan's implementation, a strategic review of the Action Plan is underway. The review aims to evaluate the perceived impacts of the actions on principals' wellbeing, identify gaps and potential areas for improvement.

Grievance resolution procedures

The Department's *Grievance Resolution Procedure* allows for informal resolution or for formal grievances to be resolved between principals/managers, or next level senior where the grievance is with their immediate principal/manager/supervisor, and employees.

In 2020–21 there were no formal grievances escalated to Workplace Relations.

Workers compensation claims – injury management

BODY LOCATION/INJURY TYPE			
	2018–19	2019–20	2020–21
Back	76	52	53
Head – ears/face/eyes	51	41	39
Lower limbs	105	131	117
Multiple	32	27	11
Neck	16	18	7
Shoulder	38	32	27
Mental illness/mind	64	59	61
Systemic	-	4	6
Trunk	18	6	14
Upper limbs	94	83	96
TOTAL	494	453	431

INJURY MANAGEMENT/RETURN TO WORK PLANS			
	2018–19	2019–20	2020–21
	32	21	25
	8	-	1
	39	50	42
	7	9	4
	6	3	2
	27	18	14
	47	59	36
	-	-	-
	1	-	2
	26	26	13
	193	186	139

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

Claims made by nature of the injury

NATURE OF INJURY	NUMBER OF CLAIMS 2018–19	NUMBER OF CLAIMS 2019–20	NUMBER OF CLAIMS 2020–21
bruising/contusion	70	55	80
Burns	2	4	4
Electric shocks	2	-	5
Fractures/dislocations	30	35	19
Lacerations	33	31	19
Multiple injuries	6	-	-
Sprains/strains	245	241	206
Stress	66	59	62
Superficial	-	2	3
Systemic	-	-	-
Non-specific/Other	21	20	17
Concussion	19	6	6
Hearing loss	-	-	3
Student bites ¹	-	-	7
TOTAL	494	453	431

1. This is a new reporting category for 2020-21

Workforce Development and Professional Learning

Developing Our Workforce Strategy

In 2020–21 we continued to support and develop the skills of our workforce through the *Developing Our Workforce Strategy*. In 2020–21, we introduced the *Teacher Assistant Development Program* which is underpinned by a \$4.7 million commitment to increase the number of Teacher Assistants (TA) and Education Support Specialists (ESS) in our schools. Focused on additional resources, but also on building the capability of our TAs and ESS staff, the initiative aims to develop skills and qualifications to support play-based, inquiry-led learning underpinned by the *Early Years Learning Framework* and the *Australian Curriculum*. Through a number of different initiatives, we are working 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.

Since the introduction of the Strategy in 2016, 593 staff have been supported to build their qualifications and skills to lead quality learning in our classrooms. This includes:

- 177 additionally qualified teachers in maths, science, technologies, early childhood and inclusive education through the *Teacher Development Initiatives*. A further 21 teachers are currently on track to complete the inclusive education qualification by August 2021.
- 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.

- 47 participants who have successfully developed their skills in contemporary business management practices and completed an Associate Degree in Applied Business under the *Business Management Development Initiative*. A further four are on track to complete by June 2022.
- 56 Teacher Assistants who have successfully completed a Diploma of Education Support under the *Paraprofessional Development Initiative*.
- 71 school and system leaders undertaking postgraduate study during 2020–21 through the *School and System Leadership Development initiative*. The Graduate Certificate in Education – Leadership, focuses on developing their skills and expertise for leading in education settings and for organisational improvement. Nineteen leaders graduated in 2020, 27 leaders are graduating in August 2021, with a further six on track to graduate in December 2021. There are 19 leaders continuing postgraduate study into 2022.
- The *Teacher Assistant Development Program* commenced in February 2021. This initiative is underpinned by the *More Support in Prep Initiative* – a Tasmanian Government three-year commitment to enable children in Prep to receive the individual attention they need to play, explore and learn. The *Teacher Assistant Development Program* offers teacher assistants a career pathway to the Education Support Specialist role with opportunities to build qualifications and skills required to support teachers and engage young learners. As at 30 June 2021, the following outcomes were achieved:
 - » 49 teacher assistants commenced a Certificate III in Education Support through the *TasTAFE Education Support Recognised Prior Learning (RPL) Program*, this includes:
 - ◇ 30 teacher assistants in the *Teacher Assistant Development Program 2021: More Support in Prep cohort*.
 - ◇ 19 teacher assistants in the *Teacher Assistant Development Program 2021: Literacy and Language Development cohort*.
 - ◇ 30 teacher assistants enrolled in the *Diploma of Education Support Program* at the University of Tasmania. These Teacher Assistants will complete the qualification by December 2022.

Between 2017 and 2021, 81 *Teach for Australia* (TFA) Associates have been allocated to secondary schools statewide, including 21 additional associates in 2021. 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.

Professional Learning Programs

Professional learning is essential to supporting a continually improving workforce.

The Department's PLI brokers and delivers professional learning that is evidence informed and 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. We received 8868 confirmed enrolments in professional learning programs in 2020–21.

Inclusion and Diversity

Educational Adjustments: Disability Funding, Meeting Learner Needs

In 2020, we implemented a new Educational Adjustments model to better provide for the individual needs of students with disability. This is a new nation leading approach, which was a key recommendation made by the Disability Ministerial Taskforce.

The model allocates funding and staffing resources to the levels and types of educational adjustments that are required to implement appropriate teaching and learning programs for students with disability across our schools.

An additional \$34 million has been allocated by the Tasmanian Government to implement this model over four years from 2019 to 2023. The Department has invested a total of \$127.3 million to provide targeted funding for students across schools, including students with disability. This has increased by \$12.1m from 2020.

The model sees more students included to receive disability funding from previous years and has delivered an additional 51FTE support teachers in our schools since the model was introduced (28FTE in 2020 and an additional 23FTE in 2021). Support Teachers are employed in every school to guide and coordinate the inclusive practices in supporting students with disability.

The model is aligned with the *Nationally Consistent Collection of Data* (NCCD) levels of adjustment (*Supplementary, Substantial, and Extensive*). This has been done to combine two processes which schools are required to complete in their support for students with disability into one annual process. This process is supported in each school by a Disability Educational Adjustment Moderator.

Information, support, and professional learning has been provided to schools in implementing the model. Support has been tailored to individual school contexts to ensure consistent implementation state-wide, as well as professional learning to support teachers and other professional groups within the Department.

We are proud of this work in strengthening inclusive practice across schools, which sees us leading the way in aligning resources to educational adjustments to ensure students with disability have access to high quality teaching and learning.

Disability Action Plan 2018–2021

Our *Disability Action Plan 2018–21* aligns to the Tasmanian Government's *Accessible Island: Tasmania's Disability Framework for Action 2018–2021*.

Our plan has helped to guide our work and make improvements to the way we support our learners and staff with disability.

In the last 12 months, we have made improvements in the following areas:

- improved accessibility and readability of our information and website content
- improved website compliance with the WCAG 2.0 standards
- developed a suite of online resources to help staff to develop accessible information
- implemented minor and major building works to ensure our sites are accessible
- delivered specialist programs and services to support learners with disability

- delivered professional learning to build capacity of staff in inclusive education
- implemented key initiatives to support an inclusive and diverse workforce
- improved access and inclusion for clients with disability across Libraries Tasmania.

This will be our final year of reporting on our current Disability Action Plan. Later this year the Australian Government will release a new National Disability Strategy 2021–2031. A new Tasmanian Disability Framework for Action will drive our new Action Plan from 2022.

Quality Differentiated Teaching Practice

Differentiated teaching practice plays a key role in all learning environments to ensure learners can access, participate and engage in education.

To differentiate, teachers need to know their students and how they learn. They have knowledge of content and how to teach it. They track student progress and tailor learning to meet the interests, readiness and needs of the student.

Teachers differentiate the content by using their knowledge of the appropriate curriculum. They use strategies to deliver the curriculum content to meet the needs of students. They check on their students and how they show their understanding of the content. Teachers differentiate the learning environment - where the learning takes place.

We provide professional learning to build the knowledge and capacity of staff. Support teachers attend sessions on a regular basis with flexible learning

options available. We tailor professional learning to meet the needs of staff.

Over the past 12 months professional learning for support teachers has focused on:

- personalised learning through learning plans and goal setting
- quality educational adjustments
- evidence collection for students included in the *Nationally Consistent Collection of Data* (NCCD)
- the *Australian Curriculum* for diverse learners
- sensory processing and disability specific supports.

Each term professional learning is also available through the OnLine Training (OLT) modules. These courses build staff knowledge and understanding in relation to disability specific topics. We now have 12 tutored e-learning courses available, focusing on topics including:

- personalised learning
- supporting behaviour
- supporting wellbeing
- mental health whole school practice
- trauma theory.

In the past 12 months, 425 staff have enrolled in the tutored courses.

We also provide an online course called *Supporting Students with Disability*. The course includes information, resources and best practice guidance for staff.

Professional learning is available to individual schools on request. These sessions aim to build capacity of staff to support students with disability. We work with school staff to use the inquiry cycle to analyse school data and identify areas of greatest need. We then support staff to make changes and foster inclusive schooling for all students.

English as an Additional Language Support

The Department welcomes and supports all students, including students from culturally and linguistically diverse (CALD) backgrounds.

Over the past year, the English as an Additional Service (EAL) supported 920 EAL students to learn English. The students ranged from Kindergarten to Year 13.

In 2020 the EAL Service implemented a new 'needs based' support model. A set of agreed principles underpin the model. The model allocates resources to each school with current EAL students. The student's English language skills determine the resource allocation for each school. The EAL students access support until they reach a *consolidating level of English*. The English levels align to the EAL/D phases in the Australian Curriculum.

The EAL Service allocates resources to schools to support EAL students in a variety of ways. Schools may receive EAL teacher allocation and funding. Schools have the flexibility to determine how best to use the funding. It can be used to pay for extra teacher time, EAL teacher assistant hours and to buy EAL resources. Advanced skills teachers provide advice and support to EAL teachers and classroom teachers.

The EAL Service employs two EAL social workers (SW), one in the North and one in the South. The EAL social workers assist schools to support EAL student wellbeing. The social workers connect schools to community-based programs for students from CALD backgrounds.

All staff have access to a current EAL online course and two SBS cultural competency modules. The EAL Service has purchased several new resources for the EAL library. The EAL Service is now developing an EAL teaching community hub that is due for release in 2021.

The EAL Service uses a range of strategies to provide information for EAL families. The EAL webpage is translatable into a range of languages and official correspondence is being translated into languages used in Tasmanian Government Schools. The EAL Service provides schools with access to interpreting services. Interpreters translate information for parents about learning plans, school reports and meetings. Interpreters provide face to face and telephone interpreting services.

Gifted education

We are committed to supporting gifted and highly able students together with their schools and families.

Gifted students have the capacity for development in the top 10% of at least one ability domain (cognitive, physical, creative or social).

There are currently 197 gifted students who have a learning plan.

In 2020 and 2021, support and resources for gifted and highly able students have continued to expand.

We offered free *Gifted Insight* professional learning to all our teachers. A total of 32 teachers have accessed the full day course which is designed for school leaders and teachers to:

- identify gifted students
- differentiate learning through interpretation of student data
- design engaging learning pathways for gifted students through the Department's resources.

Support for Extended Learning is a self-paced online course. There are 785 teachers who have accessed this course. This is an increase of 55 teachers in 2020–21.

The Manager of Gifted and Highly Able has directly supported 91 primary, 19 secondary and 2 senior-secondary schools. Supports included:

- whole school professional learning
- individual teacher meetings
- early entry support

- communication with parents
- help with Gifted Online courses.

As of June 2021, Gifted Online courses had 1,076 students across 83 primary and secondary schools. During 2020–21, these courses expanded to support gifted and highly able students in secondary schools. We created nine new courses for secondary students. There were 26 courses delivered by 13 teachers with a Full Time Equivalent (FTE) of 6.1. During 2020–21 French, Chinese, Japanese, Art and Technologies were available for students.

Between July 2020 and June 2021, seven students gained early entry to school through the *Early Entry to School Cross Sectoral Placement Committee*.

At the beginning of 2021 the Department signed an agreement with Catholic Education Tasmania to allow 85 students and 16 teachers to access four Gifted Online courses.

To celebrate Gifted Awareness in May 2021, 140 students met in Hobart, Launceston and Devonport. Students experienced meeting each other and their teacher face to face. Students listened to guest speakers, mentors and learnt about looking after their wellbeing.

Public Access to the Department

Community awareness of the Department and its services

We actively engage 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 we share important information to the Tasmanian community.

Our social media presence continues to grow with Facebook subscribers to our page now around 26,000. Over 95 per cent of Tasmanian Government Schools now have their own Facebook page or public group. Other social media channels that we are focusing our growth on are Instagram and LinkedIn.

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

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

Open Data Policy

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.

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.

Our Key Data Report is available at 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 the Department's *Public Interest Disclosures Procedures* was conducted to comply with the Ombudsman's model procedures. These Procedures establish a system for reporting disclosures of improper conduct or detrimental action by the Department or officers or employees within the Department and are publicly available for departmental employees, contractors and member of the public to view on the Department's website. A whistle blowing policy is also being drafted in line with the Ombudsman's recommendations.

From 1 July 2020 through to 30 June 2021, the Department did not receive any public interest disclosures.

Personal information

In the 2020–2021 year, the Department processed 260 requests for personal information, compared to 352 in the 2019–2020 year.

Right to Information (RTI)

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.

The aim of the Act is to improve the operation of democracy in Tasmania by:

- increasing the accountability of the Government to the people of Tasmania
- increasing the ability of the people to participate in government decision-making
- acknowledging that the information held by Tasmanian public authorities belongs to the people of the State and has been collected for them and on their behalf.

During the 2020–21 year, the Department received 154 requests under the Act, which is an increase from the 52 requests in 2019–20 of approximately 196 per cent.

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

RIGHT TO INFORMATION REQUESTS	NUMBER
Number of applications received for assessed disclosure	154
Number of applications withdrawn	3
Number of applications transferred in full to another agency	0
Number of applications refused before acceptance	2
Number of applications accepted for assessed disclosure	150 ¹
Number of applications determined by 30 June	91²
Released in full	29
Released in part with the balance refused or claimed as exempt	56
All information applied for was exempt	2
Information applied for not held by the agency	4
Determined within 20 working days	41
Determined more than 20 working days	50
Determined more than 20 working days which involved an extension of time negotiated under s15(4)(a) by agreement with the applicant	43
Determined more than 20 working days which involved an extension gained through an application to the Ombudsman under s15(4)(b)	0
Determined more than 20 working days which involved consultation with a third party under s15(5)	3
Internal reviews requested	3
Internal reviews finalised by 30 June	3
Internal reviews decision upheld in full	0
Internal reviews decision upheld in part	3
Internal reviews resolved by other means	0

1. Includes one RTI application accepted but then subsequently withdrawn.

2. Includes four RTI applications received during 2019–20 and determined in 2020–21.

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*
 - » Subordinate legislation: *Education Regulations 2017*
- *Education and Care Services National Law (Application) Act 2011*
 - » Subordinate legislation: *Education and Care Services National Regulations*
- *Libraries Act 1984*
 - » Subordinate legislation: *Libraries Regulations 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

Teachers Registration Board (TRB)

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

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

The TRB are responsible for:

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

Office of Tasmanian Assessment, Standards and Certification (TASC)

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

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

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

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

Office of the Education Registrar (OER)

The Registrar Education and the Non-Government Schools Registration Board (NGSRB) were established under the *Education Act 2016*. The Office of the Education Registrar (OER) is accountable for administering and implementing parts of the Act and is primarily responsible for:

- managing the compulsory conciliation conference for non-attendance at school
- administering the non-government 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 OER is supported by the Tasmanian Home Education Advisory Council (THEAC) which is responsible for providing:

- advice the Registrar in relation to applications for approval of a home education program
- advice to the Minister and the Registrar Education 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

Allport Library and Museum of Fine Arts Management Committee

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

State Library and Archives Trust

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

Established under section 11 of the *Libraries Act 1984* the Board considers and reports on matters referred to it by the Secretary of the Department and to advise the Minister for Education on any issues relating to library services. It must also report to the Secretary of the Department at the end of each financial year.

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.

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, manage capital funding for building improvements equitably and according to priorities, ensuring appropriate standards of accommodation to support best practice to deliver quality and functional school infrastructure
- optimising maintenance effort through the use of condition data and ranking key infrastructure components. Managing resources in accordance with statutory obligations, occupational health and safety, optimum service delivery and asset retention
- 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 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
- development and management of the *Strategic Asset Management Plan*.

Climate Change

The Department's long-term vision is for all schools to be environmentally sustainable, with students having the opportunity to participate and learn as part of a whole school approach to sustainability.

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. The Department intends to:

- use less energy
- reduce transport/travel related emissions while maintaining continuity of business operations
- reduce our levels of waste.

Sustainability is a cross-curriculum priority in the *Australian Curriculum* and a focus in all schools. Schools have either built on the sustainability initiatives that they already have in place or have started to work on sustainability. The Department supports schools through initiatives such as the establishment of the Sustainability Learning Centre at Mt Nelson and the appointment of a sustainability curriculum officer.

The Tasmanian Government has commissioned an independent review of the *Climate Change (State Action) Act 2008* and this includes identification of opportunities and risks in developing a low carbon economy and how to build climate resilient communities. We will be guided by the outcomes of the independent review and the broader government policy in its sustainability priorities and responses to climate change.

As part of the 2021 election commitments, a \$5 million *Renewable Energy Schools Program* has been established and the first tranche of schools announced to receive solar arrays. Works are scheduled to commence in the first half of the 2022 calendar year.

The intent of the *Renewable Energy Schools Program* is that the savings generated from the installation of solar panels at our school sites will be captured and reinvested to fund further solar installations and sustainability improvements.

In addition, some of the key sustainability elements already in place or undertaken by the Department are:

- participation in the *Smarter Fleets Program* coordinated by the Tasmanian Climate Change Office (TCCO). Numerous strategies and initiatives were identified which have been incorporated into a *Fleet Improvement Plan* to reduce the impact of the Department's vehicles on the climate, including the selection whenever possible of hybrid or fully electric vehicles. As at 30 June 2021, the Department has one fully electric vehicle (EV) and 40 hybrid vehicles in its fleet, and has commenced installing EV charging stations at Department sites
- use of the innovative Sustainability Learning Centre on the site of the Hobart College at Mount Nelson to promote and provide broad understanding of sustainability practices across the education sector
- as part of our *Capital Investment Program*, opportunities to re-use existing materials in building projects are progressed 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. These audit reports contain both short term/low cost and longer term/higher cost recommendations to reduce energy consumption, which we will continue to implement. Additionally, a number of these audits were structured to allow students at the schools to participate and use the techniques and reports in their courses.

To promote the importance of effective waste management, the Department entered into a state-wide waste management contract in 2011. A key feature of the contract is the reporting of levels of volumes and greenhouse gas emissions, which enables identification of opportunities for reducing waste to landfill and improvements in recycling. The Department is in the process of renewing this contract to further promote recycling and to reduce waste being sent to landfill. This includes understanding how schools will most efficiently use and access the proposed *Container Recycling Scheme*; all designed to reduce impacts on the environment. This contract is due for renewal by 30 June 2022.

Waste emission levels

	2019–20	2020–21
Total Waste (tonnes) ¹	4,039	3,981
Current total Green House Gas (GHG) emissions ¹	2,543	2,641
Percentage of total waste diverted from landfill	8.94%	8.71%

1. Whilst total waste volumes have decreased, an increase in the factor used to calculate GHG emissions has increased by 8% from 2019–20 to 2020–21, resulting in a slight increase for these emissions.

Measuring and Reporting

In 2019–2020 the Tasmanian Government purchased and implemented a new whole-of-government energy and emissions reporting system provided by software as a service provider Envizi.

Prior year comparative figures for 2019–2020 below are taken from that system and are not directly comparable with figures for earlier years derived from departmental records or previous software providers.

The Department will be using data derived from the Envizi system for annual reporting purposes to ensure accuracy and alignment with the whole-of-government approach.

In July 2020, the Department transferred ownership and Facility management of 13 sites to TasTAFE. The volumes and emissions of electricity, natural gas and waste relating to these sites, which appeared in prior year reports, have been removed from the

2019–20 comparative figures to provide a like-for-like comparison.

Greenhouse gas emissions during the financial year 2020–21 were approximately 13,770 tonnes.

The following is a breakdown of 2020–21 figures, along with 2019–20 figures for comparison.

Use	2019–20		2020–21	
	Volume	Emissions (t CO _{2e}) ¹	Volume	Emissions (t CO _{2e}) ¹
Electricity (kWh) ²	56,996,374	8,549	56,402,240	9,588
Natural gas (MJ)	2,536,283	131	2,658,251	137
Transport fuel (litres) ³	412,649	1,011	404,699	991
Air travel (passenger kms) ⁴	1,031,535	263	53,056	13
Waste (tonnes) ⁵	4,039	2,543	3,981	2,641
Emissions total		12,497		13,770

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

2. Greenhouse gas emissions are calculated using factors and methods from the *National Greenhouse and Energy Reporting (Measurement) Determination 2008* and published in the National Greenhouse Accounts Factors for 2019 and 2020. These emissions factors are calculated each year and the factor for grid delivered electricity in Tasmania has increased.

3. Where data is available, fuel use is recorded as diesel, ethanol blend and unleaded petrol. Each fuel type has its own emissions factor calculation. Fuel figures are derived from fleet vehicles, vehicle hire and bulk fuel purchases on whole of government contracts managed by Department of Treasury and Finance.

4. Air travel declined significantly as a result of COVID-19.

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

Pricing Policies

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

Loss and Damage

The Tasmanian Risk Management Fund (TRMF) covers the Department's insurable risks including workers compensation, general liability and property damage and loss. The Department's contributions to the fund in 2020–21 totaled \$15.0 million (excluding GST). The contributions included \$10.9 million for workers compensation and \$3.6 million for property loss and damage.

In addition, the Department 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 the Department's asset management policy, responsibility for the day-to-day management of facilities rests with individual site managers.

The Department also operates the *Property Protection Scheme* which is a self-funded pool that covers the cost of damage and losses incurred by schools, libraries and child and family learning 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 2020–21

Item	Number of claims	Total value of claims \$
General property	6	\$6,021,909
General liability	15	\$361,138
Motor vehicle	56	\$150,308
Personal accident (for students engaged in workplace learning activities and volunteers)	0	\$0
Total	77	\$6,533,355

Property protection scheme - summary of claims for 2020–21

Number of claims lodged	863
Total value of claims	\$2,795,966
Highest valued claim	\$56,000
Number of sites lodging claims	144
Average cost per claim	\$3,239

New Arrangements

Moved Education Facility Attendants working within TasTAFE campuses from the Department's Facility Operations (Corporate and Business Services Division), into TasTAFE – July 2020

- Renamed Literacy Strategy (Support and Development Division) to Teaching and Learning – Literacy - July 2020
- Moved Early Years Partnerships and Projects from Strategy and Performance to Learning Services Division – September 2020
- Renamed both Hearing Services and Vision Services to Accessibility Services and Created Gifted and Highly Able, all under the Support and Development Division – November 2020
- Renamed Rosebery District High School to Rosebery District School – November 2020
- Closed Avoca Primary School – March 2021
- Closed Agency Projects – March 2021
- Moved West Coast Library Positions into Burnie Library – March 2021
- Created Strategic Systems Development under Strategy and Performance Division – April 2021

Risk Management

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.

Major Capital Projects

Summary of major capital projects completed during 2020–21

Capital Program	Total cost \$'000
Capital Investment Program	22,340
Department-funded Major Projects	2,724
Total	25,064

List of individual major capital projects completed during 2020–21

Site	Project	Total cost \$'000
Glenora District School	Upgrade of fire mains	405
Hobart College	Refurbishment of College Theatre to provide an acceptable standard and safe environment	2,500
Hobart College	Major structural upgrades to A Block	293
Hobart College	Toilet alterations, lift and ramp installation for disability access	526
Molesworth Primary School	Replacement of demountable building with contemporary learning and breakout spaces, relocate kinder playground and upgrade to infrastructure	1,890
North West Support School - Burnie	Entrance configuration to improve accessibility	400
Riverside High School	Major refurbishment of existing learning areas and hospitality facilities	12,950
Rosny College	Heating, ventilation and air conditioning upgrade	500
Taroona High School	Major redevelopment to provide new contemporary learning areas, support spaces and music and drama facilities	5,600
Total		25,064

List of ongoing major capital projects

Site	Project	Estimated total cost \$'000	Total remaining	Estimated completion year
Brighton High School	Construction of a new Years 7–12 high school for 600 students	50,000	47,099	2025
Cosgrove High School	Revitalisation of the school to provide a contemporary school providing education to Year 12	20,000	19,551	2024
Devonport High School	Major redevelopment including the provision of contemporary learning environments, support spaces and administration, and car parking improvements	10,500	4,596	2022
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 demand	4,500	621	2021
Education Act 2016 Implementation Capital	Funding to ensure kindergarten facilities comply with the <i>National Quality Framework for Early Years and Care</i> and meeting the capital requirements associated with the Later Finishing Age	18,000	2,062	2022
Lansdowne Crescent Primary School	Construction of additional learning areas and amenities. Refurbishment of existing learning areas, staff and administration areas and amenities	4,730	123	2021
Legana Primary School	Construction of a new primary school for 350 students	24,000	23,714	2024
Montagu Bay Primary School	Construction of new general learning environments, support space, amenities and car parking to cater for enrolment demand	1,750	33	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	12,271	2022
School Farm Redevelopment (Brighton)	Redevelopment of the Jordan River Learning Federation School Farm	4,300	3,787	2022
School Farm Redevelopment (Sheffield)	Redevelopment of the Sheffield School Farm	3,000	215	2021

Site	Project	Estimated total cost \$'000	Total remaining	Estimated completion year
School Infrastructure Upgrades*	This project provides for upgrades at Hellyer College, Ulverstone Primary School, Launceston College and the Molesworth Environment Centre	6,770	1,935	2021
Six CFLCS	This project provides for the construction of six new early learning hubs in the Sorell, Kingborough, Glenorchy, East Tamar, West Ulverstone and Waratah-Wynyard communities	28,000	26,382	2024
Sorell School	Major redevelopment including provision of contemporary learning areas	25,750	24,036	2024
Southern Support School	Construction of additional learning and support areas	4,300	349	2022
Spreyton Primary School	Construction of new kindergarten facilities and relocation of playground	1,655	36	2021
Springfield Gardens Primary School	Extension of the existing multi-purpose hall	1,450	1,428	2022
Tasmanian Archives Office (TAO)	Redevelopment of vacant area at the Lindisfarne North Primary School site and relocation of TAO from its current location at Berriedale.	6,900	1,163	2022
Years 7–12 Implementation Plan	Capital works and new classroom construction to support the Years 7–12 Implementation Plan.	16,500	4,171	2022
Total		252,105	173,572	

Contracts and Tenders

Contracts and tenders | July 2020 – 30 June 2021

Total number of contracts awarded ¹	117
Total number of contracts awarded to Tasmanian businesses	102
Total value of contracts awarded	\$72,146,201
Total value of contracts awarded to Tasmanian businesses	\$68,929,881
Total number of tenders called and/or quotation processes run ²	115
Total number of bids and/or written quotations received	326
Total number of bids and/or written quotations received from Tasmanian businesses	293

1,2. Some processes result in the award of multiple contracts.

Contracts for goods and services >\$50,000

INFORMATION AND COMMUNICATIONS TECHNOLOGY

Contractor	Location	Description	Period of Contract	Value of contract \$
SirsiDynix Pty Ltd	Hobart, TAS	Mobile Lending Application	06/21–06/26	91,730
			Total	91,730

OTHER

Contractor	Location	Description	Period of Contract	Value of contract (\$)
Newport & Wildman	Hobart, TAS	Employee Assistance Program	08/20–07/25	1,167,390
HOSH D Pty Ltd T/A Synthetic Grass Solutions Tasmania	Penna, TAS	Margate Primary School - sports court resurfacing	09/20–10/20	68,800
Todd Rogers Signs Pty Ltd	Burnie, TAS	Burnie High School - supply of uniforms	10/20–09/25	120,000
Medimobile Pty Ltd	Spring Hill, QLD	Influenza Vaccination Program	3/21–08/26	510,000
Georges Apparel Pty Ltd trading as Midford	Launceston, TAS	Queechy High School - supply of uniforms	01/20–12/24	180,000
Lowes Manhattan Pty Ltd	Rosny, TAS	Rose Bay High School - supply of uniforms	11/20–10/25	255,000
Island Recreation Pty Ltd	Cambridge, TAS	Ogilvie High School - sports courts redevelopment	7/20–8/20	95,000
Saba Software (Australia) Pty Ltd	Sydney, NSW	Workforce capability system solution	12/20–12/25	495,719
Jacksons Security	Kings Meadows, TAS	Ogilvie High School - access control	1/21–2/21	81,311
Lazaro Pty Ltd	Hobart, TAS	Break O'Day TTC - cleaning services	2/21–1/25	119,883
Lazaro Pty Ltd	Hobart, TAS	Break O'Day CFC - cleaning services	2/21–1/25	100,643
Castledex Pty Ltd	Osborne Park, WA	Tasmanian Archives Office - supply and installation of shelving	02/21 – 06/21	1,270,000
Coverall Security Pty Ltd	Moonah, TAS	Provision of security monitoring and reporting services	01/21–01/26	255,351
Custard Pty Ltd Trading as Red Jelly	Hobart, TAS	Development and delivery of the Respectful Schools and CFLCs campaign	02/21–02/24	55,000
ABC Health Care Services Pty Ltd	Moonah, TAS	New Norfolk Library - cleaning services	04/21–04/26	58,068
The School Locker	Homebush West, NSW	Dodges Ferry Primary School - supply of uniforms	3/20–2/25	146,000
Before Creative Pty Ltd	Hobart, TAS	Development and delivery of the <i>Talk Read Play</i> oral language campaign	02/21–12/21	54,000

Contractor	Location	Description	Period of Contract	Value of contract (\$)
Georges Apparel Pty Ltd trading as Midford	Milperra, NSW	Summerdale Primary School - supply of uniforms	3/21–2/26	150,000
Georges Apparel Pty Ltd trading as Midford	Milperra, NSW	Norwood Primary School - supply of uniforms	3/21–2/26	150,000
The Human Link	Carlisle, WA	Mentoring for principals	4/21–12/23	87,800
SGT Sports Surfaces Pty Ltd	Kingston, TAS	Campania District School - sports court resurfacing	5/21–2/22	85,090
FBG Group Pty Ltd	Melbourne, VIC	Proactive wellbeing supervision	05/21–05/24	621,000
Raeco	Knoxfield, VIC	Ulverstone Library - shelving	05/21–08/21	67,387
Panel arrangement - 3 providers ¹	All Tasmanian	Provision of IT trainees	07/20–06/25	1,500,000
Pearson Australia Group Pty Ltd	Melbourne, VIC	NAPLAN 2021	3/21–12/21	609,774
Etak Enak Proprietary Limited trading as Uniform City	Hobart, TAS	Sorell School - supply of Uniforms	07/20–7/25	155,400
UCI Tasmania Pty Ltd	Ulverstone, TAS	Letitia House - ground floor refurbishment - supply and Installation of office furniture	06/21–07/21	78,815
			Total	8,537,431

Building and construction

Contractor	Location	Description	Period of Contract	Value of contract \$
Maveric Builders Pty Ltd as trustee for Maveric Builders Unit Trust	Kingston, TAS	Molesworth Primary School - major redevelopment	07/20–01/21	1,614,560
Castle Construction (TAS) Pty Ltd	Triabunna, TAS	Triabunna District School - kindergarten refurbishment	07/20–10/20	249,213
Fairbrother Pty Ltd	Sandy Bay, TAS	Major redevelopment - Lansdowne Crescent Primary School	06/20–05/21	3,552,831
VOS Construction & Joinery Pty Ltd	Kingston, TAS	Glen Huon Primary School - construction of new Kindergarten and associated works	07/20–01/21	708,576

Contractor	Location	Description	Period of Contract	Value of contract \$
AJR Construct Pty Ltd	Don, TAS	Sheffield School Farm - redevelopment	7/20–1/21	1,169,615
Fairbrother Pty Ltd	Launceston, TAS	Tasmanian eSchool (North) redevelopment - Years 11 and 12	08/20–12/20	886,653
T&V Mead Pty Ltd trading as Mead Con	Quoiba, TAS	Spreyton Primary School - kindergarten redevelopment	08/20–01/21	1,115,617
T&V Mead Pty Ltd trading as Mead Con	Spreyton, TAS	Devonport High School - major redevelopment	07/20–10/21	8,022,071
AJR Construct Pty Ltd	Don, TAS	Montello Primary School - alteration to general learning areas	09/20–10/20	60,431
J.L & R.A Williams	Somerset, TAS	King Island residential works - 78 Main Street, Currie	08/20–09/20	84,920
VOS Construction & Joinery Pty Ltd	Kingston, TAS	Southern Support School - redevelopment	09/20–01/22	5,727,642
Premium Constructions as the Trustee for Premium Constructions Unit Trust	Launceston, TAS	Cressy District School - library upgrade	08/20–12/20	349,380
DCS Civil TAS Pty Ltd	Kingston, TAS	South Hobart Primary School - flood mitigation	08/20–10/20	504,156
Palmers Plumbing & Hardware Pty Ltd	East Devonport, TAS	Don College - trade waste upgrade	09/20–02/21	117,350
Southern Plumbing Pty Ltd	Mornington, TAS	Elizabeth College - trade waste upgrade	09/20–02/21	209,710
Southern Plumbing Pty Ltd	Mornington, TAS	Lindisfarne North Primary School - hydraulic infrastructure upgrade	09/20–10/20	214,304
Agri Tech (TAS) Pty Ltd	Devonport, TAS	Sheffield School Farm - dairy design and construct	10/20–02/21	1,149,778
Kiely Plumbing Pty Ltd as Trustee for the Kiely Plumbing Trust	South Burnie, TAS	Smithton High School - trade waste upgrade	09/20–02/21	105,410
Professional Plumbing Pty Ltd	Derwent Park, TAS	Blackmans Bay Primary School – storm mitigation works	10/20–11/20	94,757
Tas City Building South Pty Ltd	Hobart, TAS	Montrose Bay High School - Years 11 and 12	11/20–01/21	380,849
VOS Construction & Joinery Pty Ltd	Devonport, TAS	Penguin District School - major redevelopment	09/20–01/22	13,910,224

Contractor	Location	Description	Period of Contract	Value of contract \$
Logic Build Tas Pty Ltd	Cambridge, TAS	Cosgrove High School - early landscaping works	01/21–02/21	169,723
Southern Plumbing Pty Ltd	Mornington, TAS	Flinders Island District School - potable water connection	01/21–02/21	73,428
VOS Construction & Joinery Pty Ltd	Devonport, TAS	Hillcrest Primary School - administration refurbishment and outdoor play area	08/20–01/21	298,096
Kelly Civil Contracting Pty Ltd	Rosny Park, TAS	Lauderdale Primary School - drainage redesign	01/21–01/21	66,810
Continental Builders Pty Ltd	Launceston, TAS	Trevallyn Primary School - new retaining wall	12/20–02/21	74,514
VOS Construction & Joinery Pty Ltd	Devonport, TAS	Ulverstone Secondary College - GP hall floor replacement	12/20/01/21	69,306
Tascon Constructions Pty Ltd	Moonah, TAS	Dover District School - redevelopment	10/20–02/21	981,409
RJ Spaulding Pty Ltd T/A Hobart Fire Protection	Dodges Ferry, TAS	Lindisfarne North Primary School - fire suppression system	12/20–05/21	275,800
J. Hutchinson Pty Ltd	Hobart, TAS	Hobart College - Block A 4th floor wall remedial works - Stage 2	11/20–02/21	264,003
Fairbrother Pty Ltd	Battery Point, TAS	Risdon Vale Primary School - toilet redevelopment	12/20–02/21	344,241
RMB Construction Pty Ltd	Invermay, TAS	Launceston College - administration refurbishment	11/20–04/21	417,606
Premium Constructions as the Trustee for Premium Constructions Unit Trust	Launceston, TAS	Exeter High School - Year 11 and 12 accommodation - building 3 upgrade	01/21/–02/21	129,800
Stubbs Constructions Pty Ltd	Burnie, TAS	Edith Creek Primary School - administration office relocation	01/21–05/21	72,515
Advanced Contracting	Glenorchy, TAS	Launceston Library - thermal plant upgrade	11/20–06/21	239,076
Stubbs Constructions Pty Ltd	Burnie, TAS	Parklands High School - kitchen upgrade	12/20–02/21	234,653
Island Recreation	Cambridge, TAS	Windermere Primary School – soft fall upgrade	04/21–04/21	66,150
Supreme Line Fencing	Rocherlea, TAS	Ravenswood Heights Primary School - fencing	01/21–02/21	50,829

Contractor	Location	Description	Period of Contract	Value of contract \$
Airmaster Australia Pty Ltd	Invermay, TAS	Launceston College - thermal plant upgrade	4/21–5/21	97,050
Anstie Construction (Tas) Pty Ltd	South Launceston, TAS	Hagley Farm Primary School - toilet block redevelopment	04/21–06/21	91,857
T&V Mead Pty Ltd trading as Mead Con	Quoiba, TAS	Ulverstone Primary School - redevelopment	02/21–10/21	1,924,107
Trustee for Oliver Kelly Constructions Unit Trust trading as Oliver Kelly Group	Devonport, TAS	East Ulverstone Primary School - amenities alterations	04/21–05/21	184,184
Tascon Constructions Pty Ltd	Moonah, TAS	New Town High School - construction of Years 11 and 12 facilities	07/20–11/20	851,494
Fence and Gate Supplies	Glenorchy, TAS	Southern Support School - walkway alterations	10/20–02/21	64,980
Water Dynamics Pty Ltd	Longford, TAS	Jordan River Learning Federation Farm Senior School - supply and install paddock irrigation system	11/21–1/22	204,700
Premium Constructions (TAS) Pty LTD as the trustee for Premium Constructions Unit Trust	Launceston, TAS	Northern Support School - kitchen redevelopment	06/21–09/21	222,222
Maveric Builders Pty Ltd as trustee for Maveric Builders Unit Trust	Kingston, TAS	Clarence High School - admin refurbishment	06/21–08/21	246,697
T.C.M Proprietary Limited	Moonah, TAS	Rosny College - thermal plant upgrade Stage 2	05/21–09/21	213,062
			Total	48,156,358

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 \$
6ty Pty Ltd	Riverside, TAS	Kings Meadows High School - Years 11 and 12	10/20–04/22	58,900
Cumulus Studio Pty Ltd	Launceston, TAS	East Tamar Child and Family Learning Centre	08/20 – 11/21	340,974
David Denman & Associates	Launceston, TAS	West Ulverstone Child and Family Learning Centre	4/21–3/24	337,157
Michael Wilkinson Architect Pty Ltd	East Launceston, TAS	Exeter High School - Years 11 and 12	10/20–6/21	87,360
Liminal Architecture	New Town, TAS	Woodbridge District School - Years 11 and 12	12/20–12/22	62,500
Tim Penny Architecture and Interiors Pty Ltd	Hobart, TAS	Bothwell District School - Years 11 and 12	03/21–02/23	88,282
JAWS Architects in association with HBV Architects and K2LD	Battery Point, TAS	Brighton High School	04/21–12/25	2,723,995
Cumulus Studio Pty Ltd	Launceston, TAS	Legana Primary School	04/21–02–25	1,959,000
JAWS Architects	Launceston, TAS	Waratah/Wynyard Child and Family Learning Centre	11/20–07/22	358,236
BPSM Pty Ltd	Battery Point, TAS	Springfield Garden Primary School - multi-purpose hall upgrade	5/21–4/23	70,727
Morrison & Breytenbach Architects Pty Ltd	Hobart, TAS	Glenorchy Child and Family Learning Centre	5/21–8/24	312,114
G.D Luttrell & J.P Pyefinch	Hobart, TAS	Kingborough Child and Family Learning Centre	06/22–08/23	271,400
			Total	6,670,644

Contracts awarded because of direct/limited sourcing process

Contractor	Location	Description	Reason	Period of Contract	Value of contract \$
Tifreno Builders Pty Ltd	Glenorchy, TAS	Provision of roof maintenance services - southern region	Extreme urgency to continue maintenance services resultant of uncertainty of COVID-19	5/20-04/21	282,538
Stephen Edgerton Roofing Services Pty Ltd	South Burnie, TAS	Provision of roof maintenance services - north west region	Extreme urgency to continue maintenance services resultant of uncertainty of COVID-19	5/20-04/21	191,170
Skyline Roofing and Sheetmetal Pty Ltd	Invermay, TAS	Provision of roof maintenance services - northern region	Extreme urgency to continue maintenance services resultant of uncertainty of COVID-19	5/20-04/21	319,382
Electrical Testing and Compliance Service Pty Ltd T/A ETCS Electrical & Fire	Launceston, TAS	Provision of fire services maintenance	Extreme urgency to continue maintenance services resultant of uncertainty of COVID-19	05/20-04/21	615,047
Technology One	Fortitude Valley, QLD	Cloud hosting service	Continue with supplier due to technical reasons	10/20-03/27	2,224,590
Timetabling Solutions Pty Ltd	Geelong, VIC	Timetabler software services	Single supplier	09/20-08/23	68,000
Kone Elevators Pty Ltd	Hobart, TAS	Lift maintenance services	Extreme urgency to continue maintenance services resultant of uncertainty of COVID-19	05/20-04/21	164,012
Australian Council for Educational Research Limited (ACER)	Camberwell, VIC	System wide assessment tool	Single supplier	01/21-12/25	1,250,000
Teach for Australia	Melbourne, VIC	Teaching and placement agreement	Single supplier	10/20-03/23	320,000
Big Picture Education Australia Ltd	Marrickville, NSW	Big Picture Education	Single supplier	01/21-12/21	171,860
TasTafe	Warrane, TAS	More Support in Prep	Single supplier	04/21-12/24	91,440
SirsiDynix Pty Ltd	Melbourne, VIC	State Library Management System	Additional services from original supplier	06/21-06/30	900,000
Wayne Walker Builder	Bellerive, Hobart	Buckland Hall - set up costs	Urgency due to unexpected Tasman Highway closure	05/21-05/21	75,000
				Total	6,673,038

Contract extensions approved by Head of Agency

Contractor	Location	Description	Reason	Period of Contract	Value of contract \$
General and Window Cleaning Pty Ltd	Glenorchy, TAS	Hobart College - Contract Cleaning	Continuation of services due to uncertainty of COVID-19	10/20–9/21	300,000
Lazaro Pty Ltd	Hobart, TAS	Rosny College - Contract Cleaning	Continuation of services due to uncertainty of COVID-19	11/20–10/21	190,000
Quad Services Pty Ltd	Hobart, TAS	Huon Library - Contract Cleaning	Continuation of services due to uncertainty of COVID-19	10/20–9/21	25,000
Total					515,000

Contracts awarded because of direct/limited sourcing process

Contractor	Location	Description	Reason	Period of Contract	Value of contract \$
Hays Recruitment Agency	Hobart, TAS	Recruitment of two project managers	Direct sourcing	07/20–06/22	367,000
R&S Rosier Constructions	St Leonards, Tasmania	Bicheno Primary School – refurbishment of general learning areas	Maintenance stimulus project	07/20–02/21	85,000
Jay Jay Building & Renovations Pty Ltd	Newstead, Tasmania	Flinders Island – refurbishment of general learning areas	Maintenance stimulus project	09/20–11/20	85,000
Wayne Walker Builder	Bellerive, Hobart	Swansea Primary – refurbishment of general learning areas	Maintenance stimulus project	07/20–10/20	85,000
Wayne Walker Builder	Bellerive, Hobart	Bothwell District – refurbishment of general learning areas	Maintenance stimulus project	12/20–02/21	85,000
Wayne Walker Builder	Bellerive, Hobart	Tasman District – refurbishment of general learning areas	Maintenance stimulus project	09/20–12/20	85,000

Contractor	Location	Description	Reason	Period of Contract	Value of contract \$
Davis Contracting	Penguin, Tasmania	Winnaleah District – refurbishment of general learning areas	Maintenance stimulus project	9/20–04/21	85,000
VOS Construction & Joinery	Devonport, Tasmania	Hellyer College – refurbishment of student residence	Maintenance stimulus project	11/20–01/21	100,000
R&J Williams Joiners	Somerset, Tasmania	King Island District – refurbishment of general learning areas and replacement of non-compliant fire doors	Maintenance stimulus project	04/21–09/21	85,000
De Jong & Sons Constructions Pty Ltd	Ulverstone, Tasmania	Mountain Heights – refurbishment of general learning areas	Maintenance stimulus project	01/21–01/21	85,000
De Jong & Sons Constructions Pty Ltd	Ulverstone, Tasmania	Strahan Primary – refurbishment of general learning areas	Maintenance stimulus project	09/20–10/20	85,000
De Jong & Sons Constructions Pty Ltd	Ulverstone, Tasmania	Rosebery District – refurbishment of general learning areas	Maintenance stimulus project	12/20–03/21	85,000
John Morgan Building	Queenstown, Tasmania	Zeehan Primary – refurbishment of general learning areas	Maintenance stimulus project	03/21–04/21	85,000
Tiifreno Builders Pty Ltd	Glenorchy, Tasmania	Springvale Hostel – refurbishment of student residence	Maintenance stimulus project	07/20–08/20	100,000
				Total	1,502,000

Other Annual Reports

Allport Library and Museum of Fine Arts

The Allport Library and Museum of Fine Arts (Allport) functions under the *Allport Library and Museum Fine Arts Agreement Act 1966* to ensure that Henry Allport's 1965 bequest is highly valued and enjoyed by its beneficiaries, and the people of Tasmania. It is managed by a Management Committee, as required under the *Libraries Act 1984*.

The Allport aims to:

- provide maximum access to the collection within the limits of preservation and security considerations
- maintain the highest standards in collection development and service
- encourage the Tasmanian community to participate in the development and preservation of the collection.

Management Committee

The term for the current committee membership is from 1 July 2018 to 30 June 2021.

Committee members are:

- 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 (nominated by the Minister for Education and Training)

- Ms Elizabeth Jack, Executive Director, Libraries Tasmania. (nominated by the Secretary, Department of Education)

Three ordinary meetings of the Management Committee were held in Hobart during 2020–21:

- Friday, 30 July 2020
- Monday, 21 December 2020
- Wednesday, 12 May 2021.

Exhibitions

'A Complex Beauty' by Lauren Black – 27 February to 7 November 2020

'Under Your Nose' – 16 November 2020 to 27 February 2021

'Banks' Florilegium – Society Islands, 1769' – 24 March to 31 July 2021.

Allport curator tours

Libraries Tasmania staff – 30 March 2021

First Fleet Association – 29 May 2021

The Australian Association of Decorative and Fine Arts – 2 June 2021

Ionian Club – 17 June 2021.

Lecture program

Date	Event
4 – 27 Aug 2020	Libraries Tasmania: 11 Family History Month talks were held in the Allport Library.
6 Aug 2020	Dr Anna Claydon: <i>Love in the Coldest Climate</i> . PHAT (Professional Historians Association Tasmania)
3 Sep 2020	Honey Dower: <i>Injurious to Minds and Bodies: Transportation from Pentonville Prison to Port Arthur 1842-77</i> . PHAT (Professional Historians Association Tasmania)
1 Oct 2020	Ruth Mollison: <i>The Tale of Two Fishponds</i> . PHAT (Professional Historians Association Tasmania)
12 Oct 2020	Film Screening: <i>A Complex Beauty – the making of an exhibition 2020</i>
27 Oct 2020	Kate Vermeij: <i>Greed, Booze, Assault and Debauchery – Curzon Allport</i> . FOTA (Friends of the Allport)
17 Nov 2020	Peter Reading: <i>How the Clocks Chime: A horologist's insight</i> . FOTA (Friends of the Allport)
4 March 2021	Naomi Parry: <i>Writing narratives, writing lives</i> . PHAT (Professional Historians Association Tasmania)

Date	Event
23 March 2021	Penny Carey-Wells: <i>Quiet little fragments of history</i> . FOTA (Friends of the Allport)
1 April 2021	Richard Tuffin: Probation and paradise: reclaiming Tasmania's threatened convict probation system. PHAT (Professional Historians Association Tasmania)
6 May 2021	Zoe Rimmer: Indigenous museology
3 June 2021	Dean Greeno: <i>Climate change and traditional palawa practices</i> . PHAT (Professional Historians Association Tasmania)
26 June 2021	Artist's talk: The journey of a botanical painting with artist Lauren Black

Visitors

Visits to the Allport gallery space on the ground floor, 91 Murray Street in Hobart included attendances at exhibition openings, lectures, tours and other events. There were 1658 attendances in the 2020–21 financial year, including 959 attendees to the Allport during the *Stories After Dark* event, which coincided with Dark MOFO.

	2016–17	2017–18	2018–19	2019–20	2020–21
Visits	9210	10413	11724	8394	8571

Online engagement

Libraries Tasmania continues to make use of social media to connect with its online community via Facebook, Instagram, and the Libraries Tasmania Blog. The Allport Facebook page had over 1000 followers at 30 June 2021, and was used to promote upcoming exhibitions, talks, tours and other events. Eventbrite is used to schedule and promote all events.

Loans

The following items have been loaned to the Tasmanian Museum and Art Gallery as part of the *Paradise Lost: Thomas Griffiths Wainewright* exhibition:

- FA1291 Thomas Griffiths Wainewright *Portrait of Thomas Giblin*
- HA 403 Thomas Griffiths Wainewright *E Lord. Esq.r*
- HA 430 Thomas Griffiths Wainewright *Alfred Stephen 1839*
- FA1393 Henrietta Maria Garrett *Scrapbook of Henrietta Maria Garrett*

Significant acquisitions

Acc. No.	Date of accession	Artist	Title	Date of work	Description	Purchase price	Source
FAI394	26/2/2021	Nicolas-Martin Petit, 1777-1804,	Naturel de la Terre de Van Diemen	1802	Pen and ink and wash on wove paper. Signed in ink on lower right N. Petit and with an ink inscription verso: Par M. Petit dessinateur de l'expédition. Approx. 26.5 x 20.5 cm [image]	Cultural Gift donation	Silentworld Foundation - John Mullen
FAI395	26/2/2021	Nicolas-Martin Petit, 1777-1804,	Grou-Agara. Naturel de la terre Van Diemen, 1802	1802	Pencil on laid paper, mounted on laid paper watermarked with crowned lion holding a sword. 12.4 x 12.0 cm (image), 27.5 x 20.8 cm (sheet)	Cultural Gift donation	Silentworld Foundation - John Mullen
FA 1396	26/2/2021	Nicolas-Martin Petit, 1777-1804	Tombeau des naturels de l'île Maria	1802	Watercolour on laid paper. Approx. 21 x 40 cm	\$347 500	Silentworld Foundation - John Mullen

Conservation

Conservation work and training undertaken in the period included:

- de-framing and conservation examination of Thomas Bock Lewis family portraits
- maintenance work on antique clocks
- training for conservation staff on the care, cleaning and storage of silver.

Several proposed conservation works that required an outside contractor from interstate could not be undertaken due to COVID-19. This work was carried over to the 2021–22 Conservation Plan.

Closing thanks

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

Other Annual Reports

State Library and Archives Trust

I am pleased to submit the 36th 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.

Trust membership

The term for the current Trust membership is from 1 March 2019 until 31 December 2021. Trust members are:

- Ms Mary Bent PSM – Chair
- Ms Gaylene Cunningham – Public Trustee's appointee
- Ms Catherine Saunders – Minister's legal appointee (resigned June 2021)
- Ms Liz Jack – Executive Director, Libraries Tasmania
- Mr Ross Latham – State Archivist, Libraries Tasmania

The Trust is supported by Mr Jason Lockley – Manager Business Services, Libraries Tasmania – in the role of Secretary.

Trust meetings

Three ordinary meetings of the Trust were held in Hobart during 2020–21:

- Friday, 4 December 2020
- Monday, 10 May 2021
- Wednesday, 2 June 2021

There were also additional meetings held to review the Trust's investment strategy on Tuesday, 17 March 2021 and Wednesday, 18 March 2021.

Conferences and seminars

Tasmanian librarians, archivists and library workers from across a range of organisations are invited to apply to the Trust to access funding from the Sir John Morris Memorial Trust Fund to attend professional development conferences and workshops.

Due to the ongoing impact of COVID-19 and the shift to low-cost and free online conferences and workshops in the library and archives sector, there was only one application in the 2020–21 financial year. This successful application will support a Libraries Tasmania archivist to attend the National Oral History Conference in Launceston in October 2021.

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 2020–21 for the purchase of books on topics such as cricket, tennis and other popular sporting activities.

Renewed investment strategy

The Trust investigated options for improving the Trust's investment management strategy due to changes in financial conditions and the need to ensure the ongoing sustainability of the Trust's investment. Trust members considered detailed proposals from financial companies before endorsing an investment management strategy to be coordinated by the Shadforth Financial Group. An Investment Management Policy was also developed and approved by the Trust to guide future governance of the investment.

Closing thanks

I would like to express my sincere appreciation to Ms Catherine Saunders, Minister's appointee with knowledge and experience in law, who resigned from the Trust in June 2021. I thank Ms Saunders for the dedication, legal expertise and level of interest she offered during her time as a Trust member.

I also thank all Trust members and the Secretary for their ongoing dedication and contribution to the success of the Trust and their ongoing support for Trust activities and initiatives.

Mary Bent PSM

Chair

Other Annual Reports

Tasmanian Library Advisory Board

On behalf of the Tasmanian Library Advisory Board (TLAB), I am pleased to submit TLAB's 35th 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 (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
 - » Dr Mary Duniam (appointed 17 December 2020)
 - » Alderman Simon Fraser
 - » Ms Jackie Merchant (resigned 25 August 2020)
 - » Ms Yolanda Sam
- Nominee of the Secretary DoE:
 - » Ms Liz Jack, Executive Director Libraries Tasmania

Board meetings

TLAB held five meetings during 2020–21 in Hobart, with members attending in person and remotely using video conferencing technology. Meeting dates were as follows:

- Monday, 24 August 2020
- Monday, 7 December 2020
- Monday, 15 February 2021
- Monday, 22 March 2021
- Thursday, 27 May 2021

Major issues considered by the Board:

HOBART BUILDING REDEVELOPMENT – ADVOCACY FOR PUBLIC CONSULTATIONS

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, including building support for redevelopment of the 91 Murray Street building in Hobart.

Libraries Tasmania briefed TLAB on the proposed process for community consultation on the proposed Hobart building redevelopment. Members noted the challenges of eliciting valuable feedback from non-Hobart or non-southern Tasmania-based community members, and the need to obtain robust feedback well before funding is achieved.

REVIEW OF LIBRARIES ACT 1984

The then Minister for Education and Training, Hon Jeremy Rockliff MP, advised members about his proposed review of the *Libraries Act 1984* (Act), which will include the section of the Act focused on the Board. Members discussed the need for TLAB to provide input into the scoping document for the review.

LIBRARIES TASMANIA CULTURAL AWARENESS TRAINING

The Board was briefed on the Aboriginal cultural awareness training that all Libraries Tasmania staff have been completing. Board members enrolled in this online *Core Cultural Learning Program*, which was developed by the Australian Institute of Aboriginal and Torres Strait Islander Studies and

is part of National and State Libraries Australasia's practical commitment to respectful interactions and collaborations with First Nations People.

TLAB STRATEGIC ACTION PLAN 2021–2024

The Board approved the *TLAB Strategic Action Plan 2021–2024*, which includes the mission statement: *To lead the quest for outstanding library and archive services for the Tasmanian community*. It also includes two goals:

- effective advocacy to key influencers in support of Libraries Tasmania
- quality, informed advice to State Government and to Libraries Tasmania.

NEED FOR RECURRENT FUNDING FOR CONTEMPORARY LIBRARY RESOURCES

The Board's 2021–22 state budget community consultation submission highlighted the positive impacts of the Government's four-year *Contemporary Library Resources* funding and the need to ensure this funding continues beyond June 2022. In the submission, TLAB proposes recurrent allocation of this funding to meet priority needs in heritage, reference and lending collection resourcing, particularly to increase access to the collection for remote and regional Tasmanians.

SUPPORT FOR NEW GOVERNMENT FUNDING TO DIGITISE THE STATE AUDIO-VISUAL COLLECTION

TLAB formally acknowledged the State Government's additional funding for digitisation of the state audio-visual collection in the 2020–21 State Budget and forward estimates. This funding addresses a critical

need to preserve the state's audio-visual collection through an accelerated digitisation program to ensure clients can continue to access this collection, much of which is stored in increasingly obsolete media formats.

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 during a time of ongoing changes driven by COVID-19.

I thank Jackie Merchant for her contribution to TLAB, and for her interest in and support of Libraries Tasmania—particularly in her local area on the north-west coast. I also welcome Dr Mary Duniam to the Board as the Local Government Association of Tasmania nominee filling the vacancy following Ms Merchant's resignation.

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

Other Annual Reports

Office of the Education Registrar

I am pleased to submit the 4th Annual Report of the Registrar as required under section 227 of the *Education Act 2016*.

The Office of the Education Registrar 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.

I was appointed as the Registrar, Education in April 2017. In 2020–21, the Office of the Education Registrar (OER) had 14.2 full time equivalent staff members, with offices located in Hobart and Launceston, and a satellite office in Devonport.

The Office is also supported by casual registration officers who are located across the State. There are seven registration officers who perform work associated with the registration of non-government schools. The Office is also supported by 10 registration officers who support the home education registration process.

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*. This document known as a Home Education Summary and Program (HESP) is provided annually and explains the program from the previous year and outlines the program for the coming year.

Following a review of the program, a registration officer visits the family to assess the Program so that 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 (THEAC) in relation to all new home education applications as well seeking their advice on a number of re-registrations as and when required.

Under the Education Act, 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 2021, 1143 children were approved for home education in Tasmania from 664 families across the State.

For the 1 July 2020 – 30 June 2021 period, the following registration activities occurred:

- 352 new provisional registrations were approved
- 202 students withdrew from Home Education
- 773 renewal of Registrations were approved
- 6 registrations with conditions were approved
- 0 provisional registrations were revoked
- 0 registrations revoked by the Registrar
- 17 applications were cancelled prior to reaching provisional registration
- 74 registrations involving part-time attendance at a school were approved
 - » 19 at non-government schools
 - » 55 at government schools
- 19 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 social media and web presence in which information about home education including events and opportunities are promoted. Regular communication to the home education community also occurs via a bi-monthly newsletter.

Impact of COVID-19 pandemic

Due to the COVID-19 pandemic that occurred across Australia in early 2020, 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 tele-conferencing if there were IT 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.

Visits are once again being carried out in the home, with restrictions and public health protocols taken into consideration.

20 per cent of students who entered home education during the COVID-19 lockdown period in 2020 have returned to school within 12 months.

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 2020 to 30 June 2021:

- 178 referrals for the conduct of compulsory conciliation conferences were received by the Registrar
 - » 164 were received from State government schools
 - » 14 were received from non-government schools.
- 176 conferences have been convened including 30 reconvened conferences.
- 80 of these referrals were students of high school age with a complex history of non-attendance.
- 170 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.

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 the OER.

In 2020–21, the Registrar provided 17 reports to the Board in relation to the registration of non-government schools.

A report of the NGSRB as required under section 233 of the *Education Act 2016* is also contained as an annexure to this report.

Part-time attendance

The Registrar has been delegated by the Minister for Education 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 the Tasmanian Catholic Education Office.

In 2020–21, the Registrar approved 33 applications for part-time attendance from eight independent non-government schools.

Early entry to School Cross-Sectoral Placement Committee

The Registrar, Education has been appointed to determine appeals from decisions made by the Committee. The Registrar determined one appeal and the Committee's decision was upheld.

Alternative Dispute Resolution

OER participated in a pilot program for Alternative Dispute Resolution (ADR). The Department of Education decided to tender for the delivery of this service, and the Registrar determined not to compete in the open market to provide this service.

Review of Education Regulation

The Registrar, Education provided support and advice to the NGSRB and THEAC during the review period. The Registrar made a submission to the review.

The Registrar will continue to provide support to the home education community and to the NGSRB during the implementation of legislative amendments from the review of education regulation.

Katharine O'Donnell

Registrar, Education

Other Annual Reports

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 membership

The following persons were members of the Board in 2020–21:

Tony Freeman	Chair
Michael Cole	Nominee of Organisations representing teachers in registered schools
Jaqueline Conboy	Nominee of Organisations representing teachers in registered schools
Cawley Farrell	Nominee of organisations representing registered schools <i>Commenced term of appointment on 16 November 2020</i>
John Green	Nominee of organisations representing registered schools <i>Completed term of appointment on 15 November 2020</i>
Denise Long	Nominee of the Tasmanian Catholic Education Office <i>Commenced term of appointment on 18 February 2021</i>
Jill Morgan	Nominee of the Tasmanian Catholic Education Office <i>Completed term of appointment on 15 March 2020</i>
Terese Philips	Minister's Nominee
Don Ryan	Nominee of organisations representing parents of children at registered schools
Malcolm Wells	Nominee of the Department of Education

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 for a period not exceeding three years, however persons may be re-appointed.

Board meetings

The Board met six times in 2020–21 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 23 July 2020, 3 September 2020, 12 November 2020, 20 December 2020, 18 March 2021, and 13 May 2021.

Registration activities

REGISTERED SCHOOLS IN TASMANIA

There are currently 74 registered schools in Tasmania, 37 of these schools are within the Tasmanian Catholic Education System of Registered Schools.

For a current list of non-government schools registered in Tasmania see:

<https://schoolregistration.tas.gov.au/school-directory/>

REVIEW OF REGISTERED SCHOOLS

In 2020–21, the Board made decisions relating to the re-registration of the following schools:

- Australian Christian College - Burnie
- Australian Christian College - Hobart
- Australian Christian College - Launceston
- Capstone College
- Emmanuel Christian School
- Fahan School
- Geneva Christian College
- Hilliard Christian School
- Indie School Devonport
- John Calvin School
- Lambert School
- Newstead Christian School
- North West Christian School
- Tamar Valley Steiner School
- The Cottage School
- The Friends School

INSPECTIONS

The Board considered four inspection reports relating to conditions of registration previously issued by the Board.

APPLICATION FOR REGISTRATION AS A NEW INDIVIDUAL SCHOOL

There were no new school applications determined by the Board. Good Start Early Learning submitted new school applications for their Early Learning Centres to be registered to provide kindergarten. However, the applicant withdrew these applications prior to the Board making any decisions.

SCHOOL CLOSURES/AMALGAMATIONS

Good Start Early Learning Centre (Hobart West) determined not to apply for re-registration to provide Kindergarten, and effectively closed as a 'school' on 31 December 2020.

CHANGES TO REGISTRATION

Schools are required to seek approval from the Board for any significant changes in relation to their registration. These include closures or amalgamations, change of school campus or change of education type.

In 2020–21, the Board approved applications for a change to education type for the following schools:

- Eastside Lutheran College (include Years 11 & 12)
- Hilliard Christian School (include Years 11 & 12)
- St Francis Flexible Learning Centre (include Years 11 & 12)
- St Virgil's (include Kindergarten - Years 2)

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 system schools are complying with the requirements for the re-registration of a registered school. Each year, the System Authority is to provide a report to the Board about the compliance of its schools. The Board considered and noted the report as well as seven inspection reports prepared by Catholic Education Tasmania.

Board activities

REVIEW OF BOARD GUIDELINES

The Board reviewed both the '*Guidelines for the registration of a new non-government school*', and the '*Guidelines for the re-registration of a non-government school*'.

The purpose of each Guideline is to:

- provide schools seeking to renew registration with an understanding of the matters the Board will take into account when determining whether a school meets the Standards; or
- provide potential new schools with an understanding of the matters the Board will take into account when determining whether a school meets the Standards.

The proposed amendments arose from the recommendations resulting from the Royal Commission into Institutional Sexual Abuse.

These amendments will help to protect children by requiring non-government schools to implement new or amend current school policies and procedures that safeguard students against predatory sexual behaviour.

It is through these Guidelines the Board can ensure that schools have considered how to protect children. It is essential that policies and procedures are implemented to provide a practical framework that can be used should issues arise.

It is also through these types of policies that cultural change begins to take place in a school including the empowerment of staff, parents, and students to act on inappropriate conduct that puts children at risk.

SCHOOL BRIEFINGS FOR SCHOOLS DUE FOR RE-REGISTRATION IN 2021

In August 2020, 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 EDUCATION REGULATION

The Board made a detailed submission in response to the Review of Education Regulation.

As part of the 2019–20 State Budget, the Tasmanian Government committed to a review of the regulatory framework for education in Tasmania to improve

educational outcomes for Tasmanian students and young people. The Board is one of those regulators as it provides critical regulatory oversight and support services to education in Tasmania.

As the Review moves forward in 2021–22, the Board will continue to make submissions in response to the draft legislation, and to support the implementation of a modern regulatory framework for the Board.

Tony Freeman

Chair

Other Annual Reports

Tasmania Home Education Advisory Council

The Tasmania Home Education Advisory Council (THEAC) was formed in 1993 to advise the Minister for Education and the general public on matters affecting home education and to register and monitor individual home education programs. Following the introduction of the *Education Act 2016*, THEAC's role evolved to become an expert, skills based advisory role to the Education Registrar and Tasmanian Education Minister.

THEAC is made up of seven voluntary members, including a Chair and a Deputy Chair. All members are appointed by the Minister as a result of a public expressions of interest. At least half of THEAC must consist of people with home education experience. THEAC meets eight times a year with meetings held on a six-weekly basis.

The purpose of the meetings is to:

- receive a regular report from the Registrar on issues relating to home education
- provide advice as requested by the Registrar
- monitor the effectiveness of procedures in place for the provision of advice
- discuss matters that the Home Education community has identified as systemic issues, for the purpose of providing advice to the Registrar
- address other matters as requested by the Registrar
- address other issues relating to THEAC's functions.

For more information on THEAC's guiding principles and membership please refer to THEAC's website www.theac.tas.gov.au

During the past year THEAC provided a reference point for queries, responding to community concerns and liaised with other agencies about home education. THEAC continued to work closely with the Education Registrar in providing support and advice on matters relating to Home Education. As part of its role, THEAC continued to provide advice to the Registrar on many special advice situations.

THEAC provided a submission to the Steering Committee for input into the Review of Education Regulation. This is ongoing.

COVID-19 impacted home education significantly during 2020 and we saw a steady increase in home education numbers. Throughout the 2020 year there was much discussion on council on the effects of COVID and home education. We saw an increase in applications from families with children with diverse learning needs after the COVID lock down period.

As at 30 June 2021 there were 1160 children, represented from 670 families, enrolled in home education across Tasmania. The number of children registered for home education is balanced by gender.

As with each year, there has been a number of new applications for 5 year old's with 61 new children entering their educational journey via home education in 2021. Numbers at primary school level remain consistent with a steady decline in the high school years as students enter mainstream schooling or other forms of education to finish their educational journey.

Support for families with children who have diverse learning needs has been identified by THEAC as a priority and we are currently in consultation with allied health representatives to provide some seminars explaining strategies for engaging these children in a home education program.

THEAC is continuing to work in consultation with OER into the implementation of a mentor program for HESP writing. THEAC are also working with OER to create a document advising how online curricula can be incorporated into a HESP and what needs to be added to make it a full HESP.

THEAC will continue to work with the Registrar to support the understanding of home education in the community.

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**FINANCIAL
STATEMENTS**
FOR THE YEAR
ENDED 30 JUNE 2021

Statement of Comprehensive Income for the year ended 30 June 2021

	Notes	2021 Budget \$'000	2021 Actual \$'000	2020* Actual \$'000
Income from continuing operations				
Revenue from Government				
Appropriation revenue – operating	5.1	1,062,594	1,062,425	1,011,239
Appropriation revenue – capital	5.1	46,027	31,181	34,548
Other revenue from Government	5.1	26,437	26,065	10,975
Grants	5.2	22,840	16,865	18,537
Sales of goods and services	5.3	44,877	37,442	25,492
Fees and fines		175	13	8
Interest		400	226	345
Contributions received	5.4	....	3,027	3,546
Other revenue	5.5	17,709	17,886	18,296
Total income from continuing operations		1,221,059	1,195,130	1,122,984
Net gain/(loss) on non-financial assets	6.1	243	(1,303)	(325)
Net gain/(loss) on financial instruments and statutory receivables/payables	6.2	....	(859)	(510)
Total income from continuing operations		1,221,302	1,192,968	1,122,150

	Notes	2021 Budget \$'000	2021 Actual \$'000	2020* Actual \$'000
Expenses from continuing operations				
Employee benefits	7.1	918,898	907,885	877,629
Depreciation and amortisation	7.2	55,222	65,164	56,180
Supplies and consumables	7.3	224,199	197,278	194,349
Grants and subsidies	7.4	15,728	13,029	13,225
Finance costs	7.5	115	208	76
Contributions provided	7.6	....	1,523	4,818
Other expenses	7.7	13,513	11,086	12,096
Total expenses from continuing operations		1,227,675	1,196,172	1,158,372
Net result from continuing operations	12.2	(6,373)	(3,205)	(36,223)
Other comprehensive income				
Items that will not be reclassified subsequently to profit or loss				
Changes in property, plant and equipment revaluation surplus	11.1	43,723	235,462	58,270
Total other comprehensive income		43,723	235,462	58,270
Comprehensive result		37,350	232,257	22,047

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.

- 2020 Actuals contain adjustments detailed in Note 19 and do not correspond to the 2019-20 Financial Statements.

Statement of Financial Position as at 30 June 2021

	Notes	2021 Budget \$'000	2021 Actual \$'000	2020* Actual \$'000
Assets				
<i>Financial assets</i>				
Cash and cash equivalents	12.1	64,412	84,862	71,986
Receivables	8.1	10,761	8,814	8,053
Other financial assets	8.2	10,365	11,007	9,067
<i>Non-financial assets</i>				
Assets held for sale	8.3	2,164	4,490	4,381
Property, plant and equipment	8.4	1,556,312	1,671,760	1,588,166
Infrastructure	8.5	...	147,659	...
Right-of-use assets	8.6	5,956	8,933	4,597
Library book stock	8.7	2,595	4,118	4,741
Heritage collections	8.8	47,116	43,819	43,472
Intangibles	8.9	6,646	8,689	7,846
Other assets	8.10	7,622	5,837	5,589
Total assets		1,713,949	1,999,988	1,747,898

	Notes	2021 Budget \$'000	2021 Actual \$'000	2020* Actual \$'000
Liabilities				
Payables	9.1	10,507	9,272	9,729
Lease Liabilities	9.2	6,056	8,819	4,374
Employee benefit liabilities	9.3	189,386	198,675	182,682
Other liabilities	9.4	6,492	5,505	5,652
Total liabilities		212,441	222,270	202,438
Net assets		1,501,508	1,777,717	1,545,459
Equity				
Reserves	11.1	467,818	679,058	443,596
Accumulated funds		1,033,690	1,098,659	1,101,863
Total equity		1,501,508	1,777,717	1,545,459

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.

- 2020 Actuals contain adjustments detailed in Note 19 and do not correspond to the 2019-20 Financial Statements.

Statement of Cash Flows for the year ended 30 June 2021

	Notes	2021 Budget \$'000	2021 Actual \$'000	2020 Actual \$'000
Cash flows from operating activities				
<i>Cash inflows</i>				
Appropriation receipts – operating		1,062,594	1,062,425	1,011,239
Other revenue from Government		26,437	27,157	2,674
Grants – continuing operations		22,840	15,233	20,081
Sales of goods and services		43,611	37,460	25,892
Fees and fines		175	11	7
GST receipts		28,503	34,755	35,059
Interest received		400	295	420
Other cash receipts		16,709	18,922	20,451
Total cash inflows		1,201,269	1,196,259	1,115,823
<i>Cash outflows</i>				
Employee benefits		(895,893)	(891,985)	(855,335)
Interest Payment		(115)	(208)	(76)
GST payments		(29,207)	(35,044)	(34,636)
Supplies and consumables		(232,321)	(195,925)	(195,526)
Grants and subsidies		(15,728)	(14,240)	(12,988)
Contributions provided		....	(3)	(3,222)
Other cash payments		(13,310)	(10,915)	(11,890)
Total cash outflows		(1,186,574)	(1,148,319)	(1,113,673)
Net cash from / (used by) operating activities	12.2	14,695	47,939	2,149

	Notes	2021 Budget \$'000	2021 Actual \$'000	2020 Actual \$'000
Cash flows from investing activities				
<i>Cash inflows</i>				
Receipts from non-operational capital funding – Capital		46,027	31,181	34,548
Proceeds from the disposal of non-financial assets		1,035	36	662
Total cash inflows		47,062	31,216	35,210
<i>Cash outflows</i>				
Payments for acquisition of non-financial assets		(64,619)	(60,969)	(53,103)
Loans made to other entities		(5,000)	(2,531)	(2,469)
Total cash outflows		(69,619)	(63,501)	(55,571)
Net cash from / (used by) investing activities		(22,557)	(32,284)	(20,361)
Cash flows from financing activities				
<i>Cash outflows</i>				
Repayment of Lease liabilities (excluding interest)		(1,109)	(2,780)	(1,792)
Net cash from / (used by) financing activities		(1,109)	(2,780)	(1,792)
Net increase / (decrease) in cash and cash equivalents held		(8,971)	12,875	(20,004)
Cash and deposits at the beginning of the reporting period		73,383	71,987	91,991
Cash and deposits at the end of the reporting period	12.1	64,412	84,862	71,987

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 2021

	Notes	Reserves \$'000	Accumulated Funds \$'000	Total Equity \$'000
Balance as at 1 July 2020		443,596	1,101,863	1,545,459
Net Result		....	(3,205)	(3,205)
Other comprehensive income	12.2	235,462	....	235,462
Total comprehensive result		235,462	(3,205)	232,257
Balance as at 30 June 2021		679,058	1,098,659	1,777,717
Balance as at 1 July 2019		385,326	1,069,951	1,455,277
Adjustment due to correction of error	19	3,127	68,135	71,262
Revised balance as at 1 July 2019		388,453	1,138,086	1,526,539
Net Result		....	(36,223)	(36,223)
Other comprehensive income	12.2	55,143	....	55,143
Total comprehensive result		55,143	(36,223)	18,920
Balance as at 30 June 2020		443,596	1,101,863	1,545,459

Certain numbers disclosed do not correspond to the 2019-20 Financial Statements and reflect adjustments made as detailed in Note 19. This Statement of Changes in Equity should be read in conjunction with the accompanying notes.

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Note I: 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	2021 Budget \$'000	2021 Actual \$'000	2020 Actual \$'000
Administered revenue and other income from transactions				
Revenue from Government				
Appropriation revenue – operating	15.2	413,976	416,657	394,240
Other Revenue from Government		229	229	124
Sales of goods and services	15.3	411	2	2
Fees and Fines		....	2	....
Other revenue	15.4	....	1,721	1,494
Total administered revenue and other income from transactions		414,616	418,611	395,860
Administered expenses from transactions				
Grants and subsidies	15.5	414,205	418,608	395,858
Transfers to the Public Account		411	2	2
Total administered expenses from transactions		414,616	418,611	395,860
Administered net result from transactions attributable to the State		....	....	....
Administered comprehensive result		....	....	....

This Schedule of Administered Income and Expenses should be read in conjunction with the accompanying notes.

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

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

I.2 Schedule of Administered Assets and Liabilities

Administered assets	Notes	2021 Budget \$'000	2021 Actual \$'000	2020 Actual \$'000
Administered financial assets				
Cash and deposits		....	(1,721)	(1,494)
Accrued Revenue	15.6	....	1,721	1,494
Total administered assets		....	....	....
Administered Liabilities				
Other Liabilities	15.7	....	....	....
Total administered Liabilities		....	....	....
Administered net assets		....	....	....
Administered equity				
Accumulated funds		....	....	....
Total administered equity		....	....	....

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.

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 I – EDUCATION

	2021 Budget \$'000	2021 Actual \$'000	2020 Actual \$'000
Continuing operations			
Revenue and other income from transactions			
Revenue from appropriation	1,022,243	1,023,476	973,535
Other Revenue from government	....	4,973	3,910
Interest revenue	400	226	344
Grants	22,820	16,865	18,537
Sales of goods and services	44,212	36,611	25,096
Contributions received		1,491	1,650
Other revenue	17,424	17,195	17,157
Total revenue and other income from transactions	1,107,099	1,100,838	1,040,229
Expenses from transactions			
Employee benefits	889,660	878,459	848,872
Depreciation	51,542	60,377	51,566
Grants and subsidies	14,737	11,798	12,093
Contributions provided		....	3,237
Supplies and consumables			

	2021 Budget \$'000	2021 Actual \$'000	2020 Actual \$'000
Communications	2,120	1,938	1,883
Consultants	3,856	3,425	3,637
Information and technology	32,539	36,542	32,769
Lease expenses	3,547	3,960	4,444
Maintenance and property services	75,191	68,379	69,425
Travel and transport	7,546	3,414	5,898
Other supplies and consumables	78,137	65,190	65,312
Other expenses	13,524	11,192	11,992
Total expenses from transactions	1,172,399	1,144,674	1,111,128
Net result from transactions (net operating balance)	(65,300)	(43,838)	(70,900)
Other economic flows included in net result			
Net gain/(loss) on sale of non-financial assets	243	(784)	387
Net gain/(loss) on financial instruments and statutory receivables/payables		(860)	(507)
Total other economic flows included in net result	243	(1,645)	(120)
Net result	(65,057)	(45,481)	(71,019)
Other economic flows – other non-owner changes in equity			
Changes in property, plant and equipment revaluation reserve	41,937	243,489	54,620
Total other economic flows – other non-owner changes in equity	41,937	243,489	54,620
Comprehensive result	(23,120)	198,008	(16,399)
Expense by output			
1.1 In School Education	1,138,473	1,107,912	1,072,740
1.2 School Support Services	15,929	13,720	13,198

	2021 Budget \$'000	2021 Actual \$'000	2020 Actual \$'000
I.3 Early Learning	10,079	13,533	16,556
I.4 Statutory Offices	7,918	9,508	8,634
Total	1,172,399	1,144,674	1,111,128
Net assets			
Total assets deployed for Education		1,836,612	1,575,701
Total liabilities incurred for Education		(211,704)	(194,072)
Net assets deployed for Education		1,624,908	1,381,629

OUTPUT GROUP 2 – LIBRARIES TASMANIA

	2021 Budget \$'000	2021 Actual \$'000	2020 Actual \$'000
Continuing operations			
Revenue and other income from transactions			
Revenue from appropriation	38,851	38,409	37,703
Sales of goods and services	665	582	396
Contributions received	195	1,535	1,896
Other revenue	285	1,153	1,147
Total revenue and other income from transactions	39,996	41,679	41,143
Expenses from transactions			
Employee benefits	29,238	29,279	28,757
Depreciation	3,680	4,787	4,613

	2021 Budget \$'000	2021 Actual \$'000	2020 Actual \$'000
Grants and subsidies	991	1,230	944
Contributions provided		1,523	1,596
Supplies and consumables			
Communications	179	156	144
Consultants	649	10	23
Information and technology	1,191	985	887
Maintenance and property services	2,745	2,537	3,040
Travel and transport	257	147	189
Other supplies and consumables	2,206	3,305	3,014
Other expenses	104	103	104
Total expenses from transactions	41,240	44,062	43,310
Net result from transactions (net operating balance)	(1,244)	(2,383)	(2,167)
Other economic flows included in net result			
Net gain/(loss) on sale of non-financial assets	...	(519)	(712)
Net gain/(loss) on financial instruments and statutory receivables/payables	...	1	(3)
Total other economic flows included in net result	...	(518)	(715)
Net result	(1,244)	(2,901)	(2,883)
Other economic flows – other non-owner changes in equity			
Changes in property, plant and equipment revaluation reserve	1,786	(8,005)	3,649
Total other economic flows – other non-owner changes in equity	1,786	(8,005)	3,649
Comprehensive result	542	(10,906)	766

	2021 Budget \$'000	2021 Actual \$'000	2020 Actual \$'000
Expense by output			
2.1 Information Services and Community Learning	37,342	40,502	39,679
2.2 Tasmanian Archives	3,898	3,561	3,631
Total	41,240	44,062	43,310
Net assets			
Total assets deployed for Libraries Tasmania		127,340	137,794
Total liabilities incurred for Libraries Tasmania		(9,537)	(7,238)
Net assets deployed for Libraries Tasmania		117,802	130,556

CAPITAL INVESTMENT PROGRAM

	2021 Budget \$'000	2021 Actual \$'000	2020 Actual \$'000
Expenses from transactions			
Expenditure program ¹	....	695	860
Total expenses from transactions	....	695	860
Net result from transactions (net operating balance)	....	(695)	(860)
Non-operational capital funding			
Revenue from government			
Appropriation revenue – works and services	46,027	31,181	34,548
Other revenue from government	13,901	12,644	4,224
Total non-operational capital funding	59,928	43,825	38,772
Net result from transactions (net operating balance)	59,928	43,130	37,912

Net result	59,928	43,130	37,912
Other economic flows – other non-owner changes in equity	....	....	....
Comprehensive result	59,928	43,130	37,912
Net assets			
Total assets deployed for Capital Investment Program		35,586	32,276
Total liabilities incurred for Capital Investment Program		(971)	(1,054)
Net assets deployed for Capital Investment Program		34,615	31,222

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

GOVERNMENT MAINTENANCE PROGRAM

	2021 Budget \$'000	2021 Actual \$'000	2020 Actual \$'000
Continuing operations			
Revenue and other income from transactions			
Grant revenue	12,536	7,553	2,841
Total revenue and other income from transactions	12,536	7,533	2,841
Expenses from transactions			
Expenditure program	12,536	7,553	2,841
Total expenses from transactions	12,536	7,533	2,841
Net result from transactions (net operating balance)	....	....	....
Non-operational capital funding			
Revenue from government			
Appropriation revenue – works and services	....	....	....
Other revenue from government	....	....	....

Total non-operational capital funding	....	....	....
Net result from transactions (net operating balance)	....	....	....
Net result	....	....	....
Other economic flows – other non-owner changes in equity	....	....	....
Comprehensive result	....	....	....
Net assets			
Total assets deployed for Government Maintenance Program		450	2,127
Total liabilities incurred for Government Maintenance Program		(58)	(74)
Net assets deployed for Government Maintenance Program		393	2,053

COVID-19 RESPONSE AND RECOVERY

	2021 Budget \$'000	2021 Actual \$'000	2020 Actual \$'000
Continuing operations			
Revenue and other income from transactions			
Appropriation revenue	1,500	540	....
Total revenue and other income from transactions	1,500	540	....
Expenses from transactions			
Expenditure program	1,500	540	....
Total expenses from transactions	1,500	540	....
Net result from transactions (net operating balance)	....	....	....
Non-operational capital funding			
Revenue from government			
Appropriation revenue	....	....	....
Other revenue from government	....	....	....

Total non-operational capital funding	....	....	....
Net result from transactions (net operating balance)	....	....	....
Net result	....	....	....
Other economic flows – other non-owner changes in equity	....	....	....
Comprehensive result	....	....	....
Net assets			
Total assets deployed for COVID-19 Response and Recovery	....	....	....
Total liabilities incurred for COVID-19 Response and Recovery	....	....	....
Net assets deployed for COVID-19 Response and Recovery	....	....	....

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

	2021 Budget \$'000	2021 Actual \$'000	2020 Actual \$'000
Total comprehensive result of Output Groups	37,350	232,257	22,047
Comprehensive result	37,350	232,257	22,047

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

	2021 Actual \$'000	2020 Actual \$'000
Total net assets deployed for Output Groups	1,777,717	1,545,459
Reconciliation to net assets		

Assets unallocated to Output Groups	....	....
Liabilities unallocated to Output Groups	....	....
Net assets	1,777,717	1,545,459

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.

	2021 Budget \$'000	2021 Actual \$'000	2020 Actual \$'000
Administered income			
Revenue from appropriation	413,976	416,657	394,240
Other Revenue from Government	229	229	124
Sales of goods and services	411	2	2
Other revenue	....	1,721	1,494
Total administered income	414,616	418,611	395,860
Administered expenses from continuing operations			
Australian Government: Grants to non-government schools	329,010	330,841	312,281
State Government: Grants to non-government schools	82,293	86,594	82,404
State Government: Capital assistance to non-government schools	2,902	1,173	1,173
Transfers to the Public Account	411	2	2
Total administered expenses	414,616	418,611	395,860
Administered net result			....
Administered Net Assets			
Total administered assets deployed		....	....

Total administered liabilities deployed	....	....
Administered net assets deployed	....	....

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

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

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 2020-21 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	46,027	31,181	(14,846)	(32)
Grants	2	22,840	16,865	(5,975)	(26)
Sales of goods and services	3	44,877	37,442	(7,435)	(17)
Contributions received	4	....	3,027	3,027	100
Depreciation and amortisation	5	55,222	65,164	9,942	18
Supplies and consumables	6	224,199	197,278	(26,921)	(12)
Grants and subsidies	7	15,728	13,029	(2,699)	(17)
Other expenses	8	13,513	11,086	(2,427)	(18)
Changes in property, plant and equipment revaluation reserve	9	43,723	235,462	191,739	439

Notes to Statement of Comprehensive Income variances

- The decrease in capital appropriation is detailed in note 5.1 Revenue from Government.
- The decrease in Grant revenue is due to the timing of reimbursements relating to expenditure on programs funded by National Partnership Payments (NPP) from the Australian Government.
- The decrease in the sale of goods and services revenue mainly relates to the reduction in fees from International Students with the ongoing impact of COVID-19.
- The variance in contributions 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.
- The increase in Depreciation is due to the combined impact of underground infrastructure being recognised for the first time, and the increase in value of Buildings.

6. The decrease in supplies and consumables is primarily due to the timing of expenditure relating to some Maintenance Stimulus Projects and capitalisation of assets in addition to the capital improvement program, that were originally budgeted as supplies and consumables.
7. The decrease in grant and subsidies includes an underspend across a variety of programs including reduction in grants through GETI due to travel restrictions relating to COVID-19.
8. The decrease in other expenses relates to reductions in Workers Compensation premiums.
9. The increase in property plant and equipment revaluation reserve relates to the valuation of land and buildings as at 1 July 2020 and indexation of these values to reflect movement in values to 30 June 2021.

3.2 Statement of Financial Position

Budget estimates for the 2020-21 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 2020-21. The following variance analysis therefore includes major movements between the 30 June 2020 and 30 June 2021 actual balances.

	Note	Budget \$'000	2021 Actual \$'000	2020 Actual \$'000	Budget Variance \$'000	Actual Variance \$'000
Cash and Deposits	1	64,412	84,862	71,986	20,450	12,875
Assets held for sale	2	2,164	4,490	4,381	2,326	107
Infrastructure Assets	3	...	147,659	...	147,659	147,659
Right of Use Assets	4	5,956	8,933	4,597	2,977	4,336
Intangibles	5	6,646	8,689	7,846	2,043	843
Lease Liabilities	4	6,056	8,819	4,374	2,763	4,445

Notes to Statement of Financial Position variances

1. The increase in cash and deposits for budget to actual and actual to actual reflects the timing of instalments for School Resource Package payments to schools which fluctuates over the course of the calendar year. The end of calendar year balance is a better reflection of school's position. The variances also reflect a lower requirement to draw down on trust funds as part of management of the global budget.
2. The increase over the budget for Assets held for sale represents longer than expected time frames for sale of assets.
3. The increase in Infrastructure represents the combination of identification of new Infrastructure assets identified during the asset revaluation process and reclassification of existing infrastructure from Buildings.

4. The 2021 RoU Assets and Lease liabilities includes the commencement of new leases for Smithton Library and Space/Tier4 program in Devonport.
5. The increase compared to budget in Intangibles is due to revised useful life calculations. Historically these were depreciated over 4 years, updated information indicated useful life more likely ranging between 7 and 10 years.

3.3 Statement of Cash Flows

	Note	Budget \$'000	Actual \$'000	Variance \$'000	Variance %
Grants – continuing operations	1	22,840	15,233	(7,607)	(33)
Sales of goods and services	2	43,611	37,460	(6,151)	(14)
Other Cash receipts	3	16,709	18,922	2,213	13
Supplies and Consumables	4	(232,321)	(195,925)	36,396	(16)

Notes to Statement of Cash Flows variances

1. The decrease in Grant revenue is due to the timing of reimbursements relating to expenditure on programs funded by National Partnership Payments (NPP) from the Australian Government.
2. The decrease in the sale of goods and services revenue mainly relates to the reduction in fees from International Students with the ongoing impact of COVID-19.
3. The increase in other cash receipts reflects higher than budgeted school revenue. The budget for 2020-21 had been reduced based on actual revenue trends.
4. The Decrease in Supplies and consumables is primarily due to the timing of expenditure relating to some Maintenance Stimulus Projects and capitalisation of assets in addition to the capital improvement program, that were originally budgeted as supplies and consumables.

Note 4: Underlying Net Result

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

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

	Notes	2021 Budget \$'000	2021 Actual \$'000	2020 Actual \$'000
Net result from continuing operations		(6,373)	(3,205)	(36,223)
Less impact of:				
Non-operational capital funding				
Revenue from Government – works and services	5.1	46,027	31,181	34,548
Other revenue from Government	5.1	26,437	26,065	10,975
Fair value of assets assumed at no cost	5.4	....	3,027	3,546
Total		72,464	60,273	49,069
Underlying net result from continuing operations		(78,837)	(63,477)	(85,292)

Note 5: Revenue from Transactions

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

Income is recognised in accordance with the requirements of AASB 15 *Revenue from Contracts with Customers* or AASB 1058 *Income of Not-for-Profit Entities*, dependent on whether there is a contract with a customer defined by AASB 15.

5.1 Revenue from Government

Appropriations, whether operating or capital, are recognised as revenues in the period in which the Department gains control of the appropriated funds as they do not contain enforceable and sufficiently specific obligations as defined by AASB 15. Except for any amounts identified as carried forward, control arises in the period of appropriation.

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

Section 23 of the Financial Management Act allows for an unexpended appropriation at the end of the financial year, as determined by the Treasurer, to be issued and applied from the Public Account in the following financial year. The amount determined by the Treasurer must not exceed five per cent of an Agency's appropriation for the financial year. Rollover of unexpended appropriations under section 23 will be disclosed under the Financial Management Act for the first time in 2020-21.

In the 2019-20 comparative year, Revenue from Government included appropriations carried forward under section 8A(2) of the now repealed *Public Account Act 1986*, and taken up as revenue in the current year.

Section 8A(2) of the Public Account Act allowed 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 (2018-19), the carry forward was recognised as a liability, Revenue Received in Advance. The carry forward from the initial year was recognised as revenue in the reporting year, assuming that the conditions of the carry forward were met and the funds were expended.

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

	2021 Budget \$'000	2021 Actual \$'000	2020 Actual \$'000
Continuing operations			
Appropriation revenue – recurrent			
Current year	1,062,594	1,062,425	1,011,239
Appropriation revenue – works and services	46,027	31,181	34,548
Other Revenue from Government			
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
Appropriation Rollover under section 23 of the <i>Financial Management Act 2016</i>	13,901	12,644	....
Government Stimulus Funding	12,536	13,421	4,801
Total Revenue from Government from continuing operations	26,437	26,065	10,975
Total revenue from Government	1,135,058	1,119,670	1,056,762

The decrease in Appropriation revenue – recurrent of \$0.169 million compared to budget is as follows:

	2021 \$'000
Decrease in Appropriation revenue – recurrent compared to budget	
Australian Government Funding Government Schools	776
School excursion COVID-19 Response and Recovery ¹	(945)
Total	(169)

¹ This 2020-21 saving of \$945,230 reflects the unspent balance of the allocation of \$1.5 million allocated as part of the 2020-21 Budget for Output 90.1 School Excursions (COVID-19 Response and Recovery) across the Government and Non-government sectors.

The decrease in Appropriation revenue – works and services of \$14.846 million compared to budget is as follows:

Decrease in Appropriation revenue – works and services compared to budget	
Funding Rolled Forward	
Devonport High	(1,102)
Education Act Implementation	(1,800)
Lansdowne Crescent Primary School	(127)
Legana Primary	(1,470)
New Brighton High School	(2,610)
Penguin School	(719)
Sorell School	(1,211)
School Farm Redevelopment – Brighton and Jordan River Learning Federation	(3,787)
School Infrastructure Upgrades	(1,700)
Springfield Gardens Primary School Land Exchange	(425)
Year 7-12 Implementation Plan	(515)

Funding brought forward	
Revitalising Cosgrove High School	150
Six New Child and Family Learning Centres	470
Total	(14,846)

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

5.2 Grants

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

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

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

	2021 \$'000	2020 \$'000
Grants with sufficiently specific performance obligations		
Grants from the Australian Government		
Specific grants	207	754
National Partnership grants	14,069	15,514
Total	14,277	16,268
Grants without sufficiently specific performance obligations		

	2021 \$'000	2020 \$'000
Other Grants	2,588	2,269
Total	2,588	2,269
Total	16,865	18,537

5.3 Sales of Goods and Services

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

	2021 \$'000	2020 \$'000
Goods		
School supplies	9,550	7,460
Services		
Overseas students	5,784	10,162
Adult education fees	215	113
School levies	13,113	8,540
Other student collections	1,200	1,561
Refund/Waiver of School levies and other student collections ¹	....	(9,169)
Teachers registration fees	1,893	1,185
TasTAFE service provision and reimbursement of costs ²	3,569	3,317
Other	2,118	2,321
Total	37,442	25,490

- 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.

5.4 Contributions Received

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

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

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

	2021 \$'000	2020 \$'000
Donations	1,493	1,715
Fair value of volunteer services provided ¹	1,520	1,596
Fair value of assets assumed at no cost ²	....	132
Fair value of library books donated	14	103
Total	3,027	3,546

- 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.

5.5 Other Revenue

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

	2021 \$'000	2020 \$'000
Workers' compensation refunds	3,637	3,804
Miscellaneous school revenue	8,248	8,390
Paid Parental Leave Funding	2,502	2,260
Salary recovered from external bodies	347	362
Rental properties	1,120	1,035
Other	2,032	2,444
Total	17,886	18,295

Note 6: Net Gains/(Losses)

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

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

Key Judgement

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

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

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

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

	2021 \$'000	2020 \$'000
Net gain/(loss) on disposal of physical assets	(781)	397
Net gain/(loss) on disposal of library books, plant and equipment	(523)	(721)
Total net gain/(loss) on non-financial assets	(1,303)	(324)

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.

	2021 \$'000	2020 \$'000
Impairment of:		
Receivables	(859)	(510)
Total net gain/(loss) on financial instruments	(859)	(510)

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

	2021 \$'000	2020 \$'000
Wages and salaries	734,552	710,382
Annual leave	20,185	20,056
Sick leave	27,400	23,998
Long service leave	26,084	28,899
Superannuation – contribution scheme	83,608	76,902
Superannuation – defined benefit scheme	15,622	16,983
Other employee expenses	434	409
Total	907,885	877,629

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 (2020: 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 (2020: 9.5 per cent) of salary. In addition, Departments are also required to pay into the Public Account a “gap” payment equivalent to 3.45 per cent (2020: 3.45 per cent) of salary in respect of employees who are members of contribution schemes.

B) REMUNERATION OF KEY MANAGEMENT PERSONNEL

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

Remuneration during 2020-21 for key personnel is set by the *State Service Act 2000*. Remuneration and other terms of employment are specified in employment contracts. Remuneration includes salary, motor vehicle and other 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.

2021	Short-term benefits		Long-term benefits		Total \$'000
	Salary \$'000	Other Benefits \$'000	Superannuation \$'000	Other Benefits and Long Service Leave \$'000	
<i>Key management personnel</i>					
Timothy Bullard, Secretary	399	19	25	(1)	442
Robert Williams, Deputy Secretary Corporate and Business Services - <i>Separation 14 December 2020</i>	128	19	12	11	170
Jodee Wilson, Deputy Secretary Support and Development	237	19	31	6	293
Trudy Pearce, Deputy Secretary Learning ¹	280	19	35	15	349
Jennifer Burgess, Deputy Secretary Strategy and Performance	254	19	24	9	305
<i>Acting key management personnel</i>					
Kane Salter, Acting Deputy Secretary Corporate and Business Services – <i>Commencing 14 December 2020</i>	113	9	14	8	144
Total	1,411	104	141	48	1,703

¹ Remuneration includes backpay relating to 2020

2021	Short-term benefits		Long-term benefits		Total \$'000
	Salary \$'000	Other Benefits \$'000	Superannuation \$'000	Other Benefits and Long Service Leave \$'000	
<i>Key management personnel</i>					
Timothy Bullard, Secretary	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
Total	1,341	95	131	57	1,625

C) RELATED PARTY TRANSACTIONS

There are no significant related party transactions requiring disclosure.

7.2 Depreciation and amortisation

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

Key estimate and judgement

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

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

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

A) DEPRECIATION AND AMORTISATION

	2021 \$'000	2020* \$'000
Plant and equipment	1,640	1,856
Buildings ¹	50,583	48,796
Infrastructure ²	6,933	...
Library book stock	1,942	1,959
Right of use assets	2,889	1,569
Total	63,987	54,179
Amortisation		
Intangibles ³	820	1,975
Leasehold Improvements ⁴	355	26
Total	1,175	2,001
Total depreciation and amortisation	65,162	56,180

*2020 Actuals contain adjustments detailed in Note 19 and do not correspond to the 2019-20 Financial Statements.

- ¹ Building depreciation includes building impairment resulting from substantial fire damages at Cosgrove High School. Building depreciation for 2020 has been restated as detailed in Note 19 Correction of prior period error.
- ² Infrastructure depreciation was separated from Buildings in 2021 following valuation of these assets by the Office of the Valuer General.
- ³ Intangibles useful lives were revised in 2020-21 following further analysis of the period for which the assets are likely to remain operational.
- ⁴ Building assets reclassified as leasehold improvements results in higher leasehold improvements depreciation.

7.3 Supplies and consumables

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

	2021 \$'000	2020 \$'000
Audit fees – financial audit ¹	241	246
Consultants	3,425	3,761
Property services	48,272	49,863
Maintenance	29,518	26,010
Communications	2,079	2,012
Information technology	37,539	33,657
Lease expense ²	3,574	4,593
Travel and transport	3,565	6,087
Advertising and promotion	1,223	1,074
Materials and supplies	30,310	28,385
Miscellaneous school expenses	17,039	17,361
Books and periodicals	3,302	3,222
Postage and freight	1,147	1,526

	2021 \$'000	2020 \$'000
Training and development	4,246	4,363
Contractors	5,162	5,376
Finance and administration expenses	2,278	2,040
Other supplies and consumables	4,358	4,772
Total	197,278	194,349

¹ Audit fees paid or payable to the Tasmanian Audit Office for the audit of the Department's financial statements were \$0.169m (2019–20 \$0.165m).

² Lease expense includes lease rentals for short-term leases, leases of low value assets and variable lease payments. Refer to note 9.2 for breakdown of lease expenses and other lease disclosures.

7.4 Grants and Subsidies

Grant and subsidies expenditure is recognised to the extent that:

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

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

	2021 \$'000	2020 \$'000
26 Ten	801	501
Alannah and Madeline Foundation - Cyber Safety in Schools ¹	35	158
Australian Music Examinations Board	113	113
Beacon Foundation ²	873	1,198
Bravehearts	200	250
Children's book Council of Australia	50	50
Digital Connections Grants Program	429	433

	2021 \$'000	2020 \$'000
Duke of Edinburgh	40	...
Education and Care	631	425
First aid in Schools	100	114
GETI - International – transfers to TasTAFE	1,496	1,782
Life without Barriers	134	164
Non-government school	3,721	3,926
Other grant payments	515	323
Peter Underwood Centre	...	40
Save the Children Australia – Out Teach Mobile Education Program	326	300
School Sports Associations	257	272
Senior secondary accommodation allowance	211	243
Sexual Assault Support Service	50	150
Smith family - learning for life ⁴	80	400
Spectacles and uniforms	268	323
Stay ChatTy - Relationships Australia	250	250
Studentworks	277	272
Tasmanian School Canteen Association	139	150
Tasmanian Youth Orchestra ⁵	100	....
TASSO	205	274
Teacher Intern Scholarships	317	227
University of Tasmania – Schools Engagement Project	52	53
Vision Australia	60	69
Working it out – Program to Combat Bullying ⁶	218	85
Working Together for 3 Year Olds	1,080	681
Total	13,029	13,225

- ¹The Alannah and Madeline Foundation grant deed expired on 31 October 2020. A smaller, one year extension was granted for 2020–21.
- ²2019–20 included two Beacon Foundation milestone payments, compared to a single milestone payment in 2020–21.
- ³The variance in the grant for the Sexual Assault Support Services relates to the timing and value of milestone payments according to the grant deed.
- ⁴The Smith Family grant deed expired on 30 June 2020. A new, smaller value deed was entered into in 2020–21.
- ⁵The 2019–20 payment for Tasmanian Youth Orchestra was paid in June 2019 and reported in 2018–19.
- ⁶The Working it Out – Program to Combat Bullying provided grant funding to more Recipients in 2020–21.

7.5 Finance costs

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

	2021 \$'000	2020 \$'000
Interest on lease liabilities	208	76
Total	208	76

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.

	2021 \$'000	2020 \$'000
State contribution to the National Disability Insurance Scheme	...	3,222
Volunteer services provided	1,523	1,596
Total	1,523	4,818

7.7 Other Expenses

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

	2021 \$'000	2020 \$'000
Salary on-costs – workers compensation premiums	11,086	12,096
Total	11,086	12,096

Note 8: Assets

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

8.1 Receivables

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

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

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

	2021 \$'000	2020 \$'000
Central Office receivables	7,234	8,741
Library receivables	2	3
Less: Expected credit loss	(852)	(1,012)
Total	6,384	7,732

	2021 \$'000	2020 \$'000
School receivables	3,948	780
Less: Expected credit loss	(1,519)	(459)
Total	2,430	321
Total receivables	8,814	8,053
Sale of goods and services	5,996	5,615
GST Receivable	2,818	2,438
Total	8,814	8,053
Settled within 12 months	8,814	8,053
Total	8,814	8,053

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

	2021 \$'000	2020 \$'000
Carrying amount at 1 July	1,471	4,483
Amounts written off during the year	(625)	(2,502)
Increase/(decrease) in provision recognised in profit or loss	1,524	(510)
Carrying amount at 30 June	2,371	1,471

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

8.2 Other Financial Assets

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

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

	2021 \$'000	2020 \$'000
Accrued Revenue	6,007	6,598
Loan advances	5,000	2,469
Total	11,007	9,067

* 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.

8.3 Assets Held for Sale

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

A) CARRYING AMOUNT

	2021 \$'000	2020* \$'000
Land and buildings	4,490	4,381
Total	4,490	4,381
Settled within 12 months	4,490	4,381
Total	4,490	4,381

2020 Actuals contain adjustments detailed in Note 19 and do not correspond to the 2019-20 Financial Statements.

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

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

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

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

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

The building assets are written down against reserves if the building is classified as a specialised building. The non-specialised buildings are retained at their current fair value at the time at which they were transferred to assets held for sale.

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

	Carrying value at 30 June \$'000	Fair value measurement at end of reporting period	
		Level 2 \$'000	Level 3 \$'000
2021			
Land	1,202	1,202	...
Buildings	3,288	3,288	...
Total	4,490	4,490	...
2020			
Land	1,623	1,623	...
Buildings	2,758	2,758	...
Total	4,381	4,381	...

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

(iv) Revaluations

Assets are grouped on the basis of having a similar nature or function in the operations of the Department. Assets are revalued every five years to ensure they reflect fair value at balance date. The Department's Land and Buildings were due to be revalued in the 2019-20 Financial year, as at 31 December 2019 by independent valuers. The revaluation was undertaken in accordance with relevant Valuation and Accounting Standards and is based on fair value, however was delayed due to the impact of COVID-19 on finalising inspections of all sites. Values have been assessed and recorded as at 1 July 2020 in the 2020-21 Financial Year.

In addition, the valuation recognised a number of assets for the first time, as they were in existence at the time of previous valuation these have been recognised as a prior period error effective 1 July 2019 as detailed in note 19. 2020 comparatives have been amended to reflect this change and as such do not correspond to the 2019-20 Financial Statements.

Assets are assessed for material value movements regularly and indexed where necessary to reflect movements in fair value. Based on a review of construction costs by the Office of the Valuer General with appropriate allowance for regional influences across Tasmania the preliminary percentage variation in building and infrastructure cost between 1 January 2020 and 30 June 2021 is calculated at 3.5% increase.

The market movement in value of residential land between 1 January 2020 and 30 June 2021 has shown a significant increase of 12.0%. 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.

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

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

* 2020 Actuals contain adjustments detailed in Note 19 and do not correspond to the 2019-20 Financial Statements.

A) CARRYING AMOUNT

	2021 \$'000	2020* \$'000
Land		
At fair value	290,277	240,392
Total land	290,277	240,392
Buildings		
At fair value	3,180,014	2,907,588
Less: Accumulated depreciation	(1,646,344)	(1,438,660)
Less: Provision for impairment	(212,910)	(163,140)
	1,320,760	1,305,788
Works in progress (at cost)	35,055	32,276
Total buildings	1,355,815	1,338,064
Leasehold improvements¹		

	2021 \$'000	2020* \$'000
At fair value	15,258	563
Less: Accumulated amortisation	(1,761)	(26)
Total	13,497	537
Plant and equipment		
At cost	47,365	44,419
Less: Accumulated depreciation	(36,270)	(35,246)
	11,095	9,173
Works in progress (at cost)	1,076	...
Total plant and equipment	12,171	9,173
Total property, plant and equipment	1,671,760	1,588,166

¹ The increase of \$15 million in the carrying value of leasehold improvements is due to three assets being reclassified from building assets to Leasehold improvements.

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 12% (6% in 2020) to reflect the movement in value of residential land. Buildings have been indexed by 3.5% (4.56% in 2020) 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.

2021	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 \$'000	Plant and equipment \$'000	Total \$'000
Carrying value at 1 July		21,151	219,241	45,380	1,260,408	32,276	537	9,173	1,588,166
Additions		...	...	...	...	48,906	...	4,157	53,063
Assets transferred to held for sale	8.3	(23)	(372)	(65)	(464)	...	...	...	(924)
Disposals		...	...	...	...	...	...	(13)	(13)
Capitalised works to assets		...	...	...	46,034	(46,034)	...	...	...
Change in asset class* ¹		...	...	(435)	(13,281)	(93)	13,315	494	...
Transfer to Infrastructure* ²		...	...	(1,699)	(144,658)	...	...	...	(146,357)
<i>Gains/losses recognised in operating result</i>									
Depreciation and amortisation	7.2	...	...	(729)	(47,703)	...	(355)	(1,640)	(50,427)
<i>Gains/losses recognised in other comprehensive income</i>									
Revaluation increments (decrements)* ³	11.1	2,361	48,559	(4,872)	185,393	...	...	...	231,441
Impairment losses* ⁴		...	...	...	(2,151)	...	...	...	(2,151)
Impairment reversals		...	...	...	...	...	...	...	...
Loss on revaluation Assets held for sale		(222)	(418)	...	(398)	...	...	...	(1,038)
Carrying value at 30 June		23,267	267,010	37,580	1,283,179	35,055	13,497	12,171	1,671,760

*1 There were three assets reclassified from buildings to leasehold improvements (Bridgewater Library, West Coast Community and George Town Hub) as part of the revaluation process. In addition, there were Public artwork previously carried within WIP projects were capitalised to Plant and Equipment.

*2 Infrastructure such as internal roads and walkways previously recorded within Building assets was re-classified as Infrastructure in note 8.5.

*3 The revaluation increments (decrements) in land and building assets is a combination of revaluations and indexation.

*4 Impairment losses have been recognised in relation to significant fire damages sustained at Cosgrove High School.

2020*	Notes	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 \$'000	Plant and equipment \$'000	Total \$'000
Reported Carrying value at 1 July		19,652	207,702	43,898	1,166,886	16,673	....	8,324	1,463,135
Correction of error	19	462	1,297	1,326	64,928	....	....	....	68,013
Restated Carrying value at 1 July		20,114	208,999	45,224	1,231,814	16,673	....	8,324	1,531,148
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*1	414*2	...
<i>Gains/losses recognised in operating result</i>									
Depreciation and amortisation	6.2	...	...	(964)	(47,831)	...	(26)	(1,855)	(50,676)

2020*	Notes	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 \$'000	Plant and equipment \$'000	Total \$'000
<i>Gains/losses recognised in other comprehensive income</i>									
Revaluation increments	11.1	983	10,242	1,942	48,150	...	...	...	61,317
Impairment losses		...	...	...	(37,890)	...	...	...	(37,890)
Impairment reversals		...	...	...	34,842	...	...	...	34,842
Carrying value at 30 June		21,151	219,241	45,380	1,260,408	32,276	537	9,173	1,588,166

* 2020 Actuals contain adjustments detailed in Note 19 and do not correspond to the 2019-20 Financial Statements.

*1 Works previously carried as WIP were capitalised as leasehold improvements as refurbishment of Cooper St, Glenorchy.

*2 Public artworks previously carried within WIP projects were capitalised to Plant and Equipment.

C) LEVEL 3 SIGNIFICANT VALUATION INPUTS AND RELATIONSHIP TO FAIR VALUE

Description	Fair value at 30 June \$'000	Significant unobservable inputs used in valuation	Possible alternative values for level 3 inputs	Sensitivity of fair value to changes in level 3 inputs
Land – with no active markets and/or significant restrictions)	219,241	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 12% based on assessment by the Office of the Valuer General.
Buildings – specific purpose / use buildings	1,260,408	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 3.5% based on assessment by the Office of the Valuer General.

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

D) ASSETS WHERE CURRENT USE IS NOT THE HIGHEST AND BEST USE

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

8.5 Infrastructure

The Department recognises Infrastructure assets where:

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

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

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

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

Assets are assessed for material value movements regularly and indexed where necessary to reflect movements in fair value. Based on a review of construction costs by the Office of the Valuer General with appropriate allowance for regional influences across Tasmania the preliminary percentage variation in building and infrastructure cost between 1 January 2020 and 30 June 2021 is calculated at 3.5% increase.

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 were deferred to 2020-21 due to the impact of COVID-19 on finalising inspections of all sites.

A) CARRYING AMOUNT

	2021 \$'000	2020 \$'000
At fair value – underground infrastructure	306,487	...
Less: Accumulated depreciation	(159,642)	...
Work in progress	814	...
Total	147,659	...

B) RECONCILIATION OF MOVEMENTS (INCLUDING FAIR VALUE LEVELS)

	2021 Level 2 \$'000	2021 Level 3 \$'000	2021 Total \$'000	2020 Total \$'000
Carrying value at 1 July	...	...	...	...
Transfer from Buildings	1,699	144,658	146,357	...
Additions	264	3,005	3,269	...
Revaluation increments	67	4,899	4,966	...
Depreciation expense	(48)	(6,885)	(6,933)	...
Carrying value at 30 June	1,982	145,677	147,659	...

C) LEVEL 3 SIGNIFICANT VALUATION INPUTS AND RELATIONSHIP TO FAIR VALUE

Description	Fair value at 30 June \$'000	Significant unobservable inputs used in valuation	Possible alternative values for level 3 inputs	Sensitivity of fair value to changes in level 3 inputs
Infrastructure – specific purpose / use buildings	145,677	A – Construction costs B – Design life C – Age and condition of asset D – Remaining useful life	Note 1	Tasmanian construction indexes have increased over the last 12 months. Design and useful lives are reviewed regularly but generally remain unchanged. As a result, building values have been indexed at 3.5% based on assessment by the Office of the Valuer General.

8.6 Right of Use Assets

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

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

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

2021	Buildings \$'000	Plant and Equipment \$'000	Total \$'000
Carrying Value at 1 July	2,274	2,324	4,597
Additions	6,180	1,045	7,225
Depreciation and amortisation	(1,604)	(1,285)	(2,889)
Carrying value at 30 June	6,849	2,084	8,933
2020	Buildings \$'000	Plant and Equipment \$'000	Total \$'000
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

8.7 Library Book Stock

A) CARRYING AMOUNT

	2021 \$'000	2020 \$'000
At cost	22,977	23,214
Less: Accumulated depreciation	(18,859)	(18,473)
Total library book stock	4,118	4,741

B) RECONCILIATION OF MOVEMENTS

	2021 \$'000	2020 \$'000
Carrying value at 1 July	4,741	5,858
Additions	1,851	1,577
Disposals	(532)	(735)
Depreciation	(1,942)	(1,959)
Carrying value at 30 June	4,118	4,741

8.8 Heritage Collections

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

A) CARRYING AMOUNT

	2021 \$'000	2020 \$'000
At fair value	43,819	43,472
Total heritage	43,819	43,472

B) RECONCILIATION OF MOVEMENTS

	2021 \$'000	2020 \$'000
Carrying value at 1 July	43,472	43,432
Additions	347	40
Carrying value at 30 June	43,819	43,472

The Department holds a number of heritage assets. These assets were revalued during 2015-16 by independent valuers. Heritage Assets are due to be revalued every five years to ensure they reflect fair value at balance date, due to delays caused by COVID-19 this revaluation will be carried out in 2021-22. 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.

8.9 Intangibles

An intangible asset is recognised where:

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

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

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

A) CARRYING AMOUNT

Intangibles with a finite useful life	2021 \$'000	2020 \$'000
Software at cost	19,506	15,781
Less: Accumulated amortisation	(12,076)	(11,256)
	7,430	4,525
Work in progress	1,259	3,321
Total intangibles	8,689	7,846

B) RECONCILIATION OF MOVEMENTS

	2021 \$'000	2020 \$'000
Carrying value at 1 July	7,846	7,652
Additions to work in progress	868	1,391
Completed work in progress	795	778
Amortisation ¹	(820)	(1,975)
Carrying value at 30 June	8,689	7,846

¹ Useful life of Intangible assets were re-assessed during 2020-21 and revised from 4 years to 7 or 10 years.

8.10 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

Other current assets	2021 \$'000	2020 \$'000
Prepayments	3,789	3,477
Other current assets	2,048	2,112
Total	5,837	5,589
Recovered within 12 months	5,837	5,589
Total	5,837	5,589

B) RECONCILIATION OF MOVEMENTS

	2021 \$'000	2020 \$'000
Carrying value at 1 July	5,589	5,747
Additions	3,789	5,589
Prepayments and other assets expensed	(3,541)	(5,747)
Carrying value at 30 June	5,837	5,589

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.

	2021 \$'000	2020 \$'000
Creditors	7,874	2,867
Accrued expenses	1,397	6,861
Total	9,272	9,728
Settled within 12 months	9,272	9,728
Total	9,272	9,728

Settlement is usually made within 30 days.

9.2 Lease liabilities

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

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

The Department has entered into the following leasing arrangements:

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

	2021 \$'000	2020 \$'000
Carrying value at 1 July	4,374	4,045
Additions	7,225	2,122
Lease payments excluding interest	(2,780)	(1,791)
Total	8,819	4,374

The following amounts are recognised in the Statement of Comprehensive Income.

	2021 \$'000	2020 \$'000
Interest on lease liabilities included in note 7.5	208	76
Lease expenses included in note 7.3:	3,574	4,593
Net expenses from leasing activities	3,782	4,669

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.

	2021 \$'000	2020 \$'000
Accrued salaries	17,766	13,836
Annual leave	16,400	16,275
Long service leave	163,267	151,843
State Service Accumulated Leave Scheme	1,241	728
Total	198,675	182,682
Expected to settle wholly within 12 months	55,230	51,448
Expected to settle wholly after 12 months	143,445	131,234
Total	198,675	182,682

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

	2021 \$'000	2020 \$'000
Revenue received in advance		
Revenue received in advance	2,648	2,980
Other liabilities		
Provision for workers compensation	2,695	2,522
Other liabilities	162	150
Total	5,505	5,652
Settled within 12 months	3,200	3,540
Settled in more than 12 months	2,305	2,112
Total	5,505	5,652

Note 10: Commitments and Contingencies

10.1 Schedule of Commitments

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

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

Property and tenancies 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.

	2021 \$'000	2020 \$'000
By type		
Capital commitments		
Buildings	47,230	13,708
Total capital commitments	47,230	13,708
Other commitments		
Property and tenancies	38,624	46,418
Motor vehicle fleet	2,622	3,346
Total other commitments	41,246	49,764

	2021 \$'000	2020 \$'000
By maturity		
Capital commitments		
One year or less	23,194	10,109
From one to five years	24,036	3,599
Total capital commitments	47,230	13,708
Other commitments		
One year or less	4,842	3,221
From one to five years	12,756	15,193
More than five years	23,647	31,349
Total other commitments	41,246	49,764
Total	88,476	63,471

Note: Commitments are GST inclusive where relevant.

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

10.2 Contingent Assets and Liabilities

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

(a) Unquantifiable contingencies

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

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

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

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

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

A number of these claims have been assessed as quantifiable contingent liabilities, however an additional number of these claims have not yet been assessed and it is not possible at the reporting date to accurately estimate the amounts of any eventual payments that may be required in relation to these claims, as a result they are currently classified as unquantifiable contingent liabilities. As the Department of Justice will meet the cost of these civil claims, all quantifiable contingent liabilities regarding legal claims related to child abuse in state care can be found in the financial statements within the Department of Justice 2020-21 Annual Report.

At 30 June 2021, the Department had 10 legal claims against it for negligence. The Crown Solicitor has advised the Department that the estimated potential liability to be \$0.624 million for 2020-21 (\$0.854 million for 2019-20). It is not possible at the reporting date to accurately estimate the amounts of any eventual payments that may be required in relation to these claims.

The Department has a number of leases on property it occupies. 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

	Note	Land \$'000	Buildings \$'000	Infrastructure \$'000	Heritage \$'000	Total \$'000
2021						
Asset Revaluation Reserve						
Balance at the beginning of financial year		37,875	404,474	...	1,247	443,596
Indexation		31,101	44,665	4,966	...	80,732
Revaluation increments (decrements)		19,179	135,761	...	...	154,940
Reversals of impairment losses		...	(210)	...	...	(210)
Balance at end of financial year		88,155	584,690	4,966	1,247	679,058
2020						
Asset Revaluation Reserve						
Balance at the beginning of financial year		26,649	357,430	...	1,247	385,326
Indexation		11,120	46,640	...	...	57,760
Correction of error*	19	106	3,021	...	...	3,127
Revaluation increments (decrements)		...	431	...	...	431
Impairment losses		...	(37,890)	...	...	(37,890)
Reversals of impairment losses		...	34,842	...	...	34,842
Balance at end of financial year		37,875	404,474	...	1,247	443,596

* During 2020-21, as a result of the valuation conducted as at 1 July 2020, a number of assets had been recognised for the first time. These assets were in existence at the time of the previous valuation. As a result, there are to be included within the financial statements in accordance with AASB 108, which requires "...if the error occurred before the earliest prior period presented, restating the opening balances of assets, liabilities and equity for the earliest prior period presented.' In this case, adjustments will be processed as at 1 July 2019.

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 Cash Equivalents

Cash and cash equivalents 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.

	2021 \$'000	2020 \$'000
Special Deposits and Trust Fund balance		
T511 – Department of Education Operating Account	25,633	17,949
T521 – Department of Education School Banking Account	59,023	53,716
Total	84,656	71,665
Other bank accounts	92	200
Cash floats	114	121
Total	206	321
Total cash and deposits	84,862	71,986

12.2 Reconciliation of Net Result to Net Cash from Operating Activities

	2021 \$'000	2020 \$'000
Net result from transactions (net operating balance)	(3,205)	(36,223)
Non-Operational capital funding	(31,181)	(34,548)
Non-cash contributions	(1,531)	235
Depreciation and amortisation	65,176	56,180
(Gain) loss from sale of non-financial assets	1,351	93
Expected credit and impairment losses	2,371	1,489
Decrease/(increase) in Receivables	(381)	2,724
Decrease/(increase) in Prepayments	(313)	320
Decrease/(increase) in Accrued revenue	591	(891)
Decrease/(increase) in Inventories	53	(162)
Decrease/(increase) in tax assets	(380)	(2,468)
Increase/(decrease) in Employee benefits	15,992	22,846
Increase/(decrease) in Payables	5,007	787
Increase/(decrease) in Accrued expenses	(5,464)	(1,584)
Increase/(decrease) in Other liabilities	(147)	(6,648)
Net cash from/(used by) operating activities	47,939	2,149

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

	2021 Budget \$'000	2021 Actual \$'000	2020 Actual \$'000
Capital Investment Program			
New projects			
Legana Primary	1,750	280	....
New Brighton High School	5,500	2,890	....
Six New Child and Family Learning Centres ¹	950	1,420	....
New K-12 Sorell School	375	1,000	....
Revitalising Cosgrove High School	300	450	....
Springfield Gardens Primary School	450	25	....
Continuing Projects			
Devonport High ³	6,402	5,300	598
Lansdowne Crescent Primary School ³	4,359	4,232	371
Montagu Bay Primary School	250	214	1,399
School Farm Redevelopment (Brighton/JRLF) ³	4,220	433	80
School Farm Redevelopment (Sheffield) ^{3,4}	2,600	2,358	400
East Launceston Primary School ^{3,4}	725	101	2,129

	2021 Budget \$'000	2021 Actual \$'000	2020 Actual \$'000
Education Act – Capital ³	6,055	4,255	9,770
Penguin School – New K-12 School ²	7,339	6,620	811
School Infrastructure Upgrades ³	2,900	1,200	3,460
Sorell School ³	2,315	479	210
Southern Support School ^{3,4}	3,591	3,236	433
Year 7 - 12 Implementation Plan ³	3,508	2,993	2,492
Completed Projects			
Taroona High School	3,000	3,000	1,516
Spreyton Primary School	1,520	1,520	135
Riverside High School	100	100	8,395
Molesworth Primary School	1,650	1,650	240
Hobart College	69	69	2,223
Illawarra Primary school	....	....	647
Queechy High School	....	....	62
Snug Primary School	....	....	1,730
Tasmanian Archives and Heritage Office	....	....	1,671
Total	59,928	43,825	38,772

Notes:

¹ Funding was brought forward from the Forward Estimates into 2020-21 for these projects due to progressing ahead of schedule. The variation represents a change in the timing of project expenditures and does not reflect any overall change in the project appropriation.

² The variation represents a change in the timing of project expenditures and does not reflect any overall change in the project appropriation.

³ The balance of funds for these projects were rolled forward into 2021-22 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.

⁴The actual is lower than budget for these projects due to unexpended rollover funding from 2019-20 under section 23 of the *Financial Management Act 2016*, which will be re-appropriated to the Department in 2021-22.

B) CLASSIFICATION OF CASH FLOWS

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

	2021 Actual \$'000	2020 Actual \$'000
Cash outflows		
Buildings and infrastructure - works and services	39,483	37,564
Consultants	4,342	1,208
Total cash outflows	43,825	38,772

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.

2021	Lease Liabilities \$'000
Balance as at 1 July 2020	4,374
New Leases	7,225
Changes from financing cashflows:	
Lease payments	(2,780)
Balance as at 30 June 2021	8,818

2021	Lease Liabilities \$'000
Balance as at 1 July 2019	4,049
New Leases	2,121
Changes from financing cashflows:	
Lease payments	(1,792)
Balance as at 30 June 2020	4,374

Note 13: Financial instruments

13.1 Risk exposures

A) RISK MANAGEMENT POLICIES

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

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

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

B) CREDIT RISK EXPOSURES

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

Financial Instruments	Accounting and strategic policies	Nature of underlying instrument
Financial Assets		
Receivables	<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>
Cash and deposits and other financial assets	Counterparty failure is managed by dealing with financially sound and reputable banks.	Cash means notes, coins and any deposits held at call.

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

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

Expected Credit Loss Analysis of Receivables

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

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

2021	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)	0.56%	2.4%	25.29%	42.64%	
Total gross carrying amount (B)	4,769	823	348	5,245	11,185
Expected credit loss (A × B)	27	20	88	2,236	2,371

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 × B)	23	19	70	1,360	1,471

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
Financial Liabilities		
Payables	The Department's liquidity is managed on a whole-of-government basis by the Department of Treasury and Finance. The Department uses the annual budget to assist in liquidity management.	The majority of Departmental suppliers offer 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.

13.1 (c) Maturity analysis for financial liabilities

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

2021	1 year \$'000	2 years \$'000	3 years \$'000	4 years \$'000	5 years \$'000	5+ years \$'000	Undiscounted total \$'000	Carrying amount \$'000
Financial liabilities								
Payables	9,272	...	...	...	...	...	9,272	9,272
Lease liabilities	373	687	597	2,421	441	4,300	8,819	8,819
Other financial liabilities	2,182	260	114	92	...	...	2,648	2,648
Total	11,827	947	711	2,513	441	4,300	20,739	20,739

2021	1 year \$'000	2 years \$'000	3 years \$'000	4 years \$'000	5 years \$'000	5+ years \$'000	Undiscounted total \$'000	Carrying amount \$'000
Financial liabilities								
Payables	9,729	....	....	....	....	....	9,729	9,729
Lease liabilities	252	811	724	517	674	1,395	4,374	4,374
Other financial liabilities	2,640	253	74	13	....	....	2,980	2,980
Total	12,164	1,063	798	531	674	1,395	17,082	17,082

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:

	2021 \$'000	2020 \$'000
Variable rate instruments		
Financial assets	59,111	53,916
Total	59,111	53,916

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

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

	Statement of Comprehensive Income		Equity	
	100 basis points increase \$'000	100 basis points decrease \$'000	100 basis points Increase \$'000	100 basis points decrease \$'000
30 June 2021				
Financial assets	591	(591)	591	(591)
Net sensitivity	591	(591)	591	(591)
30 June 2020				
Financial assets	539	(539)	539	(539)
Net sensitivity	539	(539)	539	(539)

This analysis assumes all other variables remain constant. The analysis was performed on the same basis for 2020.

13.2 Categories of Financial Assets and Liabilities

	2021 \$'000	2020 \$'000
Financial assets		
Financial assets at fair value through profit and loss	84,862	71,986
Amortised cost	19,821	10,521
Total	104,683	82,508
Financial liabilities		
Amortised cost	11,920	12,728
Total	11,920	12,728

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

	Carrying Amount 2021 \$'000	Net Fair Value 2021 \$'000	Carrying Amount 2020 \$'000	Net Fair Value 2020 \$'000
Financial assets				
Cash and cash equivalents	84,862	84,862	71,986	71,986
Receivables	8,814	8,814	8,053	8,053
Other financial assets	11,007	11,007	2,469	2,469
Total financial assets	104,683	104,683	82,508	82,508
Financial liabilities (Recognised)				
Payables	9,272	9,272	9,728	9,728
Other financial liabilities	2,648	2,648	2,980	2,980
Total financial liabilities (Recognised)	11,920	11,920	12,708	12,708

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.

	2021 \$'000	2020 \$'000
Salaries	1,570	1,353
Travel	103	101
Consultants	151	96
Maintenance and Property Services	153	186
Supplies and Consumables	113	117
Miscellaneous	58	60
Total expenditure	2,149	1,915

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 2020–21 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.

	2021 Budget \$'000	2021 Actual \$'000	2020 Actual \$'000
Continuing operations			
Appropriation revenue – recurrent	413,976	416,657	394,240
Total administered revenue from Government	413,976	416,657	394,240

The increase in Appropriation and other revenue recurrent of \$4.176 million compared to budget reflects the following:

	\$'000
State Funded Educational Grants	2,693
Australian Government Funding for the Non-Government Sector	1,604
State Funded Capital Assistance	(121)
Australian Government Funding	(1,494)

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.

	2021 \$'000	2020 \$'000
State Library services	2	2
Total	2	2

15.4 Administered Other Revenue

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

	2021 \$'000	2020 \$'000
Other Revenue ¹	1,721	1,494
Total	1,721	1,494

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

15.5 Administered Grants and Subsidies

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

	2021 \$'000	2020 \$'000
Non-government schools: Grants by Australian Government	330,928	312,281
Non-government schools: Grants by State Government	86,507	82,404
Non-government schools: Capital assistance	1,173	1,173
Total	418,608	395,858

15.6 Administered Accrued Revenue

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

	2021 \$'000	2020 \$'000
Accrued Revenue ¹	1,721	1,494
Total	1,721	1,494

¹ Accrued revenue relates to Commonwealth Non-Government School funding.

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 on 30 June 2021.

Account name	Opening balance 1 July 2020 \$'000	Net transactions during 2020-21 \$'000	Closing balance 30 June 2021 \$'000
Critchley Parker Junior Student Loan Fund	23	...	23
Sir John Morris Memorial Fund	1,258	14	1,272
TM Crisp Memorial Sporting Library	15	...	15
	1,297	14	1,311

Note 17: Events occurring after balance date

There have been no events subsequent to balance date which would have a material effect on the Department's financial statements as at 30 June 2021.

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 the Minister for Education.

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 information and research 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 27 September 2021.

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

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

- AASB 1059 *Service Concession Arrangements: Grantors* - This Standard prescribes the accounting for a service concession arrangement by a grantor that is a public sector entity. Service concession arrangements are contracts between an operator and a grantor, where the operator provides public services related to a service concession asset on behalf of the grantor for a specified period of time and manages at least some of those services. However, there is no effect of adopting AASB 1059 for the Department, as these types of arrangements are not entered into.

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

The Department has not applied any new Australian Accounting Standards or Interpretations that have been issued but are not yet effective. Those that have an impact on the Department's financial statements include:

- AASB 2020-1 Amendments to Australian Accounting Standards – Classification of Liabilities as Current or Non-Current and AASB 2020-6 Amendments to Australian Accounting Standards – Classification of Liabilities as Current or Non-current – Deferral of Effective Date (effective for annual reporting periods beginning on or after 1 January 2022)
- AASB 2020-3 Amendments to Australian Accounting Standards – Annual Improvements 2018–2020 and Other Amendments (effective for annual reporting periods beginning on or after 1 January 2022)
- AASB 2020-2 Amendments to Australian Accounting Standards – Disclosure of Accounting Policies and Definition of Accounting Estimates (effective for annual reporting periods beginning on or after 1 January 2023).

The Department has undertaken an assessment of the impact of new and revised Accounting Standards yet to be applied and has determined they will have no material impact on the Department's financial statements.

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. Details of the impact of changes in accounting policy on comparative figures are at note 18.5.

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

Amendments to comparative figures arising from correction of an error are disclosed at note 19.

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.

Note 19. Correction of prior period error

The valuation scheduled for 2019-20 Financial Year was not completed until 2020-21 due to COVID-19. As part of the 2019-20 valuation process the Office of the Valuer General have recognised underground infrastructure as a new separate asset in the composition of fair value.

The 2019-20 Financial Statements had to be prepared based on indexes applied to the previous valuation which did not include these infrastructure assets.

These assets were in existence at the time of the previous valuation. As a result, they are to be included within the financial statements in accordance with AASB 108, which requires "...if the error occurred before the earliest prior period presented, restating the opening balances of assets, liabilities and equity for the earliest prior period presented." In this case, adjustments will be processed as at 1 July 2019.

The following tables disclose the impact of this error on the relevant sections of the 2019-20 financial statements:

	Note	As Previously Reported \$'000	Correction of error \$'000	As at 30 June 2020 As Restated \$'000
Statement of Comprehensive Income (extract)				
Depreciation and amortisation	7.2	53,614	2,566	56,180
Total Expenses from continuing operations		1,155,806	2,566	1,158,372
Net result from continuing operations		(33,657)	(2,566)	(36,223)
Note 7.2 Depreciation (extract)				
Buildings		46,230	2,566	48,796
Statement of Financial Position (extract)				
Assets held for sale	8.3	4,259	123	4,382
Property, Plant and Equipment	8.4	1,519,592	68,574	1,588,166
Total Assets		1,679,202	68,697	1,747,899
Net Assets		1,476,763	68,697	1,545,459

	Note	As Previously Reported \$'000	Correction of error \$'000	As at 30 June 2020 As Restated \$'000
Reserves	11.1	440,469	3,127	443,596
Accumulated Funds		1,036,294	65,569	1,101,863
Total Equity		1,476,763	68,697	1,545,459
Note 8.3 Assets Held for Sale				
a) Carrying amount		4,259	123	4,382
b) Fair value measurement of assets held for sale		Carrying value	Correction of error	Carrying value
		Level 3		Level 3
Land		1,500	123	1,623
Buildings		2,759	....	2,759
Total		4,259	123	4,382
Note 8.4 Property, Plant and Equipment				
a) Carrying amount				
Land at fair value		238,527	1,865	240,392
Buildings at fair value		2,838,313	69,275	2,907,588
Less: Accumulated depreciation / Impairment		(1,436,094)	(2,566)	(1,438,659)
Less: Provision for impairment		(163,140)	....	(163,140)
		1,239,080	66,709	1,305,789
Works in progress (at cost)		32,276	....	32,276
Total buildings		1,271,356	66,709	1,338,065

b) Reconciliation of movements (including fair values)

	2020 As reported					2020 Restated				
	Land Level 2 \$'000	Land Level 3 \$'000	Buildings Level 2 \$'000	Buildings Level 3 \$'000	Correction of error	Land Level 2 \$'000	Land Level 3 \$'000	Buildings Level 2 \$'000	Buildings Level 3 \$'000	
Carrying value at 1 July	19,652	207,702	43,898	1,166,886	68,013	20,114	208,999	45,224	1,231,814	
Additions	132	....	....	....	....	132	....	....	....
Transfers to assets held for sale	(79)	....	(821)	....	(123)	(202)	....	(821)	....
Capitalised works to assets	31,324	....	....	....	....	31,324	....	....	....
Gains/losses recognised in operating result	....	....	....	....	....	....	....	....	....
Depreciation and amortisation	....	....	(913)	(45,317)	(2,566)	....	....	(964)	(47,831)
Gains/losses recognised in other comprehensive income	....	....	....	....	....	....	....	....	....
Revaluation increments	11.1	956	10,164	1,882	45,189	3,127	984	10,242	1,942	48,150
Impairment losses	11.1	(37,890)	(37,890)
Impairment reversals	11.1	34,842	34,842
	20,661	217,866	44,046	1,195,034	68,451	21,028	219,241	76,704	1,229,084	

II.I Reserves	2020 As reported			2020 Restated	
	Land	Buildings	Correction of error	Land	Buildings
	\$'000	\$'000		\$'000	\$'000
2020					
Asset revaluation reserve					
Balance at the beginning of the year	26,649	357,430		26,649	357,430
Indexation	11,120	46,640	3,127	11,226	49,661
Revaluation increments (decrements)	....	431	....	....	431
Impairment losses	....	(37,890)	....	....	(37,890)
Reversals of impairment losses	....	34,842	....	....	34,842
Balance at the end of the year	37,769	401,453	3,127	37,875	404,474

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 2021 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 27 September 2021

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 comprises the statement of financial position as at 30 June 2021 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:

- present fairly, in all material respects, the Department's financial position as at 30 June 2021 and its financial performance and its cash flows for the year then ended
- are in accordance with the *Financial Management Act 2016* and Australian Accounting Standards.

Basis for Opinion

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

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

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

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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
Valuation of land, buildings and infrastructure assets <i>Refer to notes 8.4, 8.5 and 11.1</i>	
<p>At 30 June 2021, the Department held \$1.77bn in land, building and infrastructure assets, recognised at fair value.</p> <p>Independent valuations are carried out every five years and between valuations carrying values are updated using independently provided indices. During the year land and buildings were revalued as at 1 July 2020. These assets, along with infrastructure, have been indexed to 30 June 2021.</p> <p>In determining fair values, the Department utilises a valuation model appropriate to the type of assets involved. This requires the Department to exercise significant judgement, with the different valuation models highly dependent upon a range of inputs, assumptions and estimates. For these reasons, the valuation of these assets is an area requiring particular audit attention.</p>	<ul style="list-style-type: none"> Evaluating the appropriateness of the valuation methodology applied to determine fair values. Assessing the scope, expertise and independence of experts involved in the valuations and indexation. Testing, on a sample basis, the mathematical accuracy of the valuation calculations. Testing the accuracy of recording independent valuations in the Department's asset register and general ledger. Evaluating indexation applied to assets between formal valuations. Evaluating the adequacy of relevant disclosures in the financial statements for compliance with Australian Accounting Standards.

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

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cease as a result of an administrative restructure. The assessment must disclose, as applicable, matters related to going concern and the appropriateness of using the going concern basis of accounting.

Auditor's Responsibilities for the Audit of the Financial Statements

My objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes my opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with the Australian Auditing Standards will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of the financial statements.

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

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

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

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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 - Audit
Delegate of the Auditor-General**

Tasmanian Audit Office

27 September 2021
Hobart

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APPENDICES

Abbreviations and Acronyms

ACARA	Australian Curriculum, Assessment and Reporting Authority
ALIA	Australian Library and Information Association
ADR	Alternative Dispute Resolution
ASbA	Australian School-based Apprenticeships
CFLC	Child and Family Learning Centre
DoE	Department of Education
ECEC	Early Childhood Education and Care
edi	the portal to the data warehouse
FTE	Full-Time Equivalent
GETI	Government Education and Training International Tasmania
GST	Goods and Services Tax
HESP	Home Education Summary and Program
ICT	Information and Communication Technology
ITS	Information Technology Services
LAT	Limited Authority to Teach
LIFT	Learning in Families Together
LiL	Launching into Learning
LOTE	Language other than English
MP	Member of Parliament
NAPLAN	National Assessment Program – Literacy and Numeracy
NCCD	Nationally Consistent Collection of Data
NDIS	National Disability Insurance Scheme
NMS	National Minimum Standard
NQS	National Quality Standards
OER	Office of Education Registrar
OSA	Office of the State Archivist
PAT	Progressive Achievement Tests
PDP	Performance and Development Plan

PIPS	Performance Indicators in Primary Schools
PISA	Program for International Student Assessment
PLI	Professional Learning Institute
PWS	Proactive Wellbeing Supervision
RiMAC	Risk Management and Audit Committee
RTI	Right to Information
RTOs	Registered Training Organisations
SHI	School Health Initiative
STEM	Science, Technology, Engineering and Mathematics
SRB	Schools Registration Board
TASC	Office of the Tasmanian Assessment, Standards and Certification
TCCO	Tasmanian Climate Change Office
TCE	Tasmanian Certificate of Education
TFA	Teach for Australia
THEAC	Tasmanian Home Education Advisory Council
TIMSS	Trends in International Mathematics and Science Study
TLAB	Tasmanian Library Advisory Board
TRB	Teachers Registration Board
TRMF	Tasmanian Risk Management Fund
VET	Vocational Education and Training
VLCE	Vocational Learning and Career Education
UTAS	University of Tasmania

Compliance Index

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

Financial Management Act 2016

State Service Act 2000

Right to Information Act 2009

Public Interest Disclosures Act 2002

State Service Regulations 2011

Integrity Commission Act 2009

Various Treasurer's Instructions and whole-of-government directions

National Education Agreement (2012).

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Publications and Websites

Publications

Child and Student Wellbeing

- Child and Student Wellbeing Strategy Implementation
 - » 2021 – 22: Wellbeing and Me
 - » Wellbeing and Me Overview
 - » 2020 – 21: Physical Wellbeing and the Environment
- 2020 Student Wellbeing and Engagement Survey resources, updated with 2020 data and new survey title

Early Years

- Talk and Read bags
- Kindergarten Development Check (KDC) Gross Motor Cards

Facility Services

- Community engagement outcomes report -Glenorchy Child and Family Learning Centre
- Community engagement outcomes report – Kingborough Child and Family learning centre
- Community engagement outcomes report – West Ulverstone Child and Family Learning centre
- Community engagement outcomes report – South Hobart Primary School Master Plan

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 across the library network
- A range of promotional material (both printed and online) for Libraries Tasmania's Stories After Dark event
- A range of online and printed material in response to COVID-19
- Online and library location material for client satisfaction surveys
- Updates to various promotional material and merchandise for Libraries Tasmania
- Allport Museum and Library of Fine Arts promotional material (general)
- Promotional material for the Under Your Nose Exhibition and Banks' Florilegium: Society Islands, 1769 Exhibition and 91 Stories Exhibition (Allport Museum and Library of Fine Arts)
- Tasmanian Library Advisory Board Strategic Action Plan 2021-2024

Strategic Marketing, Communications and Media*

- DoE Annual Report 2019-20
- DoE Key Data – March 2021
- A range of online and printed material in response to COVID-19, including numerous Facebook posts, web banners, fact sheets, posters, signage, and pull up banners

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

Strategic Policy and Planning

- Levies and Charges Update
- Review of Education Regulation – Discussion Paper
- Review of Education Regulation - Steering Committee Report
- Review of Education Regulation - What We Heard Report
- Review of Education Regulation – various supporting Fact Sheets and FAQ documents

Teaching and Learning

- a range of information materials and resources to support Learning from Home
- Quality Teaching Guide – Literacy

Year 9-12

- Vocational Learning in Tasmanian Schools Framework
- School and Industry Partnerships Framework

Websites

Website Name	URL
B4 Early Years Coalition	www.b4.education.tas.gov.au
PLI (Professional Learning Institute)	www.pli.education.tas.gov.au
Education and Care	www.educationandcare.tas.gov.au
Great Start	www.greatstart.tas.gov.au
Office of the Education Registrar	www.oer.tas.gov.au
STEM	www.stem.education.tas.gov.au
Years 11 and 12	www.11and12.education.tas.gov.au
The Orb	www.theorb.tas.gov.au
DoE public	www.education.tas.gov.au
GETI (Government Education & Training International)	www.study.tas.gov.au
Office of Tasmanian Assessment, Standards and Certification (TASC)	www.tasc.tas.gov.au
Premier's Reading Challenge	www.premiersreadingchallenge.tas.gov.au
Teachers Registration Board	www.trb.tas.gov.au/Pages/Home.aspx
Respectful Relationships	www.respectfulrelationships.education.tas.gov.au
Anything Can Happen	www.anything.tas.gov.au
Careerify	www.careerify.tas.gov.au

Website Name	URL
My Education (decommissioned October 2021)	www.my.education.tas.gov.au
Infostream	www.news.education.tas.gov.au
Kinder Ready (decommissioned October 2021)	www.kinder-ready.tas-education.org
DoE Intranet	-
Teaching and Learning Centre	-
Emergency App	-
All Tasmanian Government Schools manage their own websites.	

Libraries Tasmania Websites

Libraries Tasmania	www.libraries.tas.gov.au
26Ten	www.26ten.tas.gov.au
Adult Education	www.adulteducation.libraries.tas.gov.au
Office of the State Archivist	www.informationstrategy.tas.gov.au



Department of Education

Salamanca Building, Parliament Square
Level 8, 4 Salamanca Place,
Hobart Tasmania 7000

GPO Box 169
Hobart Tasmania 7001

Telephone 1800 816 057

Email servicecentre@education.tas.gov.au

Website www.education.tas.gov.au

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